



PAEPARD



THEMATIC BRIEF #5



Strengthening the capacity of multi-stakeholder partnerships in ARD

Gender and youth inclusion in ARD processes

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Social inclusion in ARD

Inclusion is a key issue for Agricultural Research for Development (ARD). Development goals in and of themselves call for better livelihoods and opportunities for the less privileged actors working in agriculture. They also call for greater equity and balanced representation of the population at an institutional level. This brief focuses on how ARD processes can more sensitively address gender relations and youth issues. Women and young people have distinctive needs and interests which can be less visible within broader “Producer Organizations”, for example. At the same time, women and youth are themselves not homogeneous groups, and represent great diversity, crossing all social strata in a society. Increasingly, donors and major international development organizations (e.g. CGIAR research institutes, UN agencies, World Bank, etc.) require specific attention to gender inequality and youth unemployment in their programmes. Improving gender equality is the fifth of the Sustainable Development Goals (SDGs).

The concept of inclusion adds to the story about equality imbalances in society (see Thematic Brief 4: Power). Exclusion occurs when different mechanisms operate to marginalize certain sectors of society - while privileging others. For example, when rules of governance are biased in favour of more affluent members of the population; when agendas are set behind closed doors; and most difficult to see are when cultural norms or values prejudice certain social groups (for example women, people living with disabilities, or minority ethnic or religious groups) from participating in particular social processes. These kinds of mechanisms can reinforce the



Role play can be an effective way to open up discussions on gender inclusion and exclusion issues, here in Benin.

exclusion of less privileged, and often the poorer sectors of society, and deepen the challenges to improve their livelihoods. There are many ways to work against different patterns of exclusion, but this is not easy as those who benefit from them are often unwilling to change. In fact they may not even be *aware* of their privileges, because they do not ever come against the (sometimes invisible) boundaries that less privileged people do.

PAEPARD referred to the issue of inclusion in several policy papers, calling for “Inclusive, balanced, demand-led partnerships for ARD” and an “inclusive approach” to support locally-led change, innovation and entrepreneurship. PAEPARD’s Users-Led Process (ULP) specifically seeks inclusion of farmer organizations (FOs) to define research questions and themes based on the needs and priorities of their farmer members – rather than

leaving this process only in the hands of research and other organizations that do not represent their interests in a direct way. If research topics fail to reflect the priorities of organizations such as FOs, and to include them in project decision-making, the quality of the research and its ability to fulfil development goals is compromised. When farmer needs are recognized by research, farmers’ uptake of research outputs is greatly increased. When the organizations running the research projects are themselves representative of the different social groups being targeted, the research tends to become more relevant, and to have more room for innovation because of the diverse perspectives being brought into it. Improving rural livelihoods is ultimately the target of ARD projects – and women and young people constitute a large proportion of both farmers and rural inhabitants in general.

Unpacking gender and youth issues

Youth: An increasingly important social group

Youth unemployment levels are close to crisis proportions around the world, especially in the Global South. Young migrants taking great risks to attain a better life in wealthier countries, or being attracted to illegal activities are symptoms of this problem. As a population group, “youth” are generally described as those between the age of 15 and 24, although some organizations extend the age limit to 30 or even 35.

In Africa, populations are very young and increasing rapidly with, according to the United Nations, 70% of the continent’s population under the age of 30. In 2015, there were 226 million youth in Africa accounting for 20% of the continent’s population – and 19% of the global youth population. The number of children under 15 years in Africa came to another 490 million.

By 2030, the number of African youth is projected to have increased by 42%, doubling from current numbers by 2055 (all figures from UN Population Division, 2015). Clearly, youth is becoming an increasingly important social group in Africa that cannot be ignored by sustainable development-oriented initiatives.

The increasing numbers of youth present both challenges and opportunities for the growth of the agricultural sector. They are generally better educated and can access modern forms of information technology and services. At the same time, the future of agriculture hinges on making agriculture attractive for the younger generation as well as on the creation of opportunities for employment and self-employment.





When seeking solutions to unemployment, it is important to realize that youth represent a very diverse group (see Box 1). Youth include students with different levels of schooling, they can be young parents in stable relationships or single parents, employed or unemployed, carers for their parents or living independent lives, men or women, etc. Their context also varies greatly: where they live, their ethnicity and the wealth of their family and country shapes their interests and future prospects. This means that youth as a population group have extremely varied needs and interests that cannot be covered by a simple inclusion strategy. Yet, as we explain below, despite this complexity, when it comes to agricultural development, youth suffer from many of the same obstacles to inclusion as women.

BOX 1

Understanding the right needs and barriers within a diverse group such as “youth”

WHEN LOOKING TO INCLUDE YOUTH in ARD programmes, it is important to remember that they are a very diverse group. In the agricultural context, some for example have studied agriculture, and others may have happened to operate in agricultural tasks while this is not the option they have chosen for their livelihood. Understanding these differences helps to focus a youth-oriented research approach. A 2017 study conducted in Benin identified four categories of youth as follows: “undecided non-entrepreneurs”, “entrepreneurs operating in agribusiness without agricultural education”, “entrepreneurs operating in agribusiness with agricultural education” and “non-entrepreneurs interested in agribusiness”. By formulating these four different profiles, it became easier to know what kinds of projects to set up for the sub-groups as they all have different capacities, interests and needs.

From Aoudji et al (2017).

Gender as an inclusion issue

As with youth, gender is a factor that transects many important social determinants of inclusion such as ethnicity, religion, wealth and geographical context. Gender refers to how society determines the relations between men and women, which define expectations of their roles, division of labour, and access to and control over resources. These social and behavioural expectations and norms differ from context to context and have a great impact on how men and women are included or excluded.

Studies in Africa generally show that fewer young women are educated, employed or trained, as compared to men of the same age group. Women marry and become parents at a much younger average age than men. Besides child-minding, women often care for sick, disabled and elderly family members, and undertake domestic duties, all of which are rarely performed by men in Africa. Once young women have children, they are usually hindered from continuing education and often take on the most basic forms of labour to support their family - typically subsistence agriculture. That women are predominant when it comes to agricultural labour especially in food production in Africa is well-documented, yet they hold very few paid positions in the agricultural sector. Because of social and structural inequalities, women as a group have on the other hand fewer rights of access to land and other resources, as well as services and education. They tend to have less capital and less say in the decisions made around agricultural development. Women producers can face barriers to joining organized groups, either because they lack information, their husbands do not want them to join, or member fees are too high. Personal security is another restriction on women’s mobility, as well as restrictions by their families on the time, distance, and locations they can move, particularly in more traditional societies.

Similar patterns can be seen for women with higher education, although their inclusion is improving. The proportion of female professional staff employed at a sample of 125 agricultural research and higher education agencies in 15 countries in sub-Saharan Africa increased from 18 percent in 2000/01 to 24 percent in 2007/08 (Beintema & Di Marcantonio, 2010). The same study found that fewer women have advanced degrees compared to their male colleagues, with specializations more focused in the social sciences rather than technical degrees. Only 14% of management positions were held by women, and the pool of female staff is much younger than that of male staff.

Men also have socially determined roles and face other kinds of challenges affecting their room for manoeuvre. They suffer significant pressure to earn an income - often without having many means to do so. While they have greater access to resources than women, men typically inherit land or properties when they are older, so they must wait before they can grasp this opportunity. When unemployed or earning a low income, young men in Africa often face harassment by authorities because of the perception that they must be involved in illegal activities and could cause problems. Even if they are engaged in lawful businesses (such as hawking or working as a transport conductor), they may face police who want to extort bribes. Especially when they do not have productive work, some young men do get negatively influenced by peers, leading them into alcohol and substance abuse, to petty theft or other criminal activities to generate income. In war and conflict zones, young men can become more marginalized and lose a sense of purpose and self-esteem, which makes them even more vulnerable to negative influences.

Yet it is the young women who tend to have the most barriers of all. Young women generally have lower levels of education and skills, and therefore

have access to lower-quality and lower-paying jobs than young men. They also tend to have less time than young men. And young women face greater structural barriers, such as inheritance norms and gender bias in the provision of financial and other services.

Where gender and youth intersect in agricultural development

Different categories of people have varied and even conflicting needs and interests. In the case of age and gender as social categories, there is some overlap in the challenges generally faced by youth and women - and especially young women. Both of these groups have particularly low access to quality land and other resources including tools, technology and inputs. Not being able to own the land means that even while working on it, young people and often women are rarely in a position to make decisions over resources, earnings and expenditures. Lacking resources, women and youth often lack the collateral needed to get access to credit opportunities. Particularly when they have low incomes, both groups have low access to information networks that involve more powerful people. They both have less possibility to participate in decision-making than adult males, with young women having the least say.

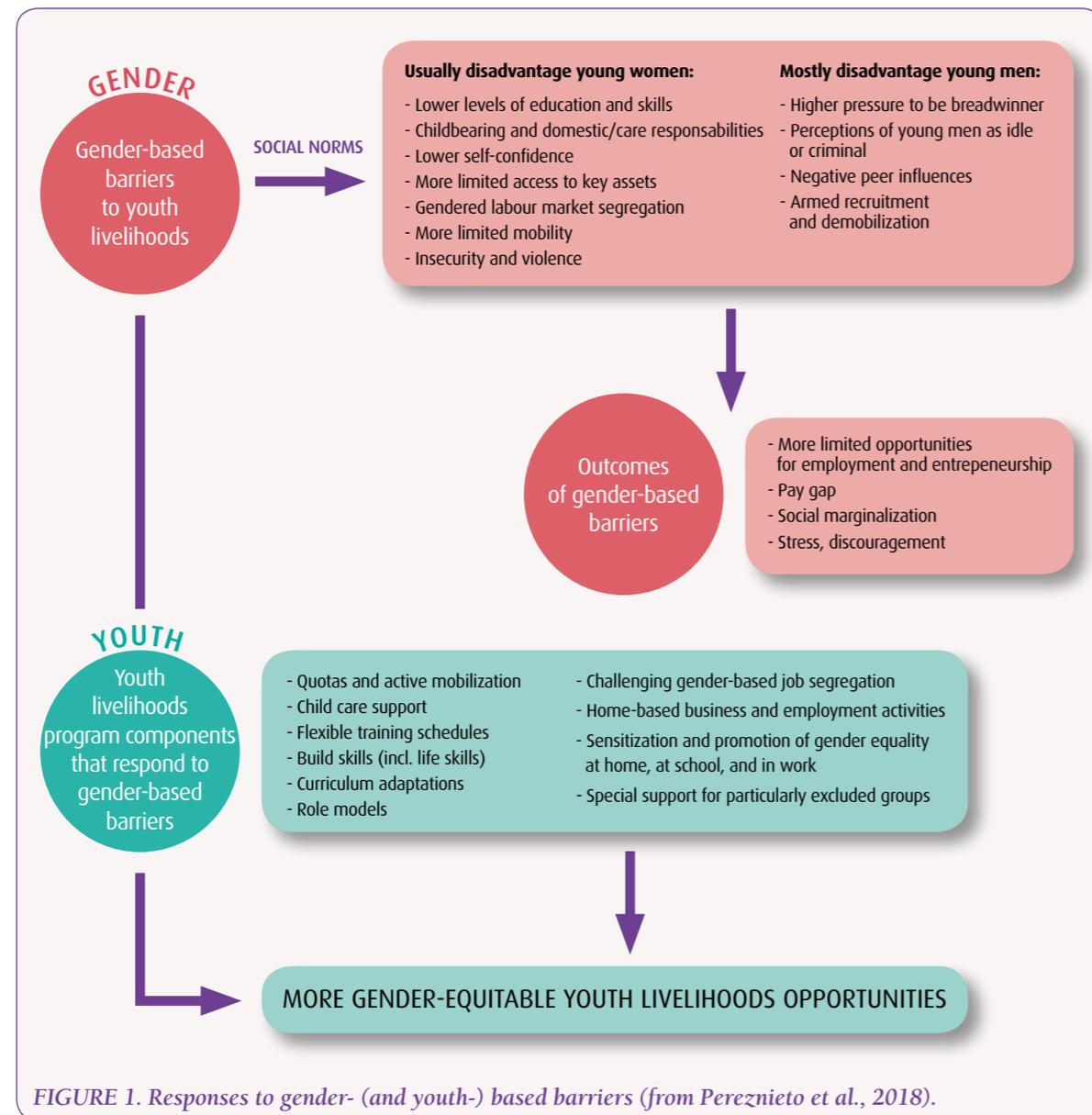
Because youth have less experience, they also have a lower skills set. Having no immediate access and control over important productive resources prompts youth to seek alternative livelihoods. Youth, women and vulnerable groups lack power to influence public policy and public investments. A sense of self-belief is especially important for youth to negotiate relationships and find good opportunities. Across Africa, where agriculture still provides the main employment for all ages, young people are slightly less likely than adults to engage in it. Over the next decade, it is estimated that about

 Including women and youth in ARD research design and implementation processes is essential for impact

25% of the region's young people will find a wage job and most will end up taking over their parents' jobs - on family farms and household enterprises.

Evidence indicates that enabling women and youth to have greater access to inputs, services, knowledge, skills and land is beneficial to the agricultural value chain. Female scientists, professors, and senior managers offer different kinds of insights and perspectives that help research institutes more fully

address the unique and pressing challenges of both female and male farmers in the region. Likewise, quality of production and yields increase with greater female-inclusive policies, while targeting youth in training programmes can help bring new ideas and technology into the agricultural innovation system. *Figure 1* provides an overview of different strategies that can respond to different youth- and gender-based barriers (examples of exclusion) to their being able to seek a livelihood.



Inclusion of youth and gender issues in ARD processes

Finding out what motivates these target groups and understanding their varied access and resource barriers are fundamental to their greater inclusion within the ARD process. Financial barriers and capacity weaknesses may overlap but motivation to get into agricultural development will be very different. For example, women producers with children may have very different concerns (e.g. food security) from single youth interested in profitable agribusinesses (e.g. access to business know-how and modern technologies). PAEPARD encouraged consortia to design ARD projects with elements that attract business-minded youth (see Box 2).

To design an inclusive ARD project, it is critical to get a good understanding of the barriers (skills, access to resources, decision-making power, discriminatory norms, care obligations, security concerns, etc.), needs, roles and priorities of women and youth in the specific research context. These groups therefore need to be included in the research in a meaningful way. Appropriate methods need to be designed (and tested) to be accessible to those targeted, and carried out at appropriate times and locations. For example, offering child-care support options, flexible schedules and proximity to the home when targeting (young) women; and using a quota system to ensure inclusion of women and youth. When conducting the research, the data need to be gender-disaggregated to get insights on how research questions are answered differently by women, showing how interventions affect men

and women in distinctive ways. Using an age-disaggregated data collection system can also be used to better understand youth priorities and needs. Collecting both age- and gender-disaggregated data provides even more nuance.

At the organizational level, paying attention to including a better age and gender balance in the research team will enrich the process with diverse perspectives and approaches. Yet getting enough of a balance in gender or age is not a simple matter. For example, of 202 applications for the position of agricultural innovation facilitator, only 36 (17%) were women (Kapiriri and Mugabe,

BOX 2

Targeting youth by offering ARD support relevant to their needs and desires

STILL IN HIS 20s, Eriya Matovu, came from a family farming on the outskirts of Kampala, Uganda. He opted first for tertiary education, seeking a white-collar job in the city instead of farming. This changed however when the household was selected for opportunities within PAEPARD's African indigenous vegetable (AIV) project. Eriya joined his family for training in new AIV production and processing skills and technologies, as well as business dynamics. Improving their irrigation technology allowed the family to produce vegetables all year round, thereby taking advantage of the good prices when supply is generally low. A charcoal cooler installed on their farm helped them store and preserve fresh produce for several days during the bumper harvest. Inspired by the business training, Eriya looked for new markets, eventually establishing vegetable stalls in three locations in Kampala city and one in Entebbe town, where international presence permits high-end markets. In this way, Eriya has weekly sales of about USD 3,200, enabling him to hire seven other youth (some his siblings) into his trade. By offering skills and knowledge that especially speak to the aspirations and needs of youth like Eriya, ARD projects offer promising options.

Source: PAEPARD (2018).

2012). A longer-term inclusion strategy finds ways to boost these numbers and to offer relevant capacity strengthening opportunities. PAEPARD successfully included women in setting research priorities, with one being led by a female scientist (examples in Box 3). For ARD projects to be truly gender- and youth-inclusive, the partners need to move beyond quotas, and to develop a vision on inclusion that includes supportive norms and behaviour. Ownership over such a vision means that these norms carry into daily practice on all levels – including within the partnership.

Steps towards a more inclusive ARD process

Much literature has been written about gender analysis frameworks (e.g. Harvard Gender Analysis, Moser, Longwe Empowerment frameworks, etc. – see March *et al* 1999 as well as Okali 2012). These usually take into consideration generational information as well as differentiating men and women’s roles. For the purposes of this brief, a four-stepped approach is proposed, adapted from Pyburn *et al* (2015); and two basic tools are suggested for the ARD context analysis process.

Making an ARD process more inclusive includes four general steps:

1. Analysis of the ARD context regarding conditions for inclusion and exclusion.

This gender and generational analysis aims at getting a better understanding of different roles and dynamics on who does what when, who has access to and control of which resources, and who decides on what – in other words barriers and their impacts at a household, community and/or value chain level (see tools below). Consider themes that can lead to jobs attractive to youth with less experience but more education (e.g. service provision, transportation, equipment or input supply).



BOX 3

PAEPARD examples of gender-inclusive ARD projects

THE SOYBEAN FARMERS’ FEDERATION OF BENIN, SOJAGNON, brought together women’s processing groups with researchers from the University of Abomey-Calavi in Benin, the Institut des Sciences Agronomiques du Bénin (INRAB), University of Lisbon (ISA) in Portugal, and the University of Wageningen and Research center (WUR) in the Netherlands. The project responded to the women processors’ needs to find ways to increase shelf-life and to find new markets for soybean milk (Sewade *et al.*, 2016). The research on processing technologies and knowledge on the biochemical and nutritive value of local soybean products led to making improvements on the soybean value chains that helped increase household income and nutrition in the region.

PROLONGING SHELF-LIFE AND VALUE ADDITION were also needs expressed by East and Central Ugandan women vegetable producers in the African Indigenous Vegetables (AIV) consortium led by Dr. Elizabeth Balyejusa Kizito at the Ugandan Christian University, and including Farmgain Africa, Chain Uganda and the Natural Resources Institute at the University of Greenwich, UK (PAEPARD, 2018). These highly nutritious vegetables were difficult to sell beyond one day as they deteriorated so quickly. Having a female scientist who spoke the local language lead facilitated the trust of the women producers, and confidence in the importance of the research. Besides the female (and male) producers, traders and transporters were included in the testing, in order to find ways to improve storage, packaging and handling of the indigenous vegetables. As a result, low-cost cool storage and commercial processing options were developed with the view of maintaining the high nutritive value of the crop over a longer period of time, an important priority of the women consumers. The AIV enhanced high-nutritive food and income security; they also brought new marketing opportunities which attracted the participation of youth (see Box 2).

Source: PAEPARD project documents.

2. Design and implementation of the ARD project with women and youth’s active participation.

Based on the analysis of the context, explicit choices need to be made about who to include when and where in the ARD project. Explore opportunities for forming or reaching groups that may have been marginalized, but who could play a role in a value chain, or who (could) provide particular services to value chain actors important to the project. Attract youth through modern communication methods, information and communication technologies (ICT), mobile phone applications, use of competitions, social media etc. Getting women and youth to organize themselves into groups if they are not already helps them to actively participate and be partners in the project.

3. Analysis of inclusion attitudes and policies at the organizational and ARD partnership levels.

This process includes analysing gender and age dynamics in the stakeholder organizations, as well as at the partnership level of the ARD initiatives; and coming to a vision on inclusion and issues such as gender equality norms and behaviour, supported by policies. A facilitator should guide this process, and to also coach the partnership’s ongoing learning. Special attention may be required to also build capacity and develop the technical competences and soft skills of weaker staff.

4. Capitalization of lessons learned and knowledge on inclusion.

Reflecting and documenting the learnings and tacit knowledge gained from the research projects – at partnership as well as organizational levels – are essential to ARD. Working with value chain actors and value chain supporters to make sense of and reflect on their practical experiences can inform future interventions (see Thematic Briefs 6 and 7 for more information and suggestions for tools on processes of reflection, capitalization and documentation).

Tools to analyse conditions for inclusion and exclusion in ARD

It is impossible to provide an overview of potential tools for inclusion. The two below are basics that help to analyse the context to get a better understanding of the different roles and power dynamics around a particular ARD context focus.

Disaggregated activity profiles

Developing activity profiles showing who - women, youth, men - does what at different times of the year, gives insights into the roles of men, women and youth, as well as their respective labour constraints and opportunities. See *Table 1* (next page) for an example of how to organize the data into a matrix. Including a column for months is critical to be able to see how activity intensity changes over the year.

Questions to develop such a profile should include:

- Productive activities: Which activities are undertaken by women and men at each level or function of the value chain in focus (input supply, production, processing, transportation, trade)? How much time do they invest? What are other agriculture-related activities undertaken by men and women? Which kinds of activities are carried out by youth (male/female)?
- Reproductive activities: Which activities are undertaken by whom at the household level (e.g. cleaning, fetching water, care)?
- Social activities: Which activities are carried out for the community (e.g. ceremonies, celebrations).

Inclusion refers not only to conditions of the system of interest, but also to those within the ARD partnership itself



TABLE 1. Example of a matrix of access and control

RESOURCES	WHO OWNS THE RESOURCE	HOW IS IT USED?	WHO DECIDES ITS USE?	HOW IS ANY INCOME USED?	WHO DECIDES ON USE OF THIS INCOME?
Land					
Equipment					
Labour					
Cash					
Education					
Cooperative					
Etc.					

Access and control profile

An access and control profile shows the resources used to carry out activities identified, who has access to these resources and who controls their use; note that women and youth may have access to a resource – e.g. land, or training – but do not necessarily influence decisions over land use or training content. These issues can be identified based on focus group questioning of disaggregated groups, and can be displayed in a matrix (Table 1).

Examples of questions for the debate on access to and control over resources (e.g. land, equipment/tools, credit, education, etc.) include:

- Do women possess land, house or other resources? Are these legalized in their names/ can they sell them? How about youth?
- Can women decide which crops to grow? Who owns different livestock species – who can decide if and where to sell these crops or livestock?
- Who owns the working equipment/tools for cultivating, harvesting, processing, transporting and handicraft activities?
- Who has which skills and access to technology or information services (e.g. online, advisor visits, training opportunities, membership or vote in farmer groups or cooperatives)?
- Are there differences in amount or credit conditions (e.g. collateral requirements) for men, women, youth?

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Executive summary

“Inclusion” as a concept for PAEPARD

referred largely to the inclusion of farmer organizations and private businesses in Agricultural Research for Development (ARD) partnerships, thereby moving beyond the interests of research organizations alone. This Brief suggests a deepening of the concept of inclusion to give more focus on women and youth in ARD processes.

These two groupings comprise over half the African population. Yet they both have particular needs that require special attention for them to be adequately included in ARD processes. Donors around the world focus increasingly on gender relations and youth issues. Mainstreaming of gender equality continues to be a cross-cutting goal; and resolving youth unemployment is seen as an increasingly urgent challenge in Africa and elsewhere.

Although women and youth are not homogeneous groups, they do have many exclusion issues in common when it comes to agricultural development. Paying attention to gender and youth inclusion issues in framing ARD research needs as well as the composition of ARD partnerships will help improve livelihoods, tackle the sustainable development goals (SDGs) - and improve the chances of research funding.

This brief unpacks gender relations and youth issues, offering insights inspired by PAEPARD and other ARD experiences on how to be more responsive to the needs and priorities of women and youth, in consciously including their presence in ARD research priorities and processes.

Disclaimer: This project has been funded with the support of the European Commission’s Directorate-General for International Cooperation and Development (DG-DevCo). This publication reflects the views only of the authors, and the European Union cannot be held responsible for any use which may be made of the information contained therein.

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