

Annex 4: Gender Considerations for Youth-Inclusive Agriculture Projects

In addition to the WEAI and the Gender Integration Framework, a tool developed by Feed the Future to examine seven key dimensions contributing to women's empowerment in agriculture, the following questions offer additional gender- and youth-related considerations for agriculture and food systems development:

1. Access to Resources:

Capacity to use the resources necessary to be a fully active and productive participant in society. Refers to access to natural and productive resources, income, services, employment, information, and benefits.

Access to Agricultural Resources: To what extent do young men and young women have access to the necessary resources (land, water, energy, equipment and capital assets, finance, information, and agricultural associations) to engage in select agriculture value chains? To what extent is this access different for youth than adults? How does this access differ across different youth cohorts?

Resources for Job Attainment (Wage Labor): Do young men/women have sufficient access to resources (e.g., financial, physical assets, services, relationships and networks) that could impact their ability to obtain a job in the agriculture sector? To what extent is this access different for youth than adults? How does it differ by youth cohorts?

Resources for Self-Employment: Do different male/female youth cohorts have access to different kinds or levels of resources (e.g. financial, physical assets, relationships and networks) that could impact their ability to start businesses or perform well in self-employment?

Access to Education: Are there disparities in baseline educational or skills levels, or access to training and education by different youth cohorts? Is there a difference in the ability to attain education by sex, by age, by geographic region (rural/urban)? What are the primary drivers of any observed disparities?

Access to Other Complementary Services: Do young men and women have access to the necessary health information and services that enable them to be ready and able to work? Do women and families have access to information/resources related to delayed marriage, family planning, reproductive health, and HIV treatment and prevention?

Access to Non-Formal Educational Opportunities: Are there differences in young men/women's ability to participate in non-formal skills development opportunities, such as clubs, volunteerism, leadership opportunities, mentors, sports, etc.? What factors explain these disparities?

2. Knowledge, Belief, and Perceptions

Capacity to use the resources necessary to be a fully active and productive participant in society. Refers to access to natural and productive resources, income, services, employment, information, and benefits.

Employment Preferences: Are there certain agricultural sub-sectors, or certain job functions within sectors, that are more socially and culturally acceptable for young men/women? What are the socio-cultural gender norms that affect the type and quality of work that young men/women perform?



Perceptions by Lead Firms, Employers, Value Chain Actors: How do employers and other value chain actors view the performance of young men vs. women? Do employers perceive male/female youth as possessing different skills sets? Is there a difference in how employers recruit, train, and develop the skills of entry-level males/females? Does perception of men/women by other value chain actors differ?

Perceptions by Family Members & Peers: What expectations do family members and peers place on young men and women in terms of their engagement in agriculture? What expectations are there regarding male/female education and employment? How do these expectations affect a young person's decisions and time use?

Masculinity, Femininity, and Economic Pathways: What are the social and cultural norms around definitions of masculinity and femininity, and how does that impact young people's decisions to pursue certain economic pathways? Does the target group include adolescents, who are in the time of their lives in which they are forming—and challenging—gender norms?

Adolescent Gender Norms: What examples are there of programs that work with adolescents to address (and challenge) conventional gender norms, i.e. encourage more gender equitable relationships and attitudes while simultaneously working on broader social transformations within families and communities? How might this these programs and the lessons learned from them inform future youth-inclusive Feed the Future programs in terms of approaches or potential partnerships?

Cultural Norms: How do expectations and norms around (early) pregnancy and marriage impact a young woman's engagement in agriculture and the economy writ large?

3. Practices and Participation:

Gender roles structure people's behaviors and actions. Refers to participation in activities, meetings, political processes, services, training courses, and/or education.

Employment Data: Are there disparities in male/female participation in the economy? Are males/females more likely to be found in the formal vs. informal sector? Is one group more likely to be unemployed and/or underemployed? Are women or men more likely to be reported as "inactive" in the labor market? How does this vary by age, by geographic location (rural vs. urban), and by educational attainment? What are the variety of activities that young men/women do to earn income and/or supplemental income? To what extent do young women engage in sex work (including taking on an adult male partner) to earn supplemental income and/or obtain assets (cell phones, etc.)?

Leadership and Management: Are men/women more likely to be found in leadership positions in the workplace or in business? Do women and men have equitable representation in leadership forums associated with target sectors (e.g., business associations, labor unions)? If not, why not? Do youth have access to role models?

Observed Changes: Have there been any changes in women's or men's participation in certain agriculture sectors or job functions? If so, what sparked those changes?

Physical Separation: Are there traditional norms around physical separation of males and females that would impact agriculture education, training services, and/or employment? Are men or women more likely to participate in the informal economy and how would that impact their participation in the project?

Mobility: Are there mobility constraints preventing young women or men from accessing education, training services, or places of employment, e.g. socio-cultural expectations or security concerns?

Workplace Environment: Are there safety/hygiene issues in terms of the physical space? Are there any concerns that related to gender-based violence? Are there expectations of sexual favors when seeking to start a business, enter employment, or advance in one's economic pathway?



4. Time and Space

Gender differences in the availability and allocation of time and the locations in which time is spent.

Household Responsibilities: How do household and childcare responsibilities impact time use, and how would those responsibilities impact a young man or woman's ability to access training and employment services? Are there examples of programs that have attempted to overcome these barriers?

Time to Engage in Training: If women have greater responsibilities in these areas, do they have enough time to also engage in entrepreneurship? Will participating in this project increase a woman's workload to an unsustainable level? Do meetings and trainings for the sector or job function accommodate all stakeholders? Consider scheduling and time commitments, ability to travel/mobility, outreach, access, security/safety, etc.

Workload and Motherhood: Where are opportunities to reduce young mothers' workloads to promote healthy pregnancy, breastfeeding practices, introduction of health foods, and a sanitary home environment?

Access to Support Services: Is it possible for women to participate in the project that is being designed, or to open a business, if support services (for example, child care) are not available to them? Would women's household responsibilities prevent them from participating in a project at certain times of day or on certain days of the week?

Location of Activities: Do men or women typically work or spend the majority of their time in locations that would make it difficult for them to participate in the project?

5. Legal Rights and Status

How gender roles affect the way people are regarded and treated by both customary law and the formal legal code and judicial system. Refers to rights to ownership and inheritance, legal documents, representation, and/or due process.

Property Rights and Land Tenure: Are there laws or customary practices that impede young males or females from owning land or other forms of property? Are there restrictions on young males or females inheriting land? Which youth cohorts are most affected?

Finance: In what ways do laws, regulations, or financial institutions' practices impede young men/women from accessing finance? To what extent do collateral requirements and/or lack of credit registry impede youth from obtaining a loan? What other barriers discourage young men/women from accessing formal financial institutions? How do financial products and services align with young women's and young men's resources, needs, and preferences, including collateral, amounts, ability to bear risk, repayment rates, etc.?

Family Law: Is there a Family Code that defines the role of women as less than or different from that of men or that restricts women's participation in the economy? How do laws, policies, or practices around inheritance, marriage/divorce/separation, and children differentially influence young men's and young women's ability to marry or avoid marriage, secure access to or ownership of property, familial and social networks, and legal status in terms of ability to independently engage in contracts, businesses, and credit services?

Youth Policy: Is there a youth policy in place and what level of influence does this policy exert?

Employment: Are there prohibitions on women working at night or working in certain industries? Is there paid maternity leave or paternity leave? Are there incentives for women to work, such as tax credits or child care? What protections exist around sexual harassment and discrimination by gender, including for LGBTQI?

Safety: Are there laws that protect women from violence (including sexual harassment) in the workplace?



6. Power and Decision-Making

The ability of people to decide, influence, control, and enforce personal and governmental power.

Gender-based Decisions: To what extent do women vs. men hold the power to make economic decisions? Do working-age youth have the ability to make decisions about their own enterprises, money, and activities? Do youth have a say in decisions related to agricultural production?

Youth-based Decisions: To what extent do youth have opportunities for decision-making and leadership in the household? What decision-making and leadership opportunities do youth exert in the community? Are there youth-led organizations in the community?

Asset Control: Do youth (including young women) have control over and benefit from the funds and assets they may accrue as a result of participating in a project?

Organizational Decision Making: To what extent do young men and women actively participate in formal decision-making structures/bodies that address business-related issues (for example, agricultural cooperatives, local economic development committees, business associations, and chambers of commerce)? Do women and men hold an equal number of decision-making positions in these entities? Are youth appropriately represented in these bodies?

Youth Participation in Politics: At what age are young people eligible to run for elected positions? What proportion of governmental representatives (national, sub-national, local) are under the age of 30?

