AFRICAN FORUM FOR AGRICULTURAL ADVISORY SERVICES

GENDER CAPACITY NEEDS ASSESSMENT REPORT AND COMPETENCE DEVELOPMENT PLAN

PREPARED BY:

Patricia Aruho Bamanyaki, PhD
P. O. Box 3701
Kampala, Uganda
Email: bamanyaki@gmail.com

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EXECUTIVE SUMMARY

The African Forum for Agricultural Advisory Services (AFAAS), a continental platform for mutual learning and innovation among agricultural extension and advisory service providers in Africa, has the goal to enhance the utilisation of improved knowledge and innovations for improving productivity oriented towards individual and national development objectives. In pursuit of this goal, AFAAS undertakes to enhance the competences of agricultural extension and advisory service providers among its membership in all areas of their work, including gender integration. In this regard, a Gender Capacity Needs Assessment was undertaken to understand the enabling environment and establish the capacity of organisations and individuals in the AFAAS membership to integrate gender equality in agricultural advisory services programmes, projects, and operations on the continent. The findings of the assessment have been used to devise a 5-year Gender Capacity Development Response Plan, which is included in this report.

The study had four specific objectives, namely to: 1) assess the broader environment regarding enabling or hindering factors for gender integration in agricultural extension and advisory services; 2) assess the institutional and organisational capacities that are currently in place to support the integration of a gender perspective in organisational and network mandates; 3) assess the capacity of individuals in terms of their knowledge, attitudes, skills, behaviour and values regarding gender concepts, gender policies and procedures, and the integration of a gender perspective in their work; and 4) develop a 5-year Gender Capacity Competence Development Plan for AFAAS and its membership, that specifically addresses the identified capacity needs.

The Gender Capacity Needs Assessment utilised a framework that evaluated six core gender capacities at three capacity development levels, namely the enabling environment, organisation and individual respectively. The six core gender capacity areas included: 1) gender analysis and strategic planning; 2) gender-responsive programming, budgeting, and implementation; 3) knowledge management and gender responsive monitoring and evaluation; 4) partnerships and advocacy; 5) leadership and transformation; and 6) gender at the workplace, respectively. Primary data was collected through an online survey that was administered to respondents from all AFAAS member countries, who included AFAAS board members, Secretariat staff of country fora and members (organisations, networks, and individuals) among the country fora. Secondary data was also obtained and reviewed, including AFAAS documents and relevant academic and grey literature.

The results at the environment capacity development level revealed that gender integration in agricultural advisory services in many countries on the continent is enabled by factors including the existence of legal, economic, and institutional frameworks that mandate gender integration/mainstreaming in all programmes, projects, ministries, departments and agencies in alignment with national and international commitments to gender equality; the growing recognition (nationally, regionally and globally) of the importance of gender and social inclusion in agriculture;

and partnerships and vocal and vibrant civil society organisations and networks that foster collective advocacy for gender integration. Nonetheless, disablers such as rigid and pervasive culture and social norms; limited gender awareness, political will and commitment among policymakers, legislators, and executives; inadequate or non-existent budget allocations for gender integration; and weak human resource and logistical capacities to enforce gender-related laws and guidelines have constrained the advancement of gender in agricultural advisory services. With conducive laws and institutional frameworks largely in place, the realisation of gender equality in agricultural advisory services and the agricultural sector in general therefore lies in addressing the disabling factors. It is thus critical for AFAAS to implement capacity development interventions that address the foregoing disabling factors to have a marked contribution in advancing gender in agricultural advisory services in Africa.

At organisational level, the results revealed wide appreciation for the relevance of gender integration to organisational mandates relating to agricultural advisory services. However, there were generally low levels of gender integration across the AFAAS membership, demonstrated by limited analysis, interpretation and use of sex- and age-disaggregated data in strategy formulation, programme and project design; the unsystematic mainstreaming of gender throughout programmes and projects; the absence of systems, procedures, manuals and toolkits to guide staff on gender integration in planning and implementation, as well as monitoring evaluation and learning processes. Additionally, staff support and commitment to gender equality and gender transformation was generally low. Consequently, efforts to advance gender in agricultural advisory services in the AFAAS membership at organisational level must concurrently focus on building and nurturing gender equality as part of the organisation culture, in tandem with establishing clear systems, guidelines and procedures that are well rolled-out to staff for implementation, with appropriate tracking, monitoring and evaluation and reporting of progress and impact.

The individual level results were consistent with the organisational level results in revealing wide support for gender equality and gender transformation in agricultural advisory services. The results however also revealed capacity gaps relating to knowledge and skills in gender analytical frameworks and tools relevant for AAS; developing and implementing gender responsive systems and tools for monitoring and evaluation; using gender- and age-disaggregated data to inform strategic planning processes, project design, implementation, monitoring and evaluation; understanding gender dynamics of communication and measuring and reporting on gender attributes in agricultural advisory services; and building and maintaining partnerships and advocacy around gender equality and women's empowerment in agricultural advisory services. Capacity development responses at individual level should largely involve training, experiential learning, coaching and mentoring on gender concepts; gender analytical frameworks and tools; gender transformative approaches in agricultural advisory services; integrating gender in the agricultural extension and advisory services programme cycle; resource mobilisation for gender activities; as well as stakeholder analysis, engagement and management, and advocacy and lobbying for gender equality and women's empowerment in agricultural extension advisory services.

The Gender Capacity Competence Development Plan proposes short-term and long-term interventions, with implementation and expected outcomes ranging from one to two years for short-term interventions, to three to five years and beyond for long-term interventions. The short-term actions, which include training, coaching, and mentoring agricultural advisory service providers on gender integration in agricultural advisory service programming, and the development of systems, policies, procedures, and guidelines for gender integration in programmes, projects, and operations at organisational level are urgent and necessary to foster the long-term interventions. Longer-term interventions include establishing, building, and sustaining partnerships and networks focused on gender in agricultural advisory services; advocacy and lobbying for gender equality and gender transformation in agricultural extension and advisory services delivery, among others. Long-term interventions require intentional and sustained engagement to achieve the desired results.

Overall, the capacity development response actions proposed in this report provide initial guidance on focused interventions that are envisaged to address the current identified capacity gaps in AFAAS. However, the prioritisation and implementation of interventions should be contextualised to specific organisation and country needs for better results. It is also recommended that periodic capacity needs assessments be conducted to track progress, as well as update the capacity needs and devise appropriate capacity development responses accordingly.

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LIST OF ABBREVIATIONS

AAS	-	Agricultural Advisory Services
AEAS	-	Agricultural Extension and Advisory Services
AFAAS	-	African Forum for Agricultural Advisory Services
FAO	-	Food and Agriculture Organisation of the United Nations
GALS	-	Gender Action Learning System
GAM	-	Gender Analysis Matrix
GCNA	-	Gender Capacity Needs Assessment
GESI	-	Gender Equality and Social Inclusion
GFRAS	-	Global Forum for Rural Agricultural Services
ILRI	-	International Livestock Research Institute
NGO	-	Non-Governmental Organisation

1.0 INTRODUCTION

This report presents the findings and analysis of a Gender Capacity Needs Assessment (GCNA) that was conducted for the African Forum for Agricultural Advisory Services (AFAAS) and its membership among Country Fora during the month of February 2022. The report also includes a Gender Competence Development Plan that draws from the findings of the GCNA to detail a 5-year roadmap to strengthen individual, organisational, and enabling environment capabilities to effectively deliver gender-responsive agricultural advisory services (AAS) in Africa.

2.0 BACKGROUND

AFAAS is a continental platform for mutual learning and innovation among agricultural extension and advisory service providers across Africa. The AFAAS goal is to enhance the utilisation of improved knowledge and innovations for improving productivity oriented towards individual and national development objectives. AFAAS operates through multistakeholder country and regional fora, which constitute public and private actors in national agricultural innovation systems. AFAAS ultimately targets smallholder farmers, many of whom constitute women and youth, who are worst hit by the threats of natural disasters, especially the effects of climate change and variability on agricultural productivity. In a bid to better address the needs of various actors in the agriculture value chain, AFAAS aims to enhance the competences of agricultural advisory service providers in all areas of their work, including the advancement of gender integration (or mainstreaming) as one of the priority areas of focus.

In 2015, AFAAS developed a 5-year Gender Mainstreaming Strategy 2015-2019 with the goal to "ensure that AFAAS achieves gender equality at all levels of the institutional framework and all stages of the programme cycle of its agricultural extension and advisory services [AEAS] mandate." In accordance with this goal, the GCNA was therefore commissioned to understand the enabling environment, and establish the capacity of the organisation, staff, and selected network members to integrate gender equality in programs, projects, and operations.

2.1 Objectives and Scope

The GCNA sought to understand the human capital, infrastructural and institutional capacity needs of AFAAS and its members relating to gender integration in AEAS programming and delivery. In alignment with the guiding principles of the Global Forum for Rural Advisory Services (GFRAS) and the capacity development framework of the Food and Agriculture Organisation of the United Nations (FAO), the GCNA was undertaken at three levels, namely 1) the enabling environment; 2) the organisation; and 3) the individuals. The scope of the

GCNA was AFAAS Secretariat, country fora and the membership of country fora in the Africa continent.

The specific objectives of the study were to:

1) Assess the broader environment regarding enabling or hindering factors for gender integration in AEAS. These included policies; legal and economic frameworks; institutional frameworks; public sector budget allocations and processes; technological factors; political commitment; and culture, social norms, values, and traditions.

2) Assess the institutional and organisational capacities (priorities relating to gender equality, policies, processes, procedures, human and financial resources, and infrastructure) that are currently in place to support the integration of a gender perspective in organisational and network mandates.

3) Assess the capacity of individuals in terms of their knowledge, attitudes, skills, behaviour and values regarding gender concepts, gender policies and procedures and the integration of a gender perspective in their work.

4) Develop a five-year Gender Capacity Competence Development Plan for AFAAS and its membership, that specifically addresses the capacity needs identified in the GCNA.

3.0 METHODOLOGY

3.1 The Conceptual Framework

The conceptual framework that was used for the GCNA was an adaptation of two frameworks, namely the Gender Equality Capacity Assessment Tool by the UN Women (2016) and a framework developed by the CGIAR International Livestock Research Institute (ILRI, 2019). The two frameworks were deemed suitable for the GCNA based on their critical examination of the three levels of capacity under assessment (the environment, institution/organisation, individuals), as well as their wide applicability to diverse sectors. In the updated framework by ILRI, the core capacities of leadership and innovative gender responsive approaches are merged into one core capacity named leadership and transformation; and gender at the workplace is added as a standalone core gender capacity (ILRI, 2019:14).

Both frameworks assess perceptions of knowledge, attitudes, and skills of respondents relating to six core capacities at the environment, organisational and individual levels respectively. Table 1 presents the conceptual framework that was adapted to suit the purposes of the present study.

Core capacity	Description
1. Gender analysis and strategic planning	The capacity to apply gender analytical tools and frameworks to conduct gender analysis that is relevant to AAS and to use gender analytical data to formulate new programme/project activities.
2. Gender-responsive programming, budgeting, and implementation	The capacity and commitment to implement gender responsive programmes, to mainstream gender throughout all operations and programmes and allocate financial and human resources towards gender activities.
3. Knowledge management and gender responsive monitoring and evaluation	The capacity to collect and analyse sex- and age-disaggregated data; to monitor, document and report on gender-responsive programming and specific gender outputs and outcomes; and ensure wide outreach and communication on gender-responsive programming and its results.
4. Partnerships and advocacy	The capacity to build coalitions, to influence government and external partners, and to advocate for gender equality.
5. Leadership and transformation	Leadership capacity and commitment to gender equality and the transformation of gender (power) relations.
6. Gender at the workplace	The capacity to promote a gender responsive workplace and organisation culture with equal opportunities and benefits for women and men.

3.2 Data Collection Methods

The primary method for data collection was an online survey that was administered to respondents from all AFAAS member countries on the continent. The target respondents included AFAAS board members, Secretariat staff, staff of country fora, and members (organisations, networks, and individuals) among the country fora.

The survey consisted of open-ended and closed-ended questions. The open-ended questions sought to obtain elaborations of the environmental factors that enable or hinder gender integration; evidence of organisational and institutional mechanisms and tools for gender integration; and descriptions of the internal organisational strengths and weaknesses regarding gender integration in AEAS. Closed-ended questions with 5-point Likert Scale options were used to establish the degree of knowledge, attitudes and skills

relating to each of the six core gender capacities at organisational and individual levels respectively.

Secondary data was also obtained through a review of AFAAS documents, including the Gender Mainstreaming Strategy 2015-2019, the AFAAS Capacity Gaps Assessment Report 2020, the AFAAS Gender Integration Assessment Report 2022, as well as relevant academic and grey literature.

3.3 Data Analysis Methods

Qualitative and quantitative methods were used to analyse the data. Qualitative data from open-ended responses was organised by country and analysed according to the three capacity levels respectively. Closed-ended responses, on the other hand, were analysed using descriptive statistics (frequency and mode) to identify the most common responses relating to specific core gender capacities.

3.4 Study Limitations

The assessment had the following limitations:

- The survey tool was developed and administered in English, which may have limited the number of responses received from French Speaking countries. The language notwithstanding, some responses were received in French and translated accordingly and merged with the English data for analysis.

- The survey recorded a rather low response. Despite several reminders and the extension of the deadline for response submission from two weeks to a full month, only 42 responses were received from participants in 15 countries.

- Many of the survey respondents held leadership positions and had received some exposure to gender training. As such, the findings from this report may not entirely reflect the status of persons holding lower-level positions within the AFAAS network, notably programmes and administration staff. However, the analysis takes special consideration of differences in responses of persons holding different positions where applicable.

The limitations notwithstanding, this report presents a general view of the status of gender core capacities at the different capacity levels within the AFAAS network.

4.0 ASSESSMENT FINDINGS

The presentation of the findings of the GCNA starts with an overview of the study sample, followed by an assessment of the six core gender capacities at environment, institutional/organisational and individual levels respectively.

4.1 Respondent Characteristics

The study sample comprised 42 respondents from 15 countries (25 male, 17 female) as shown in Table 2. Among the survey respondents, 34% worked with country fora; 15% worked with non-government organisations (NGOs); 12% worked with research organisations; 12% worked with AFAAS Secretariat; 10% worked with government, 7% worked with universities; while the remaining 12% respondents worked with farmer organisations, private sector, a network organisation, or a regional forum respectively.

Table 2: Summary of respondents by country and gender

	Country	Male	Female	Total
1.	Uganda	4	5	9
2.	Madagascar	4	5	9
3.	Ethiopia	4		4
4.	Nigeria	2	1	3
5.	Kenya	3	1	4
6.	Sudan	1	1	2
7.	South Africa	-	2	2
8.	Mali	1	-	1
9.	Tanzania	-	1	1
10.	Malawi	2		2
11.	Zambia	1		1
12.	Zimbabwe	1		1
13.	Sierra Leone	1		1
14.	Guinea Bisau	1		1
15.	Germany		1	1
	Total	**25**	**17**	**42**

Most of the survey respondents (32%) were heads of institutions at the position of Chief Executive Officer or Director; followed by focal persons or programme heads (27%); technical/programme staff (24%); administrative staff 10%); board members (5%) and network members (2%) respectively as shown in Figure 1
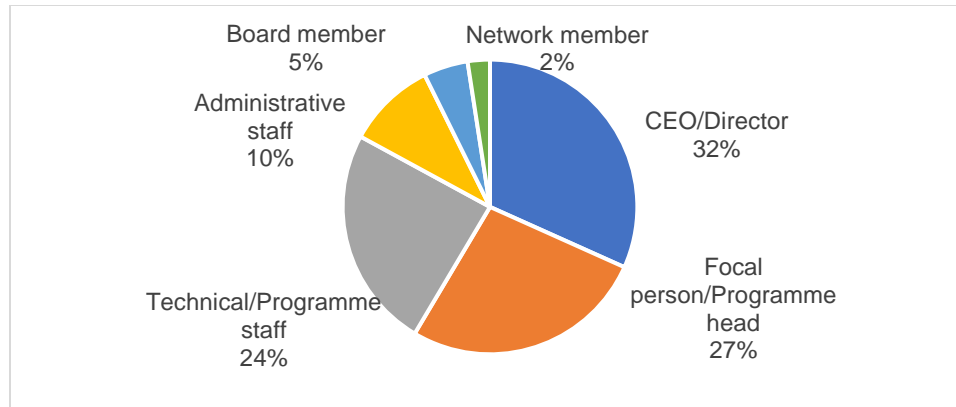
Figure 1: Respondents by designation

All the respondents were above 30 years old, with 60% holding master's degrees, followed by 24% with doctorate degrees, 10% with undergraduate degrees and 6% with diplomas. The majority (76%) had received introductory training or orientation on gender issues before, while 24% had never received any training on gender. Among the respondents, who had received training on gender issues, only 31% had taken gender-related training courses in the last two years preceding the survey.

4.2 Core Gender Capacities at the Environment Level

4.2.1 Gender analysis and strategic planning

The respondents were asked to elaborate how environmental factors in their country (i.e., policies, legal and economic frameworks, technological factors, public sector budget allocations and processes, social norms, and values) enable or hinder gender analysis and strategic planning.

According to the results, the main enabling environmental factors included the existence of legal and economic frameworks that mandate gender integration in programs and projects; the existence of structures in some countries that are charged with ensuring that gender is mainstreamed in government-led development initiatives; and the requirement by many funding partners to demonstrate gender integration in project proposals, among others. Table 3 presents a summary of responses relating to enabling environmental factors for gender analysis and strategic planning in AAS among countries in Africa.

Enablers	Country
1. The existence of legal frameworks (constitution, laws, policies, and regulations) that mandate gender responsiveness of programs and development initiatives across sectors and affirmative action for women.	Uganda, Kenya, South Africa, Malawi, Madagascar, Ethiopia, Mali
2. The existence of special programs focusing on gender in the Ministry of Agriculture at national and sub-national level	Madagascar, South Africa, Tanzania
3. The existence of structures (national machinery for gender equality) at national and decentralised levels that ensure that strategies and programs mainstream gender. These include gender resource persons, gender directorates and departments	Ethiopia, Madagascar
4. Gender research is well-established among researchers in institutions of learning and research organisations	Uganda, Madagascar
5. The donor community/ development partners emphasise gender mainstreaming in programs and projects that they finance	Tanzania

The hindrances in the environment for gender analysis and gender integration in strategic planning were mainly rigid culture, social norms and values in many African societies; gender-insensitive agricultural technology and lower levels of literacy among women compared to men that influence extensionists to target more men than women in plans; weak or gender-blind national agricultural policies or the absence of national guidelines for gender integration in agriculture, among others, as summarised in Table 4.

Table 4: Environmental hindrances to gender analysis and strategic planning by country

Hindrances	Country
1. Rigid culture, social norms and values in some societies that prevent women from owning or inheriting assets such as farmland or taking leadership positions. Women in many cultures are also regarded as 'helpers' in the household and therefore are not targeted as direct beneficiaries for development projects.	Ethiopia, Nigeria, Uganda, Madagascar, Zimbabwe, Kenya, Zambia
2. Gender blind national policies and strategies for the agriculture and rural sector that tend to favour men and marginalise women. Program design and	Mali, Madagascar,

Hindrances	Country
strategy formulation is aligned to gender blind policies.	
3. Gender-insensitive agricultural technology favouring men more than women.	Ethiopia, Uganda, Sierra Leone, Kenya
4. Limited data disaggregation by gender. Gender analysis is also highly fragmented, limited mostly to activity profiling, workloads, access and control of assets, and decision-making power.	Sudan, Madagascar, Sierra Leone
5. Weak policies that do not emphasise the role of women in agriculture. Policy enforcement is also weak, affected by low political commitment to mainstream gender across sectors and programs	Sudan, Ethiopia, Uganda, South Africa, Kenya
6. Limited gender awareness among policy makers, coupled with diverse interpretations of gender (differentiating 'women' from 'gender'). This leads to oversight of gender issues during policy operationalisation. Gender is often integrated at later stages of the program cycle in an unsystematic manner.	Kenya, Malawi, Mali
7. Obsolete national guidelines for gender integration that require review and updating. E.g., the National Plan for Gender and Development	Madagascar
8. Gender unit in the Ministry of Agriculture is not well functioning	Sudan
9. Despite several decades of support towards designing and implementing gender research programs, there is no clear evidence of impact	Sudan

4.2.2 Gender Responsive Planning, Budgeting, and Implementation

The respondents were asked to describe how environmental factors, notably policies, regulations, and norms, enable or disable the capacity of their organisation to plan, allocate budgets and implement gender-responsive agricultural advisory services. Tables 5 and 6 summarise the enabling factors and hindrances accordingly.

Enablers	Country
1. The existence of policies, laws and regulations that mandate all government ministries, departments, and agencies to budget for and implement programmes and projects that are gender responsive.	Uganda, Kenya, South Africa, Malawi, Madagascar, Ethiopia, Tanzania

The common disabling environmental factor that affects gender responsive planning, budgeting, and implementation in at least three countries was described as socio-cultural norms and traditions that hinder women from holding farmland and therefore being considered as primary targets during the design and implementation of AAS programmes. Other hindrances include limited financial capacity among many women to effectively participate in AAS programmes; weak technical capacities among AAS providers in gender integration and mainstreaming; limited staffing and funding; and limited political will to enforce gender responsive policies and laws as summarised in Table 6

Table 6: Environmental hindrances to gender responsive planning, budgeting, and implementation by country

Hindrances	Country
1. Many women do not meet the required criteria. i.e., they lack the security to obtain developmental loans, limiting their inclusion as targets for projects	Uganda, Malawi
2. Socio-cultural factors, norms and traditions that hinder women's participation in farming or bar women from holding farmland	Mali, Uganda, Nigeria, Madagascar
3. Weak capacities in gender analysis, gender mainstreaming and the capacity to implement and follow-up on gender-related activities	Sudan
4. Lower levels of education among women compared to men limits them from being targeted for programs or strategic leadership positions.	Madagascar, Uganda
5. Inadequate funding to implement programs and projects	Nigeria
6. Low political will or commitment to enforce existing policies. Gender consideration is given low priority.	Madagascar, Ethiopia
7. Public sector budget allocations for gender integration are minimal or non-existent	Kenya, Sudan, Nigeria

4.2.3 Knowledge Management and Gender Responsive Monitoring and Evaluation

The respondents were asked to explain the environmental factors that enable or disable their organisation and its networks from collecting and analysing sex-disaggregated data

and proceeding to monitor, document and report on gender responsive agricultural advisory services. Table 7 summarises the enabling factors as mentioned by respondents in the respective countries.

Table 7: Environmental enablers for knowledge management and gender responsive monitoring and evaluation by country

Enablers	Country
1. Existence of gender tracking tools, procedures, and routines, as well as donor requirements for such data to be tracked	Madagascar, Sierra Leone
2. Conducive national policies that mandate affirmative action for females with demonstrated evidence	Uganda, Malawi

Many respondents elaborated disabling factors that constrain gender responsive knowledge management, monitoring, and evaluation. Among the common factors included insufficient funding to facilitate gender-responsive data collection processes and the inclusion of gender activities in programming; indifference or negative attitudes towards gender integration; data collection challenges in terms of distance; limited knowledge, skills, or guidelines on collecting and analysing gender-disaggregated information, and cultural restrictions as summarised in Table 8.

Table 8:Environmental hindrances to knowledge management and gender responsive monitoring and evaluation by country

Hindrances	Country
1. Guidelines and tools for collecting sex-disaggregated data are not readily available during documenting and reporting processes.	Uganda
2. Availability of funds to facilitate data collection processes and the inclusion of gender activities in programming.	Nigeria, Malawi, Kenya
3. Gender-blind policies. Gender is given secondary importance. Specific gender monitoring and tracking is not conducted.	Sudan, SERVInnov
4. Geographical distance between the gender researcher and the local teams in charge of collecting data about innovation processes and support services is a challenge.	SERVInnov, South Africa
5. Knowledge and skills gaps	Ethiopia
6. Weak enforcement of existing gender policies	Zambia
7. Restrictions in some cultures make it difficult to conduct gender research	Kenya

Related to knowledge management and learning, the respondents were asked to give opinions on whether the knowledge products that their organisation or others among their AAS networks had any effect on policies, legislations, and government programs regarding gender responsive AAS. More than half the respondents (59%) responded in affirmative, while 19% were not sure and 22% think the knowledge products produced by their organisation or networks do not have any effect.

The affirmative respondents elaborated that they held workshops, seminars, and dialogues with service providers and policy makers; published and disseminated policy briefs on extension and climate change; provided guidelines, gender-disaggregated data and gender trainings, while other organisations that are actively involved in advocacy for gender-responsive agricultural advisory services.

4.2.4 Partnerships and Advocacy

The respondents were asked to describe how environmental factors enable or disable the capacities of their organisation and networks to develop partnerships and coalitions for gender in agricultural advisory services. Table 9 summarises the enabling factors by country.

Table 9: Environmental enablers for gender and advocacy by country

Enablers	Country
1. Existence of several platforms on gender in agricultural development at national, sub-regional and international level that foster continuous engagement	Mali, Sierra Leone, Kenya, Madagascar
2. Existence of gender units in states and organisations	Sudan
3. Favourable national policies and legal frameworks that emphasise gender integration and inclusiveness	Uganda, Nigeria

The disabling environmental factors for partnerships and advocacy around gender in agricultural advisory services are summarised in Table 10 below.

Table 10:Environmental hindrances to partnerships and advocacy by country

Disabling factors	Country
1. Limited data available on women in agriculture hinders evidence-based advocacy	Nigeria
2. Organisations lack gender experts to coordinate activities and effectively build and sustain partnerships and coalitions	Ethiopia

Disabling factors	Country
3. Unclear agricultural policies, or weak enforcement of policies has led to a poor level of networking among relevant stakeholders.	Sudan, South Africa, Zambia
4. Limited funding and programmes on gender in agricultural advisory services	Kenya, Uganda, Malawi.

The respondents were also asked to rate their opinion on the effectiveness of the advocacy done by their partnerships or specific organisations within their partnerships on policies, legislation, and government programmes regarding gender equality in AAS. The majority (74%) agreed that the advocacy of their partnerships had effects on policies, legislation, and government programmes regarding gender equality in AAS, while 13 percent thought it was inapplicable to their organisation and 13 percent expressed that the advocacy on AAS was not effective.

4.2.5 Leadership and Transformation

From the perspective of the respondents, the environment was assessed in relation to how it influences or affects the capacity of their organisation to promote gender equality and transform gender power relations relating to agricultural advisory services (especially access, benefit, and utilisation). Table11 summarises the enabling factors accordingly.

Table 11:Environmental enablers of gender responsive leadership and transformation in AAS

Enablers	Country
1. Partnerships around gender equality in agriculture foster collective advocacy for transforming gender power relations	Mali
2. The appointment of women as leaders of executive offices and other technical working groups has contributed to the recognition of the need for gender equality and transformation of gender power relations relating to agriculture	Nigeria
3. National gender policies mandate a consideration of equality in access, benefit, and utilisation of agricultural advisory services	Uganda, Sierra Leone
4. An active and vocal civil society that advocates for women's empowerment and emancipation.	Uganda

Disabling environmental factors that affect the promotion of gender equality and transformation of gender power relations relating to AAS were also described as summarised in Table 12.

Hindrances	Country
1. Societal norms and traditions that marginalise females from taking up leadership positions	Nigeria, Ethiopia
2. Inadequate funding for implementing gender transformative extension and advisory services	Malawi, Uganda
3. Limited political will to implement national and organisational gender policies	Zambia

4.2.6 Gender at the Workplace

The respondents were asked to describe the factors in the environment that enable and/or disable the capacity of their organisation to provide a gender-responsive workplace. The enabling factors were listed by country as follows:

i. Equal treatment accorded to all gender without discrimination (Tanzania)
ii. Affirmative action on women, with at least 30% of the employees being female (AFAAS Secretariat)
iii. The existence of policies that mandate gender equality in the workplace (Kenya, Sierra Leone, AFAAS Secretariat).

The disabling environmental factors that hinder organisations from providing a gender-responsive workplace were also listed as follows:

i. Marginalisation of women owing to deep-rooted traditions and culture (Nigeria).
ii. Limited funding to invest in gender-responsive infrastructure and activities at the workplace (Malawi, Kenya).
iii. Limited numbers of qualified females to occupy certain positions of leadership (Uganda).

4.3 Core Gender Capacities at Organisational Level

4.3.1 Gender Analysis and Strategic Planning

The respondents were asked three questions about their perceptions of gender analysis and strategic planning at the organisations where they worked. The first two questions sought to establish whether: 1) the organisation uses gender analysis to develop strategies to address gender dynamics in AAS; and 2) the organisation has systems in place to ensure that information from gender analysis is used to guide strategic program development. The

two questions were closed-ended with response options on a five-point Likert scale ranging from 1 =strongly disagree up to 5=strongly agree.

The results (see Figure 2) showed that while most of the respondents agreed that their organisation uses gender analysis to develop strategies to address gender dynamics, most of the respondents could neither affirm nor deny that their organisation has systems and procedures in place to ensure that information from gender analysis is used to guide strategic program development. The findings point to the absence of clear procedures and guidelines at organisation level to guide gender integration in strategic plans and programming.
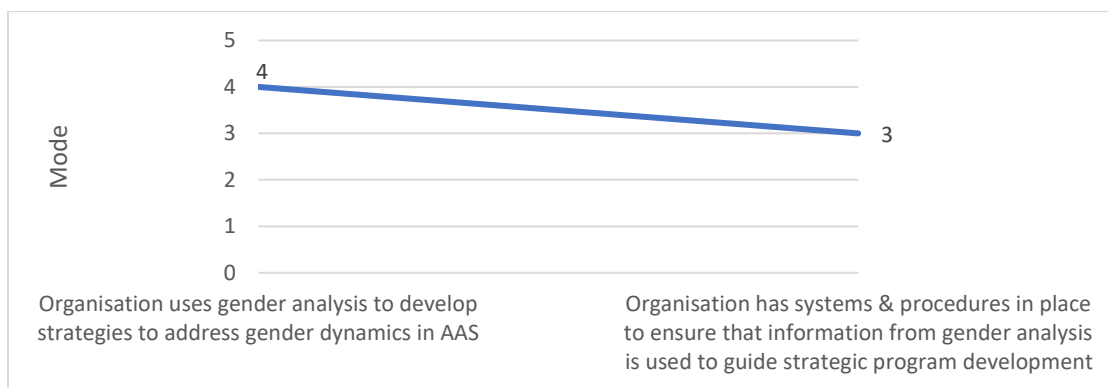
Figure 2: Perceptions of gender analysis and strategic planning at organisation/institution level

The third question sought perceptions regarding the respondent's knowledge of the existence and availability of organisation gender manuals and toolkits, and their distribution to staff to guide gender integration in work processes. The results showed that 76% of the respondents confirmed the non-existence of organisation gender manuals and toolkits that have been distributed to staff to guide gender integration in work processes, while 7% were not sure. Only 8 out of 42 respondents (19%) responded in affirmative as shown in Figure 3.
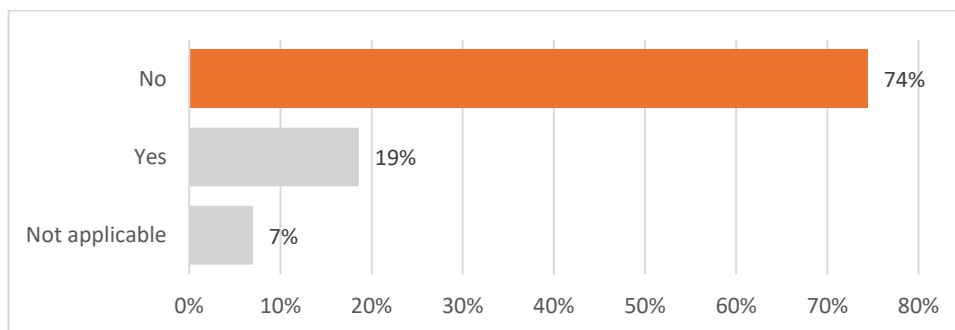
Figure 3: Knowledge of gender manuals and toolkits that are distributed to staff to guide gender integration

4.3.2 Gender Responsive Planning, Budgeting, and Implementation

Respondent perceptions relating to gender-responsive planning, budgeting and implementation at organisation level were obtained through five questions that sought to establish: 1) whether the organisation ensures that women and men benefit equally from programme interventions and funds used; 2) whether the organisation develops and implements programmes or projects with an explicit focus on gender; 3) whether the organisation mainstreams gender throughout all programmes and projects; 4) whether the organisation allocates financial and human resources for programmes that are gender-responsive; and 5) whether organisation staff receive support to integrate gender in their work from a gender focal person within their organisation respectively.

Question 1 under this section was analysed using frequencies of responses, where 1 = yes; 2= no; and 3= Not applicable. The results showed that most respondents (71%) affirmed that their organisation ensures that women and men benefit equally from programme interventions and funds used. Among the remaining respondents, 10% disagreed, while 19% of the respondents thought it was not applicable to their organisation to ensure gender equality in programme interventions and the use of funds as seen in Figure 4.
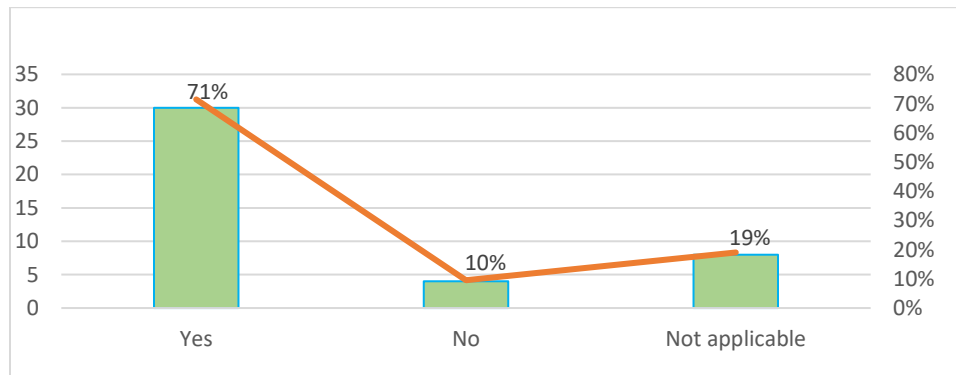
Figure 4: Perceptions of the organisation ensuring equal benefit for women and men in programmes

The second question under this section was analysed using frequencies of responses with three options, namely 1 = yes; 2= no; and 3= maybe. The results showed that slightly over half of the respondents (52 %) thought that their organisation develops and implements programmes or projects with an explicit focus on gender, while 19% were not sure and 29% disagreed as seen in Figure 5.
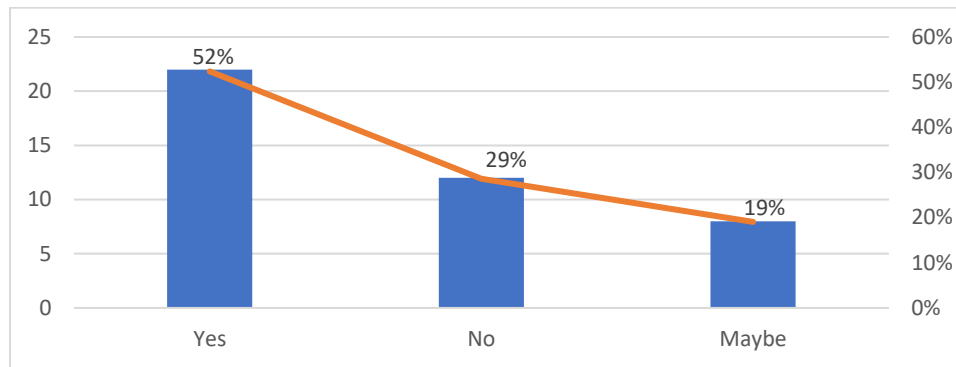
Figure 5: Perceptions of the organisation implementing programmes or projects with an explicit focus on gender

The third and fourth questions under this section were analysed using modes (most commonly occurring responses) based on five options with 1= strongly disagree up to 5= strongly agree.

The results relating to organisations mainstreaming gender throughout all programmes and projects were bimodal, with equal frequencies of respondents who were not sure and those who agreed with the statement (Figure 6). The results also showed that most of the respondents neither agreed nor disagreed that their organisation allocates financial and human resources for programmes that are gender responsive.
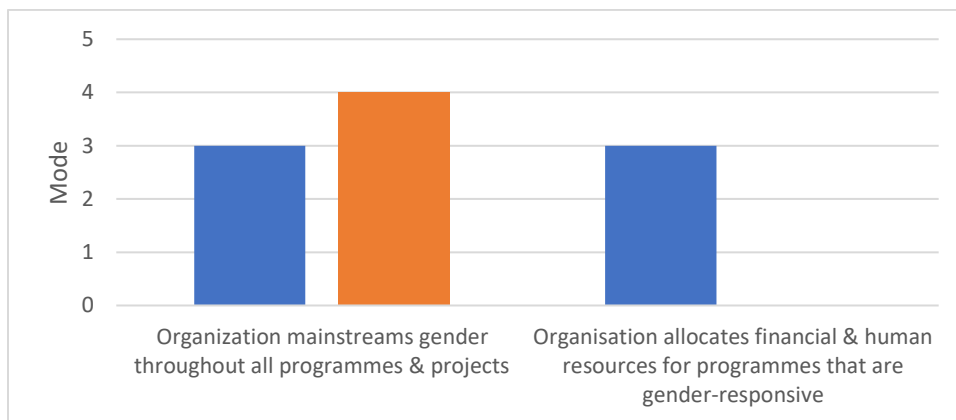
Figure 6: Perceptions of the organisation mainstreaming gender throughout the project cycle and allocating resources for gender-responsive programmes

The fifth question was analysed using frequencies. The results showed that more than half of the respondents (66%) have never received technical support from a gender focal person in their organisation on gender integration in their work. Only 34% expressed having been helped by a gender focal person at their organisation. The results point

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towards the lack of designated gender experts/focal persons in the AFAAS network to guide staff in planning and executing day-to-day operations.

4.3.3 Knowledge Management and Gender Responsive Monitoring and Evaluation

For this core capacity, the respondents were asked to rate their organisation in relation to four dimensions, namely: 1) the extent to which the organisation collects sex- and age-disaggregated data; 2) the extent to which the organisation interprets and reports on sex-disaggregated data; 3) whether the organisation produces documents and publications on gender in AAS; and 4) whether the organisation's monitoring, evaluation and learning system is gender responsive by, for instance, tracking progress on gender attributes in programmes and projects.

A five-point Likert scale of options was used for rating the four questions. The response options for questions 1 and 4 had a rating scale with 1= strongly disagree up to 5= strongly agree. For the second question the response options ranged from 1= very low to 5= very high; while for Question 3, the options ranged from 1= not applicable; 2= I don't know about this; 3= I know about this; 4= I am confident enough to use in my everyday work; to 5= I am confident to lead on this respectively.

According to the results, most of the respondents agreed that their organisation collects sex- and age-disaggregated data, however, most respondents attested that the extent to which their organisation interpreted and reported on sex-disaggregated data was moderate and were non-committal about the gender-responsiveness of their organisation's monitoring, evaluation and learning system. Furthermore, most of the respondents were not aware of their organisation producing documents and publications on gender in agricultural advisory services as shown in Figure 7.
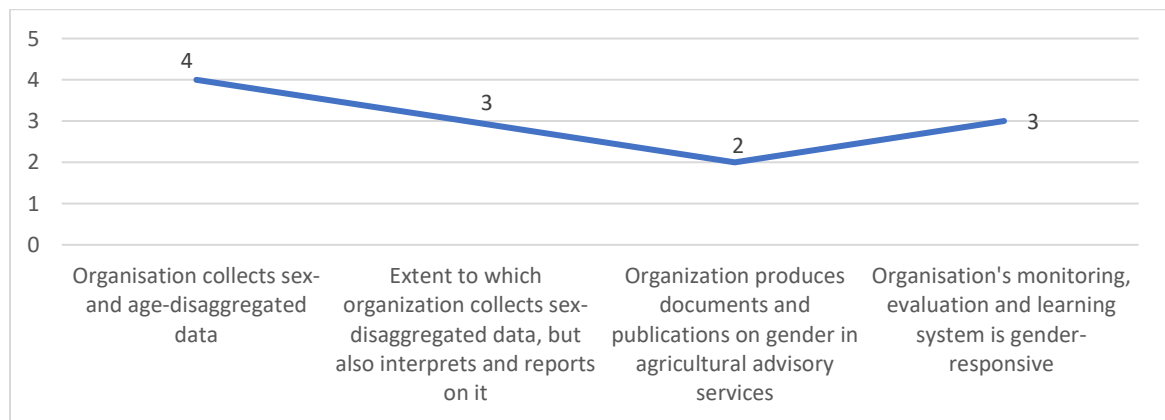
Figure 7: Perceptions of knowledge management, gender responsive monitoring and evaluation at organisation level

The respondents were further asked to elaborate on the mechanisms (guidelines, tools, and methods) that were being used to ensure that data collected is sex- and age-disaggregated. The types of mechanisms expressed included registration forms, attendance sheets, pre-determined lists of project beneficiaries (Madagascar); agreed upon indicators set by donors (Mali); survey tools (South Africa); the existence of a gender working group (Nigeria); and strategies and operations manuals (Uganda, Sudan) respectively.

4.3.4 Partnerships and Advocacy

The capacity for partnerships and advocacy at organisation level was assessed using three questions that required respondents to rate their organisations on a scale of 1 to 5 regarding the following aspects: 1) active advocacy for gender equality in AAS; 2) partners and networks with other actors around gender-equality in AEAS or agriculture value chains; and 3) gender equality is central to the partnerships that the organisation maintains.

The Likert scale options ranged from 1= strongly disagree to 5= strongly agree. According to the results (see Figure 8), most of the respondents agreed that their organisation advocates for gender equality and partners and networks with other actors focused on gender equality in extension and advisory services and agriculture value chains; however, many respondents neither agreed nor disagreed that gender equality was central to the partnerships their organisations held. The inconsistent findings signal that there are limited partnerships among organisations in the AFAAS network around gender responsive AEAS.
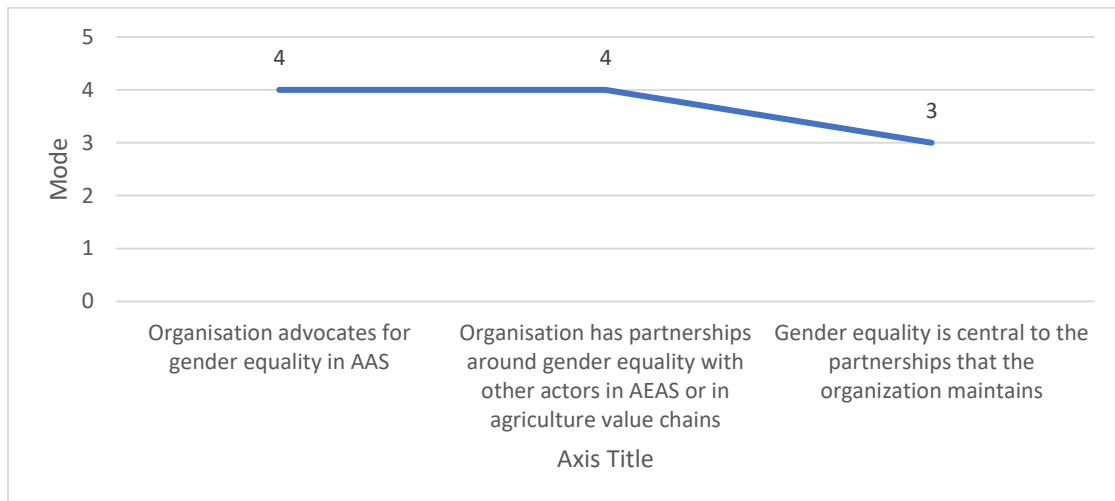
Figure 8:Perceptions of organisational partnerships and advocacy around gender in AAS

4.3.5 Leadership and Transformation

Leadership and transformation capacity at organisation level was assessed through four questions, notably: 1) the degree of relevance of gender considerations to the mandate of the organisation represented; 2) the degree of shared commitment among all organisation staff/members towards gender equality and the transformation of gender power relations in agriculture; 3) the extent to which staff of the organisation generally support a gender responsive approach; and 4) the extent to which the organisation or members among its network effectively promote gender transformative approaches in AAS.

According to the results, 72% of the respondents affirmed that gender is very relevant to the mandate of their organisation, while 5% attested to gender being the focus of their work (see Figure 9). The rest of the respondents (19%) affirmed that gender was relevant, but to a limited degree, while 5% stated that gender is not relevant at all to their organisation mandate as shown in Figure 9.
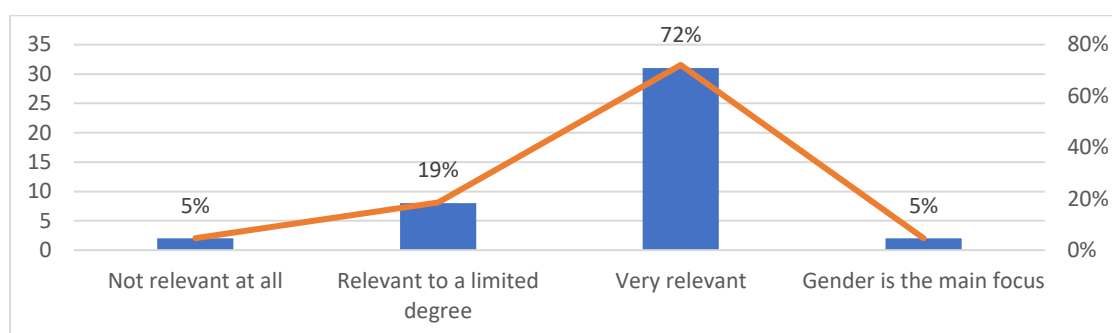
Figure 9:Degree of relevance of gender to the mandate of the respondent's organisation

For questions 2 and 3 of this section, respondents were asked to rate their opinions about their organisations, with the response options ranging from 1= strongly disagree; 2= disagree; 3= neutral; 4= agree; and 5= strongly agree. The results (Figure 10) showed that most of the respondents rated a score of 3 for both questions, implying that they neither agreed nor disagreed that their organisations generally supported a gender responsive approach; nor that there was a shared commitment amongst staff towards gender equality and transformation of gender power relations in agriculture value chains.
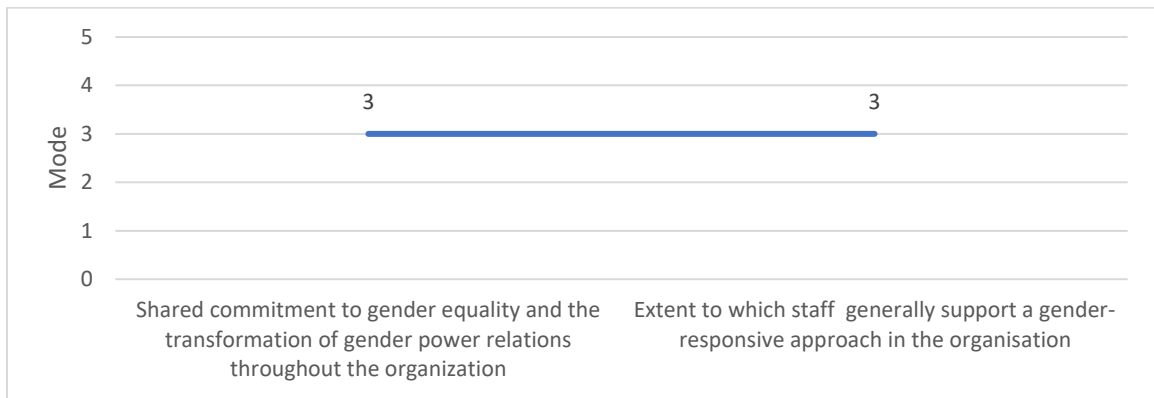
Figure 10: Perceptions of gender responsive leadership and transformation at organisation level

The respondents were also asked to comment on whether their organisation or members in their network are effectively promoting gender transformative approaches in AEAS. Out of 30 respondents, 67% affirmed, 13% denied, while 20% were not sure as shown in Figure 11.
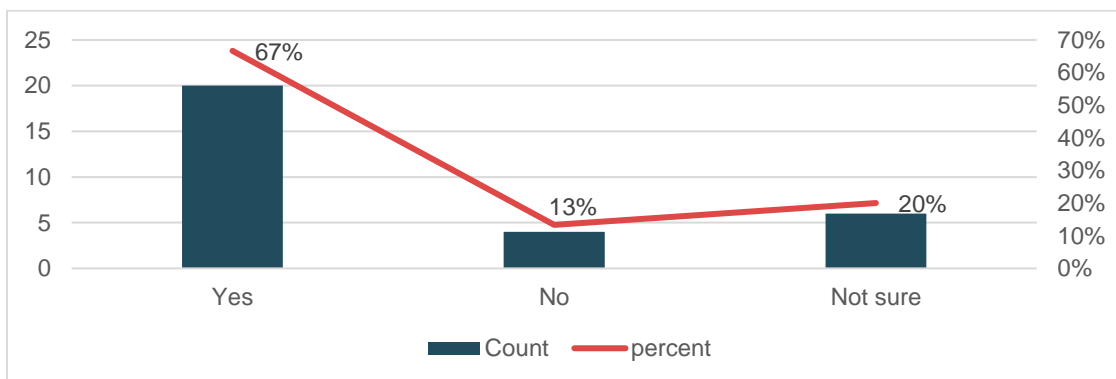
Figure 11: Perceptions of organisations effectively promoting gender transformative approaches in AAS

Among the initiatives currently being undertaken by organisations in the AFAAS network to advance gender transformation in agricultural extension and advisory services include the following:

i.   Integrating gender topics in undergraduate and postgraduate level agricultural courses at universities and other institutions of learning

ii.   Promoting and implementing gender related research projects at institutions of learning.

iii. Advocacy and implementation of gender transformative projects (promoting women's rights and women empowerment) among women and youth organisations.

iv.   Community sensitisation and inclusion of women and youth in projects

v. Networking with partners to strengthen collective advocacy on issues affecting gender equality in extension and advisory services.

4.3.6 Gender at the Workplace

The core capacity of gender at the workplace at organisation level was assessed through three questions. With reference to their organisation, respondents were asked: 1) whether the norms and values of the organisation supported gender equality; 2) whether the organisation has a balanced representation of women and men at all levels (leadership, programmes, and administration); and 3) whether the organisation has strategies and/or implements actions to ensure gender equality at the workplace respectively.

The response options for the first two questions were on a five-point Likert scale with a range from 1=strongly disagree up to 5= strongly agree. The results showed that most of the respondents agreed that the norms and values of their organisations supported gender equality. Regarding whether organisations had a balanced representation at all levels, there was an equal split between respondents in agreement and those with a neutral response as depicted in Figure 12.
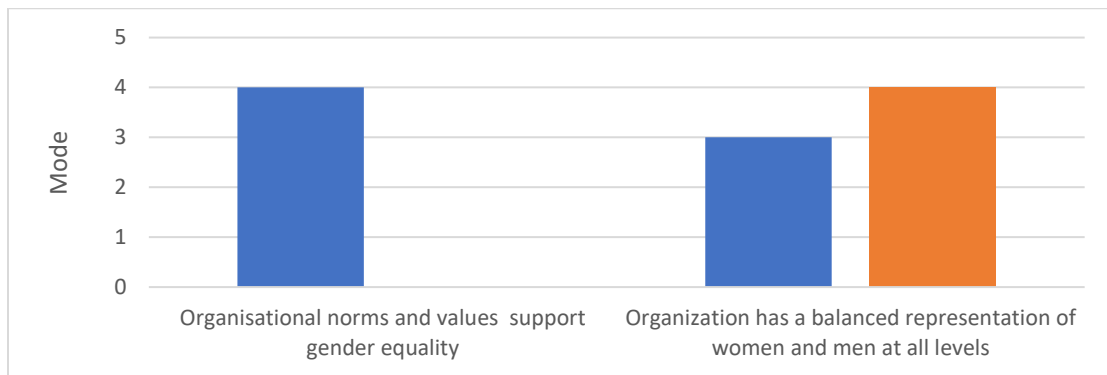
Figure 12: Perceptions of gender at the workplace at organisational level

The results for Question 3 revealed that 59% attested to their organisation having strategies and/or implementing actions to ensure gender equality at the workplace. Out of the remaining respondents, 32% gave a negative response, while 9% were not sure as shown in Figure 13.
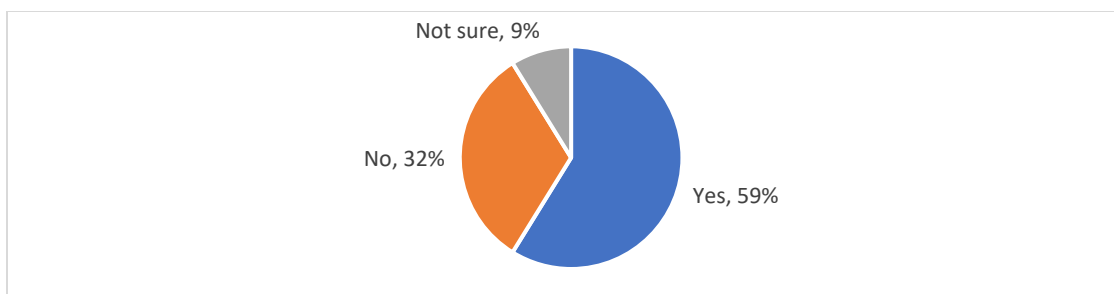
Figure 13:Perceptions of the organisation implementing strategies/actions to ensure gender equality at the workplace

The respondents with affirmative responses were asked to elaborate the strategies or mechanisms their organisations had in place or were implementing to ensure gender equality in the workplace. Table 13 presents some of the strategies/actions reported by organisation and country.

Table 13: Strategies implemented by organisations to ensure gender equality at the workplace

Organisation type	Country	Strategy action
FOSCAR	Mali	Establishment of a network of rural councillors as a working group on the promotion of gender
MOA	Sudan	A strategy on gender equality and mainstreaming Female staff are more than males
NIFAAS	Nigeria	Gender working group
UFAAS Kyambogo University	Uganda	Few staff all women, gender balance is on the board Affirmative action for women is implemented during recruitment and appointment of academic staff
WoFaAK Arid Lands Information Network	Kenya	A women's organisation but males are included as beneficiaries A gender strategy and guidelines are in place
FORMAPROD FOFIFA Bean platform	Madagascar	Provision for child minders (nannies) during official meetings Equal opportunities availed to females and males
MOA	Ethiopia	Provision in the agricultural extension strategy
Sierra Leone Forum for AAS	Sierra Leone	A country fora strategy and implementation plan with a component on gender equality

4.4 Core Gender Capacities at Individual Level

Respondents were asked to rate their level of familiarity with international conventions on gender equality and women's empowerment. Fewer respondents (31%) attested to being very familiar or even applying international conventions on gender equality and

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empowerment of women in their work. The rest of the respondents (45%) attested to being familiar to a certain extent, while 24% had no knowledge of international conventions on gender equality and women's empowerment.

Respondents were also asked to rate the extent to which they felt that gender concerns influence their daily work. Most of the respondents (83%) responded in affirmative, with 67% attesting to gender concerns influencing their work to a significant extent and 14% attesting to gender concerns being the whole focus of their work. The remaining 17% of the respondents attested that gender concerns either influenced their work to a limited extent or not at all as shown in Figure 14.
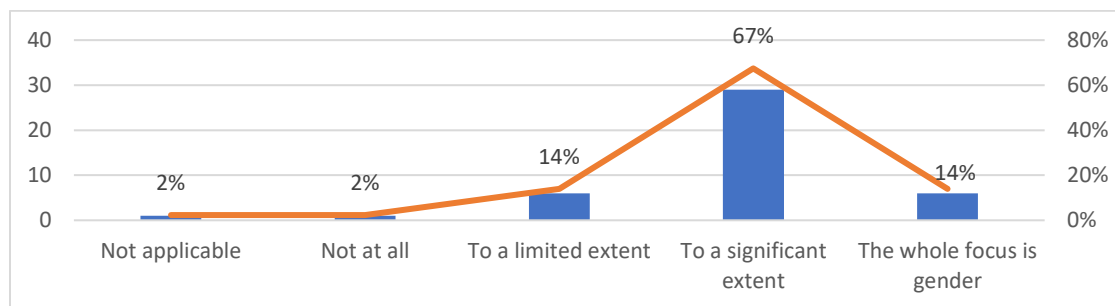
Figure 14: Perceptions of the extent to which gender concerns influence daily work of respondents

4.4.1 Gender Analysis and Strategic Planning

The foundation for conducting gender analysis and gender integration in strategic planning is an adequate knowledge and understanding of gender concepts and gender analytical frameworks and tools. Respondents were asked four questions to ascertain: 1) their knowledge of gender concepts and gender analytical frameworks and tools; 2) their skills to apply gender analytical frameworks to analyse gender dynamics in agriculture value chains relating to AAS; 3) their understanding and ability to explain gender-responsive data to inform strategic planning; 4) their ability to develop and apply strategies that address gender dynamics in planning processes; and 5) whether they argue and advocate for gender analysis and integration during strategic planning.

Figure 15 shows the most common ratings among the respondents relating to each of the five preceding questions. For all the five questions, the response options followed a five-point Likert scale, with 1= 'not applicable'; 2= 'I don't know about this'; 3= I know about this; 4= 'I am confident enough to use this in my everyday work'; and 5= 'I am confident enough to lead work on this'. The results show that most of the respondents had a fair understanding and ability to explain gender-responsive data to inform strategic planning; and most respondents feel confident enough to argue and advocate for gender analysis and integration in strategic planning. However, the results also show that most of the respondents lack knowledge of gender concepts and gender analytical frameworks and

tools, as well as the skills to apply gender analytical frameworks to analyse gender dynamics in agriculture value chains relating to AAS and to develop and apply strategies that address gender dynamics in planning processes.
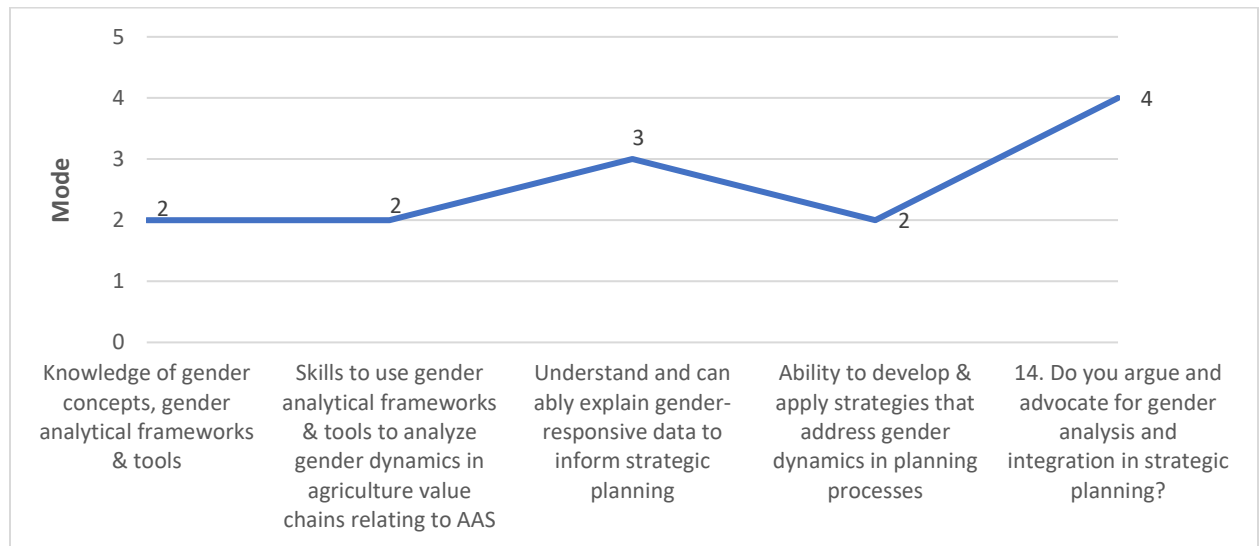
Figure 15: Individual knowledge, skills and attitudes relating to gender analysis and strategic planning

4.4.2 Gender Responsive Planning, Budgeting, and Implementation

Gender integration in the processes of planning, budgeting and implementation at individual level was assessed through three questions as follows: 1) knowledge of gender-responsive programming, budgeting, and implementation; 2) possession of skills to develop gender programs, budgets, and plans; and 3) attitudes towards implementing actions that will make the respondent's organisation more gender responsive in terms of revising internal policies, procedures, and strategies. For each of the three questions, the response options had a five-point Likert scale with 1= not applicable; 2= I don't know about this; 3= I know about this; 4= I am confident enough to use in my everyday work; and 5= I am confident to lead on this.

The results (Figure 16) showed that most of the respondents have some level of knowledge and skills to develop gender-responsive programmes, budgets or plans but are not confident enough to apply that knowledge and skills in daily work. Regarding attitudes towards gender responsive programming, budgeting and implementation, most respondents were confident about understanding and supporting the need for actions such as adjustments to internal policies, procedures, and strategies of their organisation to make them more gender-responsive but could not lead on this.
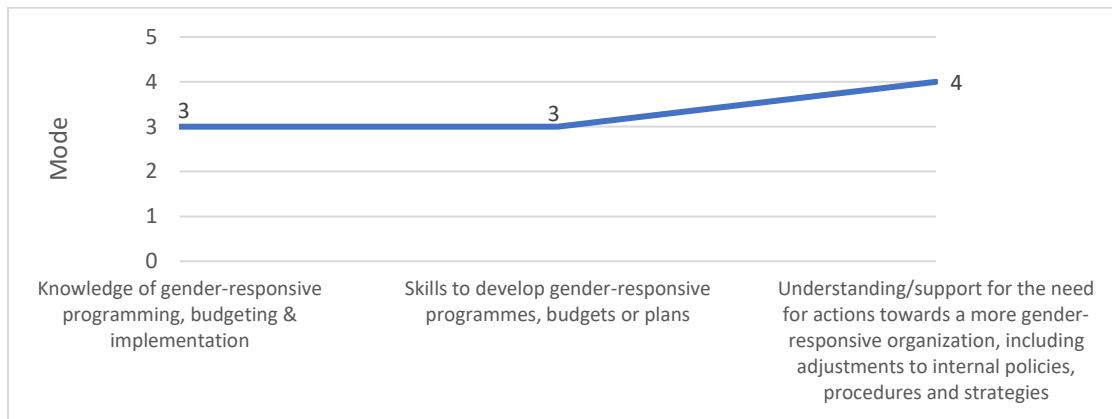
Figure 16: Perceptions of knowledge skills and attitudes relating to gender responsive programming, planning and budgeting at individual level

4.4.3 Knowledge Management and Gender Responsive Monitoring and Evaluation

To determine individual capacities for gender integration relating to knowledge management, monitoring and evaluation, the respondents were asked to rate themselves on the following capacities: 1) knowledge and skills to collect, interpret and report on sex- and age-disaggregated data; 2) skills to develop and work with gender-responsive systems ad tools for monitoring and evaluation; and 3) ability to measure and report on changes in gender attributes resulting from interventions relating to extension and advisory services in agriculture value chains; and 4) understanding of the gender dynamics of communication and how best to place information.

The responses to the three questions were rated on a five-point Likert scale with 1= not applicable; 2= I don't know about this; 3= I know about this; 4= I am confident enough to use in my everyday work; and 5= I am confident to lead on this.

The results (see Figure 17) showed that whereas most of the respondents expressed having some knowledge and skills relating to the four dimensions, they lack the confidence to apply that knowledge and skills in their daily tasks nor lead others on them. The lack of confidence signals capacity gaps in knowledge management, and gender-responsive monitoring and evaluation among individuals in the organisation.
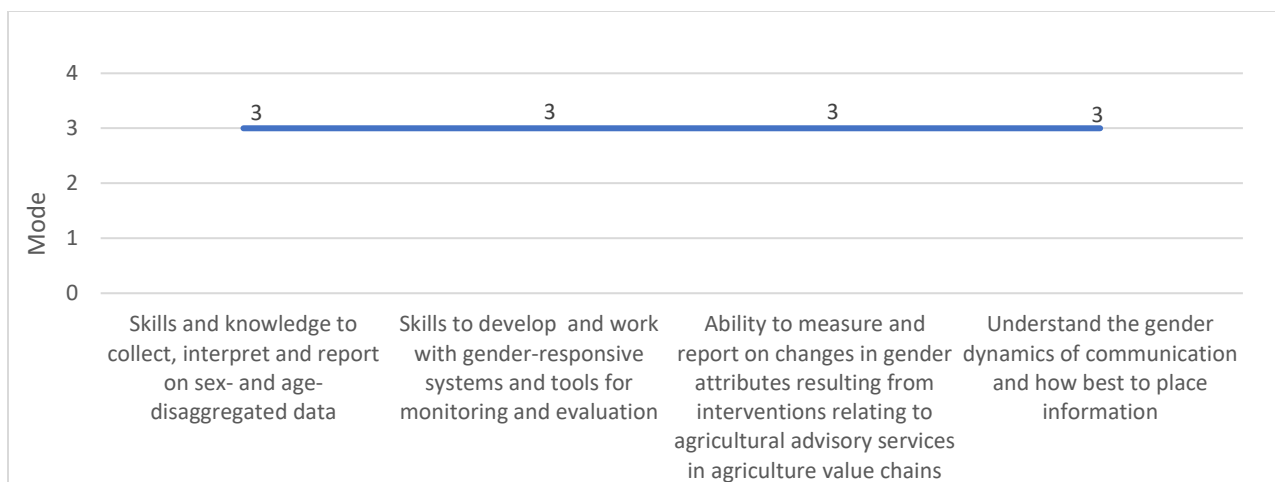
Figure 17: Perceptions of knowledge, skills and attitudes relating to knowledge management and gender responsive monitoring and evaluation at individual level

4.4.4 Partnerships and Advocacy

Regarding partnerships and advocacy capacity at individual level, respondents were asked to rate their: 1) sufficiency of knowledge and skills to build partnerships and coalitions around gender equality in agricultural advisory services; and 2) understanding of the need and dynamics for building/maintaining effective partnerships to lobby for gender equality in agricultural advisory services.

The responses to the three questions were rated on a five-point Likert scale with 1= not applicable; 2= I don't know about this; 3= I know about this; 4= I am confident enough to use in my everyday work; and 5= I am confident to lead on this.

The results (Figure 18) showed that many respondents have some knowledge and skills on how to build partnerships and coalitions for gender equality and understand the need and dynamics for building/maintaining effective partnerships focused on gender equality. However, most respondents lack the confidence to implement in their daily work or to lead others on these, signalling a capacity gap.
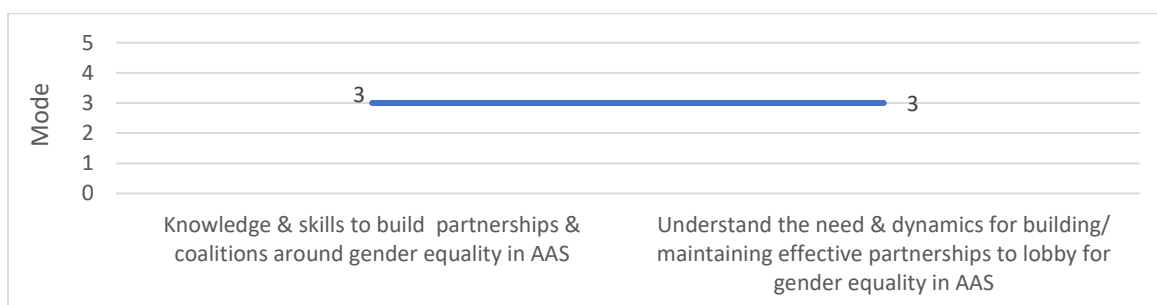
Figure 18: Perceptions of individual knowledge, skills and attitudes relating to partnerships and advocacy around gender in AAS

4.4.5 Leadership and Transformation

This core capacity was assessed at individual level through three questions which rated the following: 1) knowledge and skills on gender transformative approaches; 2) support for gender equality and transformation of gender norms and relations in agriculture value chains; and 3) Understanding of the organisation's vision towards gender equality and the transformation of gender power relations in agricultural advisory services.

The responses to the three questions were rated on a five-point Likert scale with 1= not applicable; 2= I don't know about this; 3= I know about this; 4= I am confident enough to use in my everyday work; and 5= I am confident to lead on this.

The results of the assessment (Figure 19) showed that while most of the respondents confidently support gender equality and transformation in agriculture value chain in their domains of work, they lack knowledge and skills on gender-transformative approaches. The findings also showed that most of the respondents to some   extent   understand   their organisation's vision towards gender equality and transformation in agricultural advisory services but are not confident enough to apply the vision in their daily work nor lead others accordingly.
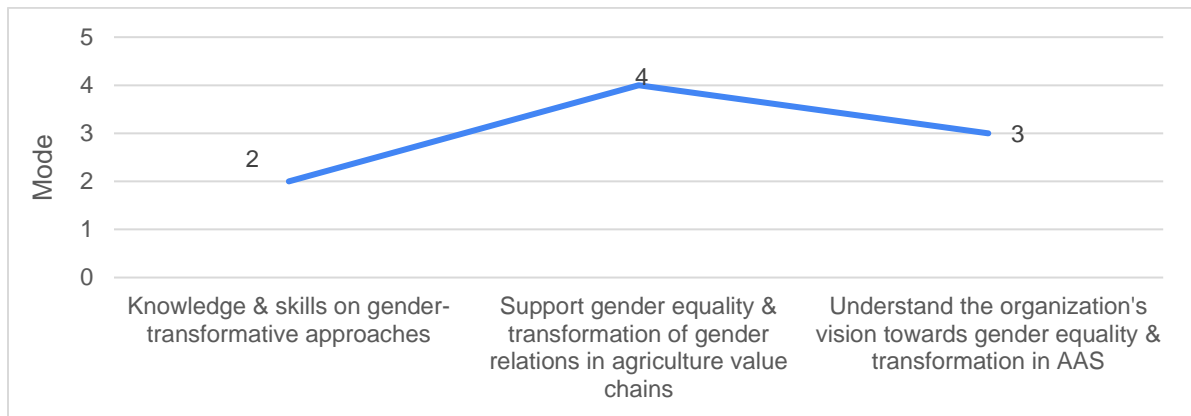
Figure 19: Perceptions of individual knowledge, skills and attitudes relating to gender equality and transformation in AAS

4.4.6 Gender at the Workplace

The core capacity relating to gender at the workplace was assessed through three questions that required the respondents to rate the following: 1) knowledge and skills to analyse gender dynamics in the workplace; 2) whether they feel sufficiently supported by their organisation in personal careers and leadership development; and 3) whether they feel sufficiently able to contribute to and influence decision making by voicing their needs at work.

The results were mixed, with most respondents (61%) expressing that they have knowledge and skills to analyse gender dynamics in the workplace, among whom 7% are confident enough to apply that knowledge and skills in their work and 10% are confident enough to apply and even lead others. The remaining proportion of respondents lack knowledge and skills to analyse gender dynamics in the workplace (34%) or think such knowledge and skills are not applicable to them (5%).
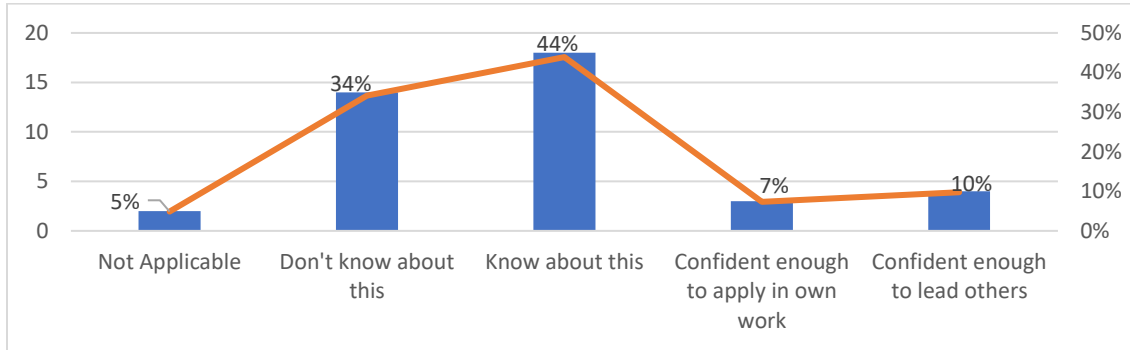
Figure 20:Perceptions on individual knowledge and skills in analysing gender dynamics at the workplace

The next two questions under this section required the respondents to rate their responses on a five-point Likert scale ranging from 1= strongly disagree up to 5= strongly agree. The findings were disaggregated by gender to identify the differences in responses.

Figure 21 shows mixed results. Whereas more than half of the respondents (53%) agreed or strongly agreed that the organisation they work for supports them in personal career and leadership development, 31% neither agreed nor disagreed with the statement, while 16% disagreed with the statement. Within specific gender categories, most of the females (35%) were non-committal regarding their opinion of the organisation supporting them in career and leadership development, while most of the males (44%) agreed that their organisation supported them in career and leadership development. The results seem to suggest a gender imbalance in career and leadership development, with males in the AFAAS network seeming to benefit more from such initiatives by their organisations compared to women.
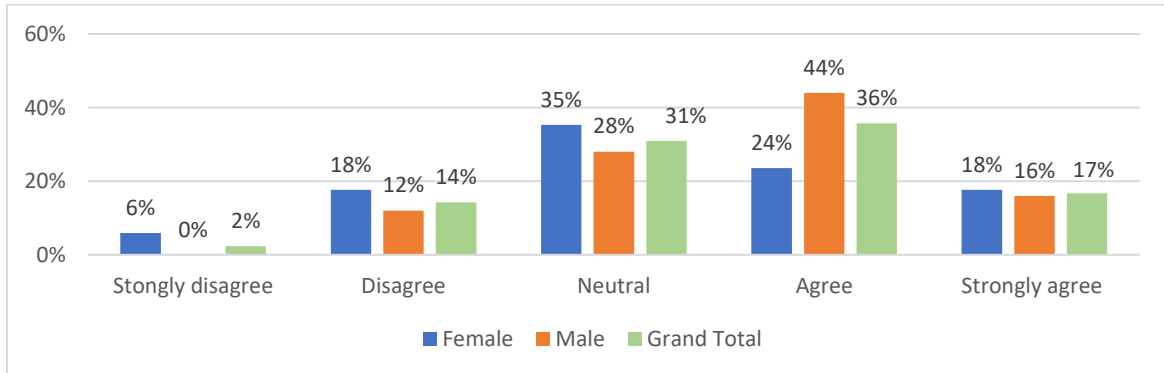
Figure 21: Perceptions of the organisation supporting personal career and leadership development by gender

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The results relating to the ability to contribute to and influence decision making at the workplace revealed that most of the respondents (62%) either agreed or strongly agreed with the statement, while 38% were either neutral or in disagreement. The gender-disaggregated findings showed that more females (65%) compared to males (60%) agreed or strongly agreed with the statement. Considering the pre-existing biases against women having a voice in strategic decision making, the results lead to the deduction that the organisations within the AFAAS network are seemingly gender-sensitive during processes of decision-making.

Ability to contribute to and influence decision-making at work by gender

	Stongly disagree	Disagree	Neutral	Agree	Strongly agree
Female	0%	12%	24%	41%	24%
Male		0%	40%	44%	16%
Grand Total		5%	33%	43%	19%
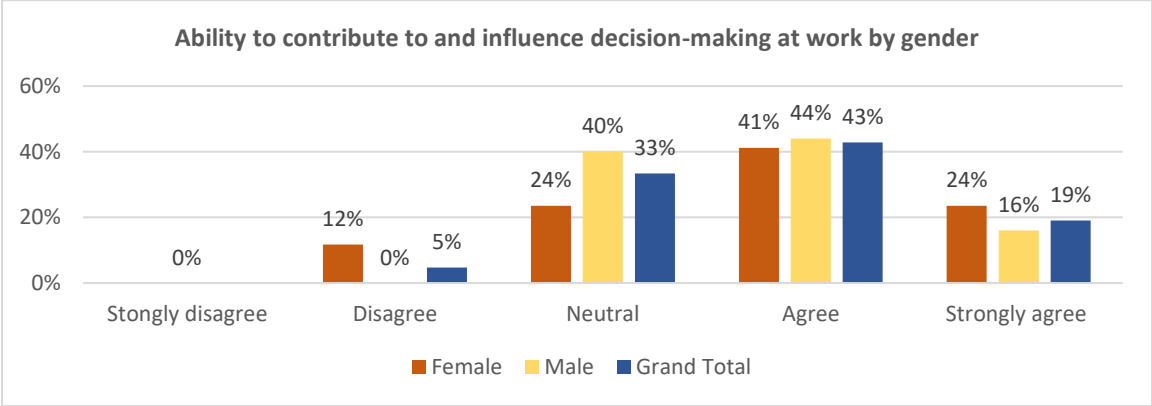
Figure 22:Individual-level perceptions of the ability to contribute to and influence decision-making at work by gender

5.0 ANALYSIS OF GENDER CAPACITY STRENGTHS AND WEAKNESSES IN AFAAS

This section presents a holistic analysis of the core gender capacities in AFAAS at individual, organisational and enabling environment levels. It identifies strengths and opportunities that need to be harnessed for each of the core gender capacities, as well as the weaknesses and gaps that should be addressed or mitigated to strengthen gender integration in AAS on the Africa continent and in AFAAS programming and organisational culture in general.

5.1 Gender Analysis and Strategic Planning

The individual-level results demonstrated a high appreciation of the influence of gender on AAS and mostly positive attitudes towards advocating for gender analysis and integration in strategic planning among AFAAS membership. Nonetheless, the results generally showed low levels of familiarity with international conventions on gender equality and women's empowerment; insufficient understanding of gender concepts and gender analytical frameworks; low ability to apply gender analytical frameworks and tools in the analysis of gender dynamics relating to AAS; and the limited use of gender-related data to inform strategic planning among AFAAS staff and network members.

Organisational level results revealed the lack of clear systems, procedures, and toolkits to guide staff in gender analysis and integration during strategy and programme/project development. The individual and organisational findings are consistent with the findings of an earlier assessment of gender integration in AFAAS policy and strategy documents, which revealed inadequate utilisation of gender analysis findings in strategy and project development.

Despite the existence of legal frameworks that mandate gender integration in public strategies, programmes and projects, and a growing demand amongst funding partners for demonstration of gender integration in projects; disabling environmental factors such as deeply-entrenched social norms, traditions and cultural values that override legal provisions; gender-blind or obsolete policies for the agricultural and rural sector in many African countries to which strategy development is aligned; and limited awareness of, and commitment towards, gender integration in strategic planning among policymakers and technocrats remain a challenge.

The concurrent combination of capacity gaps at the three levels may explain the low application and utilisation of gender analysis relevant to AAS in strategy and programme formulation on the continent, thereby requiring an integrated response to realise desired results.

5.2   Gender Responsive Planning, Budgeting, and Implementation

The results showed that many individuals in the AFAAS membership have some level of knowledge of gender responsive planning, budgeting, and implementation, but lack the technical skills to apply that knowledge in AAS-related work. There was also demonstration of wide support among individuals in the AFAAS membership for actions such as adjustments to internal policies, procedures, and strategies to make AAS-related organisations more gender responsive.

At organisational level, it can be deduced from the responses that organisations in the AFAAS network ensure that women and men benefit from AAS programmes and projects, including a few organisations that implement projects that have an explicit focus on gender. However, most of the respondents were non-committal in their perceptions regarding the mainstreaming of gender throughout programmes and projects of the organisation and the explicit allocation of financial and human resources for gender responsive programmes. An earlier study consistently found the lack of explicit funding for gender activities in AFAAS strategies, programme, and project documents, and the absence of dedicated gender experts (focal persons) at the Country Fora and Secretariat. With limited evidence of explicit funding and dedicated human resources for gender activities, it becomes difficult to corroborate gender equality in AAS delivery among AFAAS membership.

Despite the existence of laws and policies that mandate gender responsive budgeting in all public sectors in several African countries, some environmental factors seem to hinder the consideration of females as primary targets for AAS, including socio-cultural norms that exclude women from holding land, limited financial capacity among many smallholder women farmers that limits effective participation in and benefit from AAS programmes; and lower levels of literacy among women compared to men. Many national machineries in African countries are also allocated minimal budgets, which constrains the effective planning, budgeting, implementation, monitoring, and evaluation of gender responsive programmes and projects. There is also low political commitment to enforce policies and laws that mandate the explicit allocation of budget lines for gender-related activities.

5.3   Knowledge Management and Gender Responsive Monitoring and Evaluation

The findings generally revealed that individuals have some knowledge of collecting, interpreting, and reporting on sex- and age-disaggregated data; developing and working with gender responsive systems and tools for monitoring and evaluation; and understanding gender dynamics of communication, including how best to place information. However, most of the respondents rated themselves as lacking the skills to confidently apply this knowledge in their AAS tasks, nor lead others on it.

At organisational level, sex- and age-disaggregated information was reported to be regularly collected using registration forms and attendance lists, among others. However, the information is seldom used to analyse and track gender attributes in programmes and projects, nor is it widely reported on in organisation documents or academic and practitioner publications. The monitoring, evaluation and learning systems of the organisations were also not widely considered as being gender responsive. Consequently, there seems to be very limited literature on gender in AAS among organisations in the AFAAS network.

At the environmental level, enabling factors for gender responsive knowledge management, monitoring and evaluation included the wide accessibility of gender tracking tools for the agriculture sector, the growing demand by project funding partners for explicit gender indicators in results frameworks, and legal and policy requirements for evidence-based reporting on affirmative action on gender. On the contrary, disabling environmental factors included insufficient public sector budget allocations to facilitate gender responsive data collection processes; cultural restrictions in some societies that prohibit male extension agents' access to married women during data collection; and political indifference towards gender integration leading to weak enforcement of policies and laws that require gender sensitive monitoring and reporting.

5.4 Partnerships and Advocacy

Whereas the results showed that most individuals in AFAAS and its membership have some knowledge and understand the need to build partnerships and advocacy around gender in AAS, many lack the skills and confidence to apply them.

The results at organisational level also showed that most respondents were not sure whether gender equality was central to the partnerships held by the organisation, although they agreed that their organisation advocates for gender equality in AAS. The findings point towards limited or weak partnerships and advocacy around gender in AAS among the AFAAS membership.

At the environmental level, the findings revealed that whereas platforms on gender in agriculture exist at both country, continent and international level, their strength in advocacy for gender in AAS is not well pronounced. This is due to factors such as limited funding, weak enforcement of policies, weak functioning of state gender units charged with coordination, and low commitment among relevant stakeholders, among others. The pluralistic network of AAS providers in AFAAS presents an opportunity to establish a dedicated and effective Community of Practice on Gender in AAS led by AFAAS at both country and continental levels, with linkages to global networks.

5.5 Leadership and Transformation

The reflection of gender responsive leadership and transformation of an organisation is evidenced through individual's knowledge, skills and understanding of the organisation's vision for gender equality and transformation of gender relations in agriculture; the relevance of gender considerations to the organisational mandate; and the shared commitment among organisation staff towards a gender-responsive approach and promotion of gender equality and transformation of gender power relations.

The individual-level findings revealed insufficient knowledge and skills among AFAAS and its membership on gender transformative approaches in AAS and a low understanding of organisational visions towards gender equality and the transformation of gender power relations relating to AAS. The results at organisational level similarly revealed that most respondents had neutral opinions regarding the shared commitment among staff towards promoting gender equality and the extent to which staff in the organisation generally supported gender transformative approaches in AAS. Both the individual- and organisational-level findings suggest weaknesses in gender responsive leadership and transformation as a core capacity.

At environmental level, advances have been made to foster gender responsive leadership and transformation, such as the increasing appointment of women in leadership positions with the assumption that it will foster gender transformative planning and implementation in AAS; and the operationalisation of policies and laws that mandate equality and equity in the access, utilisation, and benefit from AAS. However, some challenges persist in the form of deeply entrenched social norms that tend to marginalise women in leadership; limited political will to implement national and organisational policies; and insufficient funding to implement gender transformative approaches accordingly. The identified capacity gaps at the three levels suggest the need for a comprehensive and integrated response to foster gender responsive leadership and transformation in AFAAS and on the continent.

5.6 Gender at the Workplace

The results generally revealed that most respondents, male and female, attested to being able to analyse gender dynamics in the workplace and felt that their organisation supported them in personal career and leadership development and that they were able to contribute to and influence decision making. Gender-disaggregated results revealed that most of the women agreed or strongly agreed that they were able to contribute and influence decision making but were neutral regarding being supported in personal career and leadership development. The reverse held true for the male gender, with most males attesting to being

supported to develop their personal careers and leadership abilities. These results seem to signal a glass ceiling[1] influence among organisations in AFAAS membership.

At organisational level, most of the respondents agreed that the norms and values of their organisation support gender equality and more than half of the respondents attested to their organisation implementing strategies or actions to ensure that gender equality is promoted at the workplace. Nonetheless an equal number of respondents agreed or were neutral about their organisation having a balanced representation of men and women employed at all levels, signalling some instances of gender imbalance, which might also be attributed to fewer females having the necessary qualifications for positions of leadership compared to men.

Notwithstanding the environment in many African countries favours gender equality at the workplace, with many governments and organisations having and implementing provisions for affirmative action in employment opportunities and professional career development. The influence of deeply rooted cultures in African societies, however, still overrides gender equality at the workplace in some settings and very few organisations have invested in infrastructure and activities to make workplaces more gender sensitive.

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[1] Glass ceiling refers to unwritten social barriers (accepted norms and implicit biases rather than corporate policies) that restrict women from advancing to higher roles in a male-dominated corporate hierarchy (Kagan & Kvilhaug, 2022)

6.0 PROPOSED GENDER CAPACITY DEVELOPMENT RESPONSE

This section utilises the results of the GCNA to elaborate priorities and sequenced actions to be undertaken over a five-year period to effectively develop the capacities of AFAAS and its membership among country and regional fora. The priorities include short term and immediate impact activities, as well as long term activities aimed at achieving the desired capacity development outcomes at individual, organisational and environmental levels respectively. Short term activities and impacts may be accomplished within one to two years, while medium to long term activities and impacts are expected to be achieved over a period of three to five years.

In this report, capacity development is defined as *the process whereby individuals, groups and organisations enhance their abilities to mobilise and use resources to achieve their objectives on a sustainable basis* (Hambly & Sarapura, 2009:2). It is "an intentional process of learning at different levels in order that change at one level complements or advances change at another level" (Hambly & Sarapura, 2009: 5). Capacity development should be viewed as a long-term investment and change process that is expected to culminate into changes at the level of the individual (human skills, knowledge and attitudes); changes in organisations and networks (strategic management functions, operational capacity, knowledge and information resources, human and financial resources, infrastructure); and systemic changes in institutions and governance (legal, regulatory and economic frameworks, political commitment and vision, social norms, governance and power structures, public sector budget allocations and processes) (Hambly & Sarapura, 2009; Sulaiman & Davis, 2012).

The overall objective of the gender capacity development response plan is to guide focused and practical delivery of interventions to effectively build individual and organisational capacities in gender responsive AAS delivery. Table 14 outlines the proposed capacity development initiatives for each core gender capacity at the respective three levels over a five-year period (ideally 2022/23 – 2027/28). For each core gender capacity, the roadmap starts with an outline of the core capacity needs at the respective levels (individual, organisational, enabling environment); planned capacity development activities; the expected outputs; indicators to track and measure success; and the implementation timeline of priority actions over the five-year period accordingly. It should be noted that the list of proposed interventions is not meant to be exhaustive, but rather act as a guide for focused and tailored interventions that are envisaged to address the priority capacity needs identified. AFAAS membership among Country Fora may add or contextualise the capacity gaps and capacity development response actions to suit specific needs accordingly. It should also be noted that pervasive social norms and values, while identified as an environment-level capacity need across all the six core gender capacities, has been omitted under some sections to avoid repetition of proposed response interventions.

Table 14: AFAAS FIVE-YEAR GENDER CAPACITY DEVELOPMENT (CD) RESPONSE PLAN (2022/2023 – 2027/28)

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
					Y1	Y2	Y3	Y4	Y5
A. Gender Analysis and Strategic Planning									
A1. Low familiarity with international conventions on gender equality and women's empowerment	*Individual* - Board members - Executive directors - Programme heads - Technical staff - Focal persons - Administrative heads of department	- Training on the background, evolution and rationale for gender mainstreaming and integration. - Training on conventions, legal and policy frameworks, and the obligations/requirements relating to AAS in the respective frameworks at international, regional, sub-regional & national levels. - Training and coaching on human rights and Women Empowerment Principles in the context of AAS.	Improved knowledge, understanding and capability to apply international, regional, sub-regional and national policy and legal frameworks for gender equality to AAS.	Percentage of strategy, policy, programme and project documents with appropriate reference and alignment to relevant international, regional, sub-regional and national conventions, laws, and policies.	▓		▓		▓
A2. Limited understanding of gender concepts and gender analytical frameworks relevant to AAS	*Individual* - Board members - Executive directors - Programme heads - Technical staff - Focal persons - Administrative heads of department	- Training and experiential learning on definitions and concepts relating to gender (e.g., gender as a social construct; gender roles; gender norms; power relations; identity-based inequalities; gender equality; gender equity; social inclusion & exclusion; gender discrimination; vulnerability; women's empowerment; human rights, etc) and their relevance to agriculture and AAS.	Improved understanding of gender concepts and gender analytical frameworks and tools in the context of AAS.	Percentage of individuals able to adequately explain gender concepts and gender analytical frameworks and their applicability to AAS.	▓		▓		▓

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
		- Training on gender analytical frameworks and tools; Choosing appropriate gender analytical frameworks and tools for AAS: when to use them, including strengths and limitations.							
A3. Low ability to apply gender analytical frameworks and tools in the analysis of gender dynamics related to AAS	*Individual* - Programme heads - Technical staff - Focal persons - AAS practitioners among country fora	- Experiential learning on the application of relevant gender analytical frameworks (e.g., GALS, GESI, GAM) and tools (e.g., seasonal calendar, access & control profile, daily activity clock, activity profile). - Coaching and mentoring on the application of gender analytical frameworks and tools to identify and explain gender issues, as well as formulate appropriate interventions and approaches to address gender issues in strategic plans, programmes, and projects	Enhanced skills to apply gender analytical frameworks & tools to analyse gender dynamics relating to AAS in agriculture value chains.	Percentage of organisational strategy documents that adequately apply gender analytical frameworks and tools at the different stages of situational analysis and strategy/programme/project development.					
A4. Limited use of gender disaggregated data to inform strategic planning processes	Individual - *Board members* - *Executive directors* - *Programme heads* - *Technical staff*	- Training on the rationale for collecting gender- and age- disaggregated data; potential limitations and how they may be addressed. - Training on and knowledge management of key sources of	More utilisation of gender analytical data to inform policy, strategy, programme, and project development.	Percentage of documents that appropriately use gender- (and age-) disaggregated data as a guide for decision making on interventions.					

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Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
	- *Focal persons* - *Administrative heads of department*	gender statistics and qualitative information relevant to AAS. - Training on the appropriate use of gender-disaggregated data to identify and explain gender equality and equity concerns.							
A5. Absence of clear policies procedures and toolkits to guide strategy development	Organisational	- Development and roll-out of the AFAAS Gender and Social Inclusion Policy. - Updating and roll-out of the AFAAS Gender and Social Inclusion Strategy - Development of gender integration guidelines and toolkits for AFAAS programme operations.	Policy, strategy, guidelines, and toolkits developed/ updated and rolled-out to guide gender and social inclusion integration.	Evidence of an organisational Gender and Social Inclusion Policy. Evidence of an organisational Gender and Social Inclusion Strategy. Evidence of Guidelines and Toolkits for gender integration.					
A6. Deeply entrenched social norms regarding gender roles and power relations constrain the consideration of women as primary beneficiaries for AAS	Enabling environment	- Conducting and documenting context-specific (country-level) research to identify norms and traditions that negatively affect women, youth, persons with disabilities and other vulnerable persons from accessing, utilising, and benefiting from AAS. - Collective advocacy for transformation of pervasive cultural norms and traditions through multistakeholder gender	Awareness raised of discriminatory norms affecting equality in access, benefit, and utilisation of AAS among diverse stakeholders. Transformed attitudes and practices relating to access, benefit,	Number and quality of studies conducted and documented on social norms affecting AAS at country, regional and continental level. Number and nature of changes made (in cultural charters, principles, guidelines, or practices) to correct discriminatory norms affecting AAS access, benefit, and utilisation by women.					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
		platforms formed at national, regional, and continental level. - Organisational engagement of male champions and cultural/opinion leaders in gender transformative AAS interventions.	and utilisation of AAS.	Number of male champions and cultural/opinion leaders reached, and meetings held on transformation of negative social norms.					
A7. Gender-blind or obsolete policies for the rural agriculture sector	Enabling environment	- Establishing policy thematic working groups within country-level multistakeholder gender platforms and capacitating them on policy analysis. - Conducting reviews and analyses of existing rural agricultural sector policies (and Extension and Advisory Services policies, where available) from a gender and social inclusion perspective. - Drafting policy reform proposals and position papers and engaging with relevant policy makers through dialogue meetings and the use of media (print or broadcast).	Revisions/reforms made to rural agriculture sector policies to make them gender responsive.	Number of gender policy thematic working groups established among country-level gender platforms. Number of position papers prepared and disseminated on gender integration in AAS-related policies.					
A8. Limited awareness of and political commitment towards gender	Enabling Environment	- Conducting gender research in AAS; developing evidence-based policy briefs/ issues briefs and dissemination to relevant policy makers and technocrats.	Increased awareness and political commitment towards gender integration in	Number of factual briefs on gender in AAS disseminated to relevant policy makers and technocrats.					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
integration in strategic planning		- Holding dialogue meetings and events with political leaders and policy makers on the importance and benefits of gender integration in strategic planning.	strategic planning among technocrats and policy makers,	Number of new strategy documents relevant for AAS that adequately integrate a gender perspective.					
B. Gender Responsive Planning, Budgeting, and Implementation									
B1. Inadequate knowledge and skills on gender responsive, planning, budgeting, and implementation	Individual - *Executive directors* - *Programme heads* - *Technical staff* - *Focal persons* - *Administrative heads of department*	- Training on concepts and models of gender and equity budgeting. - Experiential learning on the development of planning frameworks to address gender and social exclusion issues in AAS; identification of decision-making entry points for integrating gender in AAS planning processes. - Coaching and mentoring on mainstreaming/integrating gender and equity in budget processes and implementation.	Enhanced knowledge and skills in gender integration in plans, budgets, and implementation.	Percentage of programme/project and administrative planning documents (including budgets) that adequately integrate a gender perspective. Percentage of periodic (quarterly/annual) project reports that adequately demonstrate the integration of a gender perspective in activity implementation.					
B2. Inconsistent integration and mainstreaming of gender throughout AAS programmes and project cycles	Individual and organizational	- Training on approaches to gender integration and mainstreaming in policies, programmes, and projects. - Experiential learning, coaching, and mentoring on integrating/ mainstreaming gender throughout the AAS project cycle.	Systematic integration of a gender perspective throughout AAS programme/project cycles.	Number of programmes/projects that adequately integrate/mainstream a gender perspective throughout all stages of the cycle (situational analysis, design, planning, budgeting, implementation, monitoring, reporting, evaluation, and learning).					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
		- Development of organisational manuals and toolkits to guide the systematic integration of a gender perspective at all stages of the programme/project cycle. - Knowledge management (documentation and sharing of information on good practices and success stories in integrating/ mainstreaming gender in AAS programmes and project cycles among the AFAAS membership.		Number and type of publications (success stories or good practices) on integrating a gender perspective in AAS programmes and project cycles.	▓	▓		▓	
B3. Lack of explicit allocation of resources (financial and human) for gender responsive programmes & activities	Individual - *Executive directors* - *Programme heads* - *Technical staff* - *Focal persons* - *Administrative heads of department*	- Training on key tools and processes for addressing gender and social exclusion issues in budgeting processes. - Experiential learning and coaching on entry points for mainstreaming gender in the AAS budget cycle (formulation, approval, execution/ implementation, audit, and evaluation); and on matching commitments to gender equality with adequate financing.	Explicit financial and human resources allocated for gender responsive programmes and activities	Percentage of programmes/projects with evidence of explicit financial and human resources for gender responsive activities.	▓	▓			
B4. Socio-cultural norms, limited financial capacity and lower levels of	Enabling environment	- Conducting country-level (context-specific) research on demand-side and supply-side gender-related barriers/constraints affecting	Empowerment of women in agriculture through gender responsive AAS.	Number of studies conducted on barriers/constraints to access, benefit, and use of AAS by women			▓	▓	▓

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
literacy among women hinder their selection, effective participation, and benefit from AAS		women (and youth) from accessing, utilising, and benefiting from AAS. - Identifying, developing, and implementing gender accommodative and/or transformative AAS approaches that empower women and other identified socially marginalised groups. - Engagement of males, and cultural/opinion leaders as champions for women's empowerment in AAS.		Number of approaches developed and implemented to empower women's access, use, and benefit from AAS. Number of engagement meetings held on women's empowerment with male and cultural champions.			▓	▓	▓
B5. Minimal budgets allocated to national machineries to support gender integration processes in AAS	Enabling environment	- Conducting gender audits of AAS allocations in public agriculture sector budgets - Collective evidence-based advocacy for adequate funding for AAS in public sector budgets through position papers, issues briefs, dialogue meetings and the use of media.	Increased budget allocations to national machineries to support gender integration processes.	Number of gender audits conducted of AAS allocations in national agriculture sector budgets. Percentage changes in budget allocations to national machineries as result of proposals made through AFAAS membership advocacy.				▓	▓
C. Knowledge Management and Gender Responsive Monitoring and Evaluation									
C1. Limited knowledge and skills in developing and working with	Individual and Organisational - *Programme heads*	- Training on the rationale for gender-responsive monitoring, evaluation, and reporting; key concepts, tools, and processes to guide the measurement of gender	A gender-responsive results-oriented monitoring,	Percentage of programmes/projects with gender responsive monitoring and evaluation tools for data	▓		▓	▓	

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
gender responsive systems and tools for monitoring and evaluation	- *Technical staff (ICKMs, Programmes staff, Project leaders)* - *Focal persons*	responsiveness of programmes and projects; and entry-points for gender-responsive monitoring of AAS projects. - Coaching and mentoring on developing a gender responsive monitoring and evaluation system – formulating a programme logic; the different types of gender (and equity) indicators; selecting the right performance indicators; designing SMART gender responsive indicators; establishing baselines and targets. - Integration of gender in the AFAAS Results Oriented Monitoring, Evaluation and Learning System.	evaluation and learning system. Increased knowledge and capability to develop and work with gender responsive systems and tools for monitoring, evaluation, reporting and learning.	collection, data analysis and reporting. Percentage of programme personnel with demonstrated capability to develop and adequately use gender responsive monitoring and evaluation tools. Number of gender-related indicators being tracked in the organisation's results-oriented monitoring, evaluation and learning system.		▓		▓	
C2. Limited understanding of gender dynamics of communication & how best to place information	Individual - *Board members* - *Executive directors* - *Programme heads* - *Technical staff* - *Focal persons*	- Experiential learning (action-reflection learning) to recognise individual stereotypes and how choice of words and assumptions can reflect unconscious biases about gender roles. - Training on good practices (intersectional approaches) to encourage equitable inclusion of women and men in AAS; challenging gender biases and	Oral and written communication ensures that women and men of different age groups and social identities are treated as persons with equal importance, rights, and dignity, and gender	Percentage of organisation communication material (e.g., reports, stories, briefs, blogs, information notes) that adequately demonstrate the use of gender-sensitive language.	▓	▓	▓		▓

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
	- *Administrative heads of department*	assumptions; gender-sensitive language; interviewing techniques; and overcoming barriers to participation through communication. - Training on definitions and approaches to gender-responsive knowledge management.	stereotypes are not perpetuated.		▓		▓	▓	▓
C3. Limited use of sex- and age-disaggregated data to analyse and track gender attributes in programmes & projects	Individual - *Executive directors* - *Programme heads* - *Technical staff* - *Focal persons* - *Administrative heads of department*	- Training and experiential learning on gender-responsive tools development; gender-sensitive data collection methods; data analysis; and evidence-based gender-responsive AAS reporting. - Experiential learning and coaching on the use of gender- and age- disaggregated data to identify, analyse and track changes in the situation of women and men regarding AAS; changes in gender roles and deep-rooted gender stereotypes; women's empowerment in the context of persistent gender inequalities in agriculture value chains.	Increased knowledge and skills of collecting, interpreting, and reporting on sex- and age-disaggregated data.	Percentage of organisation reports with adequate demonstration of analysis, interpretation, and use of sex- and age-disaggregated data to track changes in gender attributes.	▓		▓	▓	▓
C5. Limited publications (academic and grey literature)	Individual and Organisational - *Executive directors*	- Training on the concept of knowledge management and its importance in advancing	Increased publications on the status and progress of gender	Number and type of publications produced relating to gender in AAS at country, regional and continent level.		▓	▓	▓	▓

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
on gender in AAS among AFAAS membership	- *Programme heads* - *Technical staff* - *Focal persons*	organisational objectives relating to gender in AAS. - Establishing an online resource hub – a repository of country-specific information on gender in AAS; encouraging organisation staff to upload information (blogs, policy papers, information notes, reports and academic publications relating to gender in AAS) that disseminates success stories of and best practices to advance gender in AAS.	in AAS by AFAAS membership. An online resource hub for gender in AAS established and maintained.			▉	▉	▉	▉
C6. Cultural restrictions that may hinder gender responsive data collection	Enabling environment	- Training, experiential, and peer-to-peer learning on innovative approaches to reach female farmers under culturally restrictive conditions.	Increased incorporation of views and experiences of female farmers during data collection.	Number of approaches developed to reach women farmers in culturally restrictive settings.		▉	▉	▉	▉
D. Partnerships and Advocacy									
D1. Insufficient knowledge & technical skills to build and maintain partnerships & advocacy around gender in AAS	Individual and organisational - *Board members* - *Executive directors* - *Programme heads* - *Technical staff* - *Focal persons*	- Training on stakeholder analysis and engagement. Topics may include introduction to stakeholder analysis and its rationale for advancing gender in AAS; the stakeholder management cycle; identification and grouping of stakeholders; stakeholder analysis techniques and prioritisation; developing a	Strong partnerships and networks on gender in AAS built and maintained at country, regional and continental level.	Percentage of staff with demonstrated skills in partnership building and advocacy on gender in AAS. Number and type of partnerships formed on gender in AAS. Number and type of lobby and advocacy meetings held with	▉	▉		▉	▉

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
		stakeholder management plan; and results-based management. - Training and experiential learning on advocacy and lobbying; the rationale for advocacy and lobbying in advancing gender equality and social inclusion in AAS; identification of key entry points for advocacy and lobbying for gender equality in AAS; the advocacy and lobbying process; risks and mitigation measures; effective communication skills; the communication process; and development of a communication plan. - Technical and financial assistance to foster multistakeholder collaborations involving diverse stakeholders in AAS at country, regional and continental level. - Revision of the Partnership Strategy to include gender and women's rights organisations as strategic partners to support the fulfilment of AFAAS objectives. - Identification, mobilisation, and engagement of women's rights organisations as AFAAS members.	Enhanced knowledge and skills in lobbying and advocacy for gender in AAS. Advancement of gender equality in AAS becomes central to new partnerships and collaborations formed by AFAAS membership.	relevant stakeholders on issues related to gender in AAS.					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
D2. Limited funding to support partnerships & networking events on gender in AAS	Organisational and Enabling environment	- Resource mobilisation and financial assistance to support the establishment and operationalisation of country-level and regional-level multistakeholder gender platforms. - Technical assistance to support organisational capacities for fundraising and resource mobilisation for gender specific or mainstreamed interventions in AAS. - Clustering of related organisations within the AFAAS memberships for collaboration in resource mobilisation (fundraising, proposal development) for projects that advance gender equality in AAS.	Increased funding for activities and events that advance gender in AAS.	Number of proposals written to mobilise resources/fundraise for advancing gender in AAS. Amount of funds mobilised periodically to finance gender in AAS-related projects, activities, or events.					
D3. Weak functioning of state gender units/ machineries charged with coordination of partners	Enabling environment	- Collective advocacy and lobbying at country-level for the strengthening of national machineries, including increasing budget allocations, and staffing; and the decentralisation of functional gender units to lower levels of government.	Strengthened functioning of national machineries at central and decentralised levels.	Number and nature of advocacy and lobby meetings held with relevant stakeholders for strengthening the capacities of national machineries at decentralised levels.					

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Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
D4. Low commitment to advance gender in AAS among relevant stakeholders leading to policy diminution or evaporation	Enabling environment	- Facilitating dialogues on national commitments to gender equality and women's empowerment; and the relevance and importance of gender responsive AAS for agricultural and national development objectives. - Compilation and dissemination of evidence-based success stories of implementing gender-responsive AAS to relevant stakeholders.	Enhanced political commitment towards advancing gender in AAS	Number of dialogue meetings held to hold duty bearers to account and strengthen commitment to advancing gender in AAS. Number of stakeholders reached, and evidence of commitments made to advancing gender in AAS.					
E. Leadership and Transformation									
E1. Inadequate knowledge & skills on gender transformative approaches in AAS	Individual - *Board members* - *Executive directors* - *Programme heads* - *Technical staff* - *Focal persons*	- Training and experiential learning on innovative AAS approaches that support the realisation of normative frameworks on gender equality and empowerment especially for rural women and girls and other vulnerable groups.	Enhanced knowledge and capability to implement gender transformative approaches in AAS.	Number and type of approaches adopted that support gender transformation in AAS.					
E2. Low understanding of the organisation's vision for gender equality and transformation	Individual and Organisational - *Board members* - *Executive directors* - *Programme heads*	- Appreciative inquiry to develop and cultivate individual and organisational visions and support for gender equality and transformation of gender relations relevant for AAS.	Improved clarity and understanding of the organisational vision, goals and targets for gender equality and gender	Number of organisations with clear visions, goals and targets for gender equality and transformation among AFAAS membership. Percentage of organisation personnel with a demonstrated					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
of gender relations relating to AAS	- *Technical staff* - *Focal persons* - *Administrative heads of department*	- Completion and dissemination of the AFAAS Gender and Social Inclusion Strategy. - Establishment of clear organisational goals and targets for gender equality, social inclusion, and women's empowerment, including clear performance indicators.	transformation relating to AAS.	understanding of the organisational vision, goals and targets for gender equality and transformation in AAS.					
E3. Absence of a shared commitment among organisation staff towards promoting gender equality	Organisational	- Embedding gender equality and social inclusion values in overarching organisational strategy and policy documents; Integrating gender equality and social inclusion perspectives in all policy and guiding documents. - Development and dissemination of the AFAAS Gender and Social Inclusion Communication Statement, explicating the vision, goals, objectives, planned activities, and relevant tasks and responsibilities of staff at different levels (Secretariat, country fora, regional fora) and within organisation units. - Inclusion of gender equality targets in staff performance appraisal systems to ensure	An organisational culture of promoting gender equality and social inclusion in AAS is developed and nurtured	Number and percentage of organisational policy, strategy, and guiding documents that adequately integrate gender equality and social inclusion values. Number of organisations with clear gender equality and social inclusion organisational communication statements. Number of organisations with structured spaces for personnel self-awareness and dialogue on gender diversity. Number and percentage of organisation personnel with demonstrated sensitivity to norms, relations, and power in terms of gender.					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
		accountability at all levels of the organisation.		Percentage of personnel with demonstrated evidence of measures taken to promote gender equality and social inclusion in their domains of work.					
E4. Social norms marginalise women in leadership/ decision-making positions	Enabling environment	- Conducting context-specific (country-level) research to understand the influence of social norms on women's decision making and leadership opportunities and abilities; Development of context-specific strategies to address the identified challenges. - Documentation and amplification of evidence of benefits/successes resulting from women's leadership in the agriculture sector. - Engaging male role models and local cultural/opinion leaders as champions for gender transformative change – challenging pervasive social and cultural norms that limit women's choices and opportunities to participate in decision making and leadership.	Increased awareness and changes in perception among communities in project areas of operation of women in leadership and decision-making positions. More women are empowered to take up leadership positions and participate in decision making.	Number and type of strategies developed to transform social norms to support women's leadership and decision-making opportunities. Number of male champions and cultural/opinion leaders engaged in advocating for women's leadership and decision making supported by the organisation. Percentage of women and men holding leadership positions in the organisation and on project beneficiary committees. Evidence of changes made to cultural norms and exclusionary practices among communities in programme/project areas of operation.					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
E5. Insufficient funding to implement gender transformative approaches in AAS	Organisational & Enabling environment	- Incorporation of a gender transformative component in AAS project funding proposals with explicit activities and associated budget allocations. - Development of organisational resource mobilisation strategies for gender interventions that emphasise a healthy mix (diversification) of funding sources (grants, earned income, gifts, crowdfunding) to abate the impact of funding trends. - Facilitating partnerships and collaboration among the diverse organisations and institutions in AFAAS membership to leverage resources (knowledge, experience, information, connections, manpower) to support the implementation of gender transformative AAS. - Collective lobbying and advocacy for increased public sector budget allocations towards gender transformation of the agriculture sector; increasing awareness of resource gaps and rallying support for funding of gender transformative AAS among relevant stakeholders (e.g., multi-	Increased resources available for the delivery of gender transformative approaches in AAS. Increased organisational capacity to collaborate, mobilise and manage resources for implementation of gender transformative approaches in AAS.	Number and percentage of projects with explicit funding for gender transformative activities in AAS. Number and details of partnerships/consortia implementing gender transformative AAS activities in the AFAAS membership/network. Number, type and details of lobby and advocacy meetings held for increased funding for AAS transformative interventions.					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
		lateral and bi-lateral donors, foundations, associations); boosting the visibility of AFAAS and its activities in gender transformative AAS.							
F. Gender at the Workplace									
F1. Women feel less supported to develop their personal careers and leadership abilities than men	Organisational	- Recognising females for their abilities, experience, and skills; Nominating women to take up leadership responsibilities at the workplace and mentoring them in their roles to enhance their leadership skills. - Setting up a special scheme or programmes that support women's career advancement at all levels, e.g. sponsoring females in short external training courses to develop or upgrade their skills in specifically identified participant capacity needs related to their work. - Providing equal access to and participation in organisation supported education and training programmes, providing equal opportunities for formal and informal networking and mentoring programmes for women and men.	Leadership skills and career progression of female employees among AFAAS membership enhanced	Number and type of incentive and support programmes for women's leadership and career advancement. Percentage of women and men who receive training (in-service, external or overseas) in a year compared with the total of eligible women and men.					

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
F2. Unbalanced representation of men and women employed at all levels of the organisations	Organisational	- Developing and operationalising organisational policies that address vertical occupational gender segregation[2]. - Proactive recruitment, appointment, and/or promotion of women to senior managerial and executive positions according to merit. - Advocacy for increased enrolment of girls and women in Science, Technology, Engineering and Mathematics (STEM); Mentoring young women into AAS through internship opportunities at organisations and institutions among AFAAS membership within countries.	Reduced gender disparities in employment at all levels of the organisation. Reduced gender gaps in agricultural technical, vocational, and tertiary education.	Number and percentage of women and men recruited/appointed/promoted in the organisation. Percentage of women and men holding senior managerial and executive positions. Percentage of females and males enrolled in agricultural education and research institutions among AFAAS membership. Number and percentage of females and males with internship placements in organisations among AFAAS membership. Evidence of mentorship and activities aimed at supporting women's transition to formal employment in AAS.					
F3. Very few organisations invest in infrastructure & initiatives to	Organisational	- Conducting gender pay audits to ensure equality in remuneration (including benefits and bonuses) for work of equal value.	Improved gender-sensitivity at the workplace.	Number and type of incentives to make the workplace more gender sensitive.					

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[2] Vertical occupational gender segregation refers to a workplace situation where women are more likely than men to be in occupations with lower pay, worse prospects for advancement and poorer working conditions (Anker, Melkas, & Korten, 2003).

Capacity Needs	Capacity Development Level & Targets	Capacity Development Activities (proposed interventions/ approaches)	Expected outcomes	Indicators (measures of progress & success)	Timeline (Year 1-5)				
make workplaces more gender-sensitive		- Fostering an inclusive workplace culture, free from gender-based discrimination. - Offering flexible working arrangements for staff that ensures a healthy work-life balance. - Provision of child-care places for nursing female employees at the workplace.		Number of childcare places provided at workplaces for nursing female employees. Percentage of staff that rate gender-sensitivity at the workplace as satisfactory or above satisfactory.			▓	▓	▓
F4. Deeply rooted cultural or social norms override gender equality at the workplace in some settings	Organisational and Enabling environment	- Collective advocacy and technical support for the development and integration of gender transformative training in the curricula of agricultural education institutions that challenges gender stereotypes and structural biases in the labour market and at the workplace.	Women and girls are empowered to use their education to pursue diverse careers in agriculture (particularly AAS)	Number of agricultural education institutions with gender transformative training integrated in their curricula. Changes in women and girls' aspirations about agricultural education, employment in the context of gender equality and the reasons for the changes. Changes in men and boys' opinions about agricultural education, employment in the context of gender equality and the reasons for those changes.			▓	▓	▓

7.0 CONCLUSION AND NEXT STEPS

This study sought to understand the enabling environment and establish the capacity of organisations and individuals in the AFAAS membership to integrate gender equality in AAS programmes, projects, and operations on the Africa continent. The study premised on AFAAS' aim to enhance the competences of AAS providers in all areas of their work to realise the goal of "enhanced utilisation of improved knowledge and innovations for improving productivity towards individual and national development objectives." The study evaluated six core gender capacities at three capacity development levels, namely the enabling environment, organisation, and individuals respectively. The six core gender capacity areas included: gender analysis and strategic planning; gender-responsive programming, budgeting, and implementation; knowledge management and gender responsive monitoring and evaluation; partnerships and advocacy; leadership and transformation; and gender at the workplace, respectively.

7.1 The Enabling Environment Level

Drawing from the results of the study, there is enormous potential for advancing gender equality and equity in AAS on the continent, fostered by the existence of legal, economic and institutional frameworks that mandate gender integration in government programmes, projects, ministries, departments and agencies in many countries; the growing global, regional and national recognition of the importance of gender integration in AAS to realise individual and national development objectives and transformation of the agriculture sector; and the growing demand among potential funders of the agriculture sector for a demonstration of gender impacts in projects and programmes, among others.

The enabling factors notwithstanding, it was noted that gender integration in AAS is weak or non-existent in many African countries owing to deeply rooted pervasive cultural and social norms and power relations that also have a bearing on factors such as equality of opportunities to participate, use and benefit from AAS among women and men; perceptions of women in leadership and decision-making positions in the household, community and the workplace; and choices and aspirations of women's employment (formal or informal) in the agriculture sector. Another fundamental area of weak capacity in the environment is the limited awareness or diverse interpretations of gender equality among policymakers and executives in government, which in turn affects political will and commitment to enforce national laws, policies and commitments to gender equality and women's empowerment; gender integration in agriculture sector and rural development strategies and plans; financial and human resource allocations towards gender mainstreaming and the implementation and management of gender-related programmes and projects; as well as agricultural technology and innovations prioritisation and development.

With conducive laws and institutional frameworks largely in place across the continent, the realisation of gender equality in AAS and the agricultural sector in general therefore lies in capacity development interventions aimed at addressing the disabling factors. AFAAS has an opportunity to contribute to the advancement of gender equality in AAS through the implementation of diverse interventions such as: (i) building a knowledge base of evidence-based studies and raising awareness of pervasive and discriminatory cultural and social norms that perpetuate inequality in access, benefit, and use of AAS at national, regional and continental levels; (ii) leading the formation of pluralistic multistakeholder gender platforms in AAS at national, regional and continental level, through which collective advocacy for the transformation of pervasive cultural and social norms in formal and informal institutions may be undertaken, as well as engagement with policymakers, legislators and executives through dialogue meeting and the use of media (print and broadcast) to hold them to account for national and international commitments to gender equality and women's empowerment in AAS in policies, plans, budgets, implementation, monitoring and evaluation; and (iii) identification, development and implementation of context-specific gender transformative (and accommodative) AAS approaches that empower women and other identified socially marginalised groups.

7.2 The Organisational Level

Whereas the results generally revealed a wide appreciation for the relevance of gender integration in AAS organisational mandates, and positive staff perceptions of organisations in the AFAAS membership endeavouring to ensure that women and men benefit equally from AAS programmes and funds used; the evidence revealed limited gender integration in organisations across the AFAAS membership.

Organisational-level capacity gaps were evident in terms of limited analysis, interpretation, and use of sex- and age-disaggregated data in strategy formulation, programme and project design, implementation, monitoring, and reporting; the unsystematic mainstreaming of gender throughout programmes and projects; and the absence of systems, procedures, manuals, and toolkits to guide staff on gender integration in planning and implementation, as well as monitoring evaluation and learning processes. The general results also showed low levels of support and shared commitment among organisation staff towards gender equality and gender transformation relating to AAS, and unequal perceptions about organisational support in career and leadership development among male and female employees.

Consequently, efforts to advance gender in AAS at organisational level among the AFAAS membership must concurrently focus on building and nurturing gender equality as part of the organisation culture and operations; as well as establishing clear systems, policies, strategies, guidelines, and procedures that are effectively rolled-out and implemented by staff, with appropriate tracking, monitoring and evaluation and reporting of progress and

impact. Other specific interventions to develop gender integration capacity at organisational level may include: (i) incorporation of gender targets and indicators in the AFAAS Result-Oriented Monitoring, Evaluation and Learning System and staff performance appraisal systems; (ii) incorporation of gender accommodative or transformative components in all AAS programme or project funding proposals with explicit gender specific or mainstream activities and related budget allocations; (iii) technical and financial assistance to support organisational capacities for fundraising and resource mobilisation for gender-related interventions; (iv) facilitation of partnerships and collaboration among diverse organisations in AFAAS membership to leverage resources to support the identification, development and implementation of gender transformative AAS approaches for added impact; and (v) investment in infrastructure and initiatives to make organisational workplaces more gender sensitive, among others.

7.3 The Individual Level

Individual capacity level results generally revealed some exposure to basic level gender training among board members and employees in AFAAS Secretariat, country fora and member organisations, as well as a wide acknowledgement of the influence of gender concerns in AAS delivery. Consistent with the findings of low gender integration at organisational level, the individual level results revealed capacity needs relating to the low understanding and capability to apply gender concepts, gender analytical frameworks and tools in the analysis of gender dynamics relating to AAS; limited knowledge and skills in developing and working with gender responsive tools and systems for data collection, monitoring, evaluation and reporting; limited use of gender- and age-disaggregated data to inform strategic planning processes, project development, implementation, monitoring, reporting and evaluation; limited knowledge and understanding of gender transformative approaches relevant for AAS; and inadequate skills to build and maintain partnerships and advocacy around gender equality and women's empowerment in AAS.

The capacity development responses to address individual level needs within the AFAAS membership mainly involve training, coaching, mentoring and experiential learning on gender concepts, gender analytical frameworks and tools; gender transformative approaches; integrating gender in plans, budgets, monitoring, evaluation and reporting; good practices to encourage equitable inclusion of women and men in AAS programming; as well as stakeholder analysis, engagement and management, and advocacy and lobbying for gender equality and women's empowerment in AAS, among others.

7.4 Next Steps

Broadly, the gender capacity development response for AFAAS and its membership in country fora should adopt an integrated and deliberate approach that addresses capacity needs at the environmental, organisational, and individual levels sequentially to ensure that

positive changes at one level complement or foster changes at other levels for added impact. Short-term and long-term response actions have been proposed over a five-year period, with the short-term actions comprising activities like training, coaching and development of systems, policies, and procedures for gender integration over the first two years. The short-term actions are more urgent and necessary to facilitate the sustained implementation of long-term interventions. The outcomes of long-term interventions, such as partnership and network building, advocacy and lobbying for gender equality and gender transformation, are expected to manifest over a period of three to five years and beyond, depending on the context. The capacity development interventions proposed are not meant to be exhaustive and should be contextualised to suit specific organisational and country needs and priorities for them to achieve the desired results of advancing gender equality in AAS. Lastly, considering the evolving nature of contexts, it is also important to conduct periodic reviews (at least biannually) to monitor the progress and update capacity needs and devise appropriate capacity development responses accordingly.

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