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LIST OF ACRONYMS

AETR: Agricultural Education, Training and Research Institutions
AKIS: Agricultural Knowledge and Information Systems
CAGE: Commercial and Government Entity
CCR: Central Contractor Registration
CFPH: Centre de Formation Professionnelle en Horticulture
CNFTEIA: Centre National de Formation des Techniciens d’Elevage et des Industries Animales
CNFTEFCPN: Centre National de Formation des Techniciens des Eaux et Forêts, Chasse et des Parcs Nationaux
DDL: Distance and Distributed Learning
DUNS: Data Universal Numbering System
ENSA: Ecole Nationale Supérieure d’Agriculture
ERA: Education and Research in Agriculture
ESEA: Ecole Supérieure d’Economie Appliquée
FNRAA: Fonds National de Recherche Agricole et Agro-Alimentaire
FTF: “Feed the Future” – The Presidential Food Security Initiative
FY: Fiscal Year
GIS: Geographic Information Systems
ISFAR: Institut Supérieur de Formation Agricole et Rurale
ISRA: Institut Sénégalais pour la Recherche Agricole
ITA: Institut de Technologie Alimentaire
LTAEB: Lycée Technique Agricole Emile Badiane
M&E: Monitoring and Evaluation
MOU: Memorandum of Understanding
OIRED: Office of International Research, Education, and Development
PMP: Performance Monitoring Plan
PMU: Program Management Unit (Our Office in Dakar)
SEP: Strategic Engagement Priority
TOR: Terms of Reference
UCAD: Université Cheikh Anta Diop de Dakar
UCON: University of Connecticut
UGB: Université Gaston Berger
USAID: United States Agency for International Development
UT: Université de Thiès
UZ: Université de Ziguinchor

USAID/SENEGAL – ERA PROJECT STRATEGIC PLAN FOR GENDER EQUITY

“Gender integration involves identifying and then addressing gender differences and inequalities during program and project design, implementation, monitoring, and evaluation. Since the roles and relations of power between men and women affect how an activity is implemented, it is essential that project and activity planners address these issues on an ongoing basis.”

USAID’s Guide to Gender Integration and Analysis
Reference: 03/31/2010

EXECUTIVE SUMMARY

Gender inequalities persist in Senegal. According to numerous reports and studies, including the USAID/Senegal: Gender Assessment, they are often maintained cultural practices and religious beliefs that limit opportunities for girls and women. Senegal ranks 75/130 in the Global Gender Gap, an index which measures the relative position of women to men across key development criteria.

Other studies and research reports have shown that Senegal has room to grow in the area of gender and agriculture. The recent assessment report by USAID|Senegal states that women are largely responsible for food security and sustainable livelihoods. However, women have less access to knowledge or appropriate technologies, and they are seldom consulted in political decisions relating to agriculture. These inequalities can lead to an increased risk of poverty and food insecurity for poor women and their families.

Women face more obstacles than men in regards to land, income, credit, and the control of resources. However, it is shown that in many countries, fully integrating gender issues in agriculture – particularly in the sectors of production, supply and preparedness – can create the right conditions for economic growth and development. Thus, the challenge is how to create structures and leadership roles for the integration of gender in a comprehensive manner, using procedures and tools applicable in the field, and develop key indicators for monitoring and evaluation.

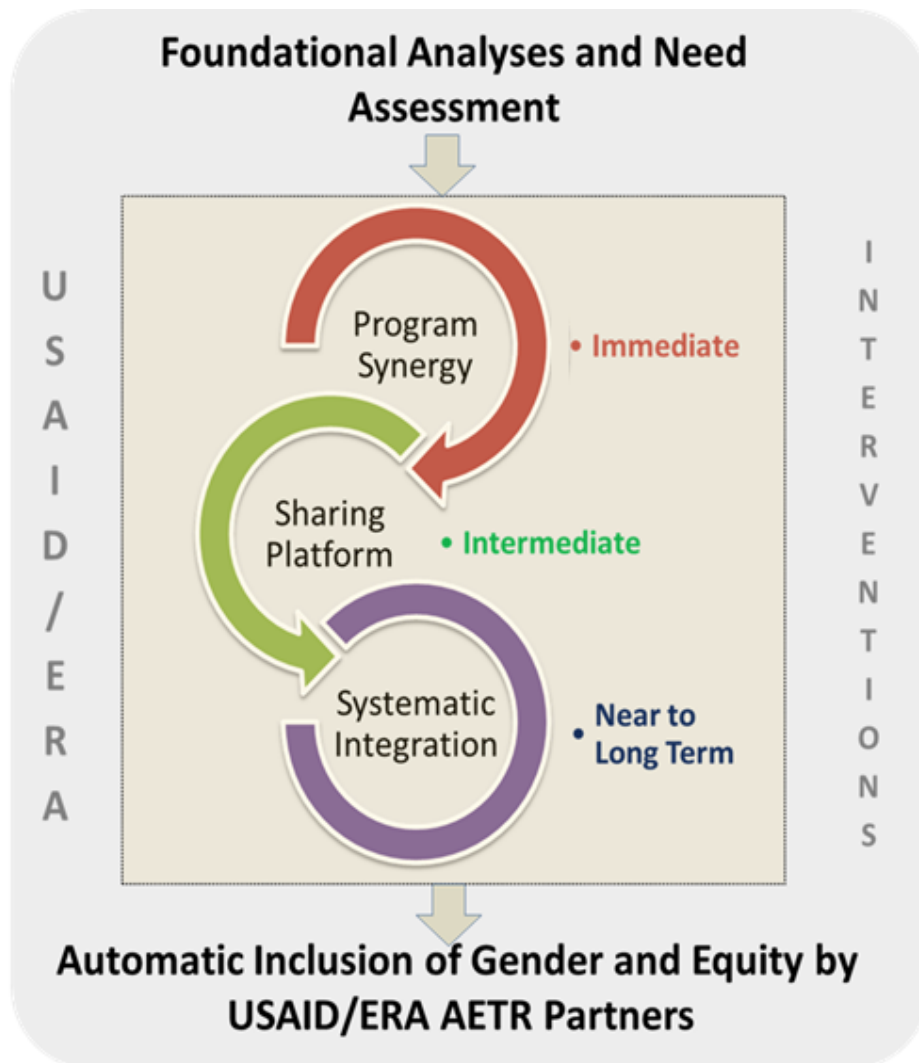
USAID/Senegal recognizes the need to address issues of equality between men and women as part of agricultural interventions on a wider scale. According to the mission’s Gender Assessment 2011, agriculture remains the main source of income for the overwhelming majority (85 percent) of the Senegalese population, urban and rural. Further programs developed by the USAID Mission in

Senegal show definite potential for institutionalizing gender equity. As highlighted via the introductory quote, USAID supports partners in the integration of gender in program implementation.

USAID/ERA'S Interventions For Gender and Equity In Agriculture

In response to the complex issue of gender equity in agriculture, USAID/ERA has developed a comprehensive intervention framework to address many of the systemic gender issues and challenges faced by Senegalese women in the agriculture sector.

As shown via the graphic below, the USAID/ERA response comprehensively addresses the systemic issues through specific interventions and priorities.



The USAID/ERA intervention model addresses gender equity in agriculture through four Strategic Engagement Priorities (SEPs). These respond specifically to the needs and requirements for achieving the goal of comprehensive gender integration in each sector.

The Four Strategic Engagement Priorities, described in brief, are detailed below:

Strategic Engagement Priority 1: Foundational Analyses

Through this focus, the project assesses the issues related to gender and equity at partner institutions. This will be used to determine how gender and issues related to vulnerable populations are being addressed through the components of USAID/ERA: education, research, and extension, as well as at the level of policy and governance of these institutions.

Strategic Engagement Priority 2: Intermediate Interventions

This priority area involves the creation and implementation of a platform for knowledge sharing. The plan for the platform is to develop policies to promote the institutionalization gender equality of opportunity in the institutions of the project partners. This priority will also focus on the development and dissemination of practical guidelines and lesson plans for use by the partner institutions.

Strategic Engagement Priority 3: Advanced Development

This priority is to involve AETR actors in the creation of a program of network and synergy. USAID/ERA will thus support the implementation of interventions that will lead to the development of synergies within partners' structures (research, training, and extension, utilizing community-based organizations) to strengthen the development of Strategic Engagement Priority 2.

Strategic Engagement Priority 4: Systematic Integration

This priority is to ensure inclusion of gender issues in all future programs and activities by partner institutions. This will allow institutions to strengthen the approach to gender education, research, and extension programs, and will facilitate plans to reinforce effective inclusion of women and vulnerable people within the structures of research, education and development.

USAID/ERA intends to build women's capabilities at partner institutions in Senegal by addressing gender inequalities. The proposed interventions ensure the transformation of individual lives, families, and communities for the development of the country. Moreover, women's roles are fundamental to addressing the household food security and nutrition goals that are central to USAID/ERA's mandate. Consequently, USAID/ERA will continue promoting gender equality and women's empowerment through all of its program activities and interventions.

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PURPOSE OF THIS DOCUMENT

The purpose of this document is to present a roadmap on how USAID/ERA will approach gender equity issues in Senegal. The document also presents the overall implementation framework that will be used for interventions. It will serve as the implementation guideline for USAID/ERA on gender-related intervention activities, which are focused on strengthening the role and participation of Senegalese women in the development of the agricultural sector of the country.

The project uses a participatory approach based on the analysis of issues that may exist in the institutions of USAID/ERA project partners. The project intends to work with its partners to improve the participation of women in the development of the Senegalese agricultural sector in conjunction with its partner institutions to ensure effective food security.

BACKGROUND AND OVERVIEW

“In many developing countries, agriculture is not really efficient, for a variety of reasons, including because women have the resources or the ability to use the time available to them in a more productive manner. Farmers, workers or entrepreneurs, women almost always have difficulty greater than men for access to productive resources, markets and services. This gap between men and women reduces the productivity of women and reduced their contribution to the growth of the agricultural sector and broader goals of economic and social development. The company therefore has everything to bridge this divide, to achieve the following results: increase in agricultural productivity, reduction of poverty and hunger and promoting economic growth.”

Source: FAO, 2011 *La situation mondiale de l'alimentation et de l'agriculture*.

AGRICULTURE AND GENDER

The participation and complete integration of women in agriculture remains a major challenge for Senegal. According to the Global Gender Gap¹, Senegal ranks 102th of 134 countries, while its smaller neighbor the Gambia places 75th on the list. Another measure, the Social Institutions and Gender Index (SIGI), ranks Senegal 52th of 102 countries in its composite index, a ranking more positive than adjacent countries: Mauritania (61), Guinea (68), Gambia (69), and Mali (99). This ranking is based on the measures of inequality of the sexes in five areas: the code of the family, physical integrity, gender preference in the social sphere, and civil liberties / property rights.

¹ The Global Gender Gap (GGG) is an index which measures the relative position of women to men in terms of four areas: economic participation and opportunity, education, political/decision-making power, and health and survival rates.

It is estimated that Senegal will need to achieve agricultural growth of 6.6% per year to realize the Millennium Development Goals (MDGs)² for the country. Recent studies have shown that improvement of yields will not be sufficient to achieve the MDGs for Senegal. Consequently, new ideas and innovative uses of all available resources in the country will need to be fully deployed to move the country out of the most critical food security needs identified in the UN reports on the subject. A broad-based effort involving all actors, including the women who perform the bulk of transformation and selling activities, will be required to improve access to markets, business education, and capital, and the development of an enabling business environment for Senegal to reach its MDG targets.

As is the case in many countries in sub-Saharan Africa, Senegalese women have many barriers and hurdles to overcome to be able to participate in the economic and other influencing sectors of the country. However, there are social networks in place that can help better represent the needs of women to support the development vision for the country, such as the plan REVA and GOANNA.

There is also a wide gap between men and women with regard to access to productive resources. Women control less land than men, and their lands are often of lower quality and subject to more unstable tenure. In addition, women have fewer animals, necessary for the cultivation of the fields. Frequently, they do not have control of revenues from the small livestock that they manage. Women use fewer modern inputs – improved seeds, fertilizers, phyto-sanitary measures and mechanized tools – than men.

Furthermore, women tend to use less credit, and they often have no control over the credit that they do obtain. Finally, women tend to have a lower level of education than men and do not have the same access to extension services, which means they cannot get access to or use other resources, such as land, credit, and fertilizer. Due to these factors, women are not able to adopt new technologies as easily as men do. The constraints encountered by women are often closely linked and must be considered as a whole. Since they face these obstacles, the women farmers have yields that are lower than those of male farmers, even if they are as capable as men in agriculture.

AGRICULTURE AND NUTRITION

The events of recent years have shown that global food security is vulnerable to major shocks, affecting global food markets and the world economy. Soaring food prices and the economic crisis have reduced the purchasing power of a significant part of the population in many developing countries, strongly reducing their access to food and undermining food security.

² The Millennium Development Goals (MDGs) have been developed under the auspices of the United Nations. They have the objective of halving extreme poverty and hunger, worldwide, by 2015.

Food crises hit head-on, destabilizing the food security of the newly vulnerable populations, and aggravated the situation of those who were already exposed to food insecurity before the crisis. According to recent FAO estimates, there are currently 925 million people suffering from undernourishment in the world.

A widely-used framework published by UNICEF in the 1990 identifies three major determinants of nutritional status: availability and access to food, the quality of food and care giving practices, and the health of the surrounding environment and access to health services. Each of these factors is a necessary, but not sufficient, condition to good nutrition. The supply chain from food production with the consumption of food and human nutrition may be usefully considered in terms of the five paths.

- Production-based on the subsistence of the household own consumption
- Consumption-based on income production for sale in markets
- Reduction in prices of real food associated with an increase in production agriculture
- Empowerment of women as instrumental agents of food
- Health and the indirect relationship between the nutrition results and productivity increase agricultural through the contribution of the agriculture sector in the production of household of macroeconomic household growth and national income

The changing context of agriculture and nutrition linkages

Over time, changes in the global environment have been changing how agriculture affects nutrition and have made the need for integrating agriculture and nutrition interventions even more imperative. Four types of global changes are emphasized in the report: changes in agricultural policy, agricultural technology, food marketing systems, and food consumption patterns. These changes affect the broader context within which nutrition-oriented agricultural interventions are implemented. They also affect each of the pathways through which agriculture affects nutrition, notably, the consumption of one's own productions, producer income, and global food prices.

In Senegal the diet is based on cereals (rice, millet, and sorghum), vegetables and fish. To these staple foods are added groundnuts and cowpeas, but cereals account for about two-thirds of daily caloric intake. As a result of urbanization and historic dependence on imports, the consumption of rice has increased significantly, much more so than consumption of traditional staples such as millet and sorghum. While the contribution of proteins in energy supply remains low, that of lipids is growing, reflecting the current nutritional transition. The difficulties in the agricultural sector, coupled with poverty, are the main causes of household food insecurity. A quarter of the population is undernourished.

It is noted that there are serious nutritional issues in Senegal. For example: “Under nutrition (present in 84% of children under 5 years and 61% of women), vitamin (A) still poses problems of health public, constitute the underlying cause of 30% of the infant-juvenile mortality³.”

Inadequate food nutritional status and morbidity, immediate causes of malnutrition in Senegal

- ✓ Malnutrition affects 12 percent of mothers
- ✓ Exclusive breastfeeding is practiced in 35 percent of children aged less than 6 months
- ✓ Complementary feeding is introduced in 59 percent of children aged 6-9 months
- ✓ The prevalence of diarrhea is 23 percent in children less than 5 years, but reached 30-35 percent between 6 and 20 months
- ✓ The prevalence of fever is 37 percent in children under five, but reached 50 percent between 12 and 23 months
- ✓ The prevalence of cough (+ rapid breathing) is 13 percent among children less than 5 years, but reached 14-20 percent between 6 and 20 months Source: ED4, 2005

VULNERABILITY OF GLOBAL FOOD SECURITY

Agriculture and nutrition are linked in many ways. The most obvious connection is food security, which is one of the three pillars of good nutrition in addition to good medical care and a healthy lifestyle. Women who are engaged in agriculture tend to make a great share of resources available to the household. Consequently, direct improvements of agricultural production with a focus on gender equity will help improve food security, nutrition, education, and health of children. There is the added benefit of community and national productivity through improvements in education and healthcare. The benefits of an approach to comprehensively integrate women in agriculture to expand to several generations and would produce significant dividends in the future.

GENDER AND AGRICULTURE IN SENEGAL

Agriculture is the main source of income for a large majority (85 percent) of the Senegalese population, urban as well as rural. It is widely recognized that empowerment of women in the world is a necessary pre-condition to economic development. Commitment to providing assistance in development of agricultural programs targeted at women will likely result in increased economic prosperity in Senegal. However, because of this major economic component of Senegalese agricultural output, food security initiatives must be tailored to the constraints imposed by the increased marketing of cash crops.

³ USAID/Senegal Gender Assessment, 2011

Despite the challenges, Senegal remains a country with significant opportunities for advancement on gender development issues. Senegal is economically better equipped for change than many of its neighbors. Culturally, the openness of Senegalese society allows for a positive climate for organizations that advocate for gender equality. In fact, early political leaders instituted judicial measures to advocate for women’s equality. These, combined with strong activist communities in feminist and human rights, illustrate that the groundwork has already been laid for the implementation of a successful gender component within our own development work.

Senegal’s Feed the Future (FTF) value chain approach combats constraints that prevent increases in investments where female entrepreneurs invest heavily, contributing to a long-term perspective that is socio-economically sustainable. Gender goals will be achieved through improved access to finance and improved capacity of women in the areas of processing and commercialization – the areas where the most value is gained. For example, a planned initiative with the women’s savings and credit mutual *Mutuelle d’épargne et de Crédit (MEC) de la Fédération des Groupements et Associations de Femmes Productrices de la Région de Saint Louis (FEPRODES)*, will enable some part of the 346 groups with a combined 35,000 active members to create and scale up rice processing and commercialization enterprises. This well-established association is moving to a level of major force in the expanding and prospering SRV rice sector.

USAID/ERA – GENDER EQUITY INTERVENTION STRATEGY

Context Analysis and Baseline Assessment

USAID/Senegal conducted a gender-based analysis of the Senegalese agricultural sector to improve our understanding of the dynamics of females in agriculture and to better target its programs toward the most vulnerable women and children. This report of GENDER ASSESSMENT USAID/Senegal, first published in June 2010, highlights various aspects of the role women play in the areas of **Education, Agriculture, and Employment (See Summaries in Appendix 1)**.

USAID/ERA has also conducted a series of assessments to determine both urgent and long term needs not being met at each of its AETR partner institution. These were conducted in collaboration with the university’s Technical Working Group (TWG)⁴ established at the institutions. Using this data, we were able to formulate our gender strategy with goals of improving the overall quality of women’s education through extension

⁴ The Technical Working Group (TWG) was established at each AETR partner of USAID/ERA. Its main charge is to work with the project on behalf of the institution in identifying and prioritizing projects and interventions to be funded by USAID/ERA. TWG is made up of faculty members, technical personnel support staff

I – OUR EDUCATION COMPONENT

Approach to Coordination

Other USAID programs: There are multiple synergies that can be developed between the USAID/ERA's gender and outreach programs and USAID/Senegal's other programs in economic growth (EG), education (ED), democracy and governance (DG), and health. USAID/ERA programs will build on and complement PCE, Wula Nafaa Yaajeende, and Peace Corps interventions in training and human capacity development to sustain increases in productivity and further capacity building in the agribusiness sector.

Augmenting communities, especially women's capacities within the private sector, can be essential for food security development. Broadly supporting Senegal's business and a competitive environment is critical if the FTF initiative is to achieve truly sustainable results.

II – OUR EXTENSION COMPONENT

USAID/ERA supports the integration of women in the process of local agricultural and rural development by facilitating collaboration and inter-institutional linkages to improve the services rendered to the community. USAID/ERA develops partnerships to provide training for local farmers and the private sector and stimulate operational integration between partners and private sector institutions. Examples of related indicators are: number of partnerships developed to deliver training services to local farmers and the private sector, number of private sector/AET joint training programs, etc.

USAID/Senegal supports institutions of higher education through universities and research centers engaged in agricultural training. This effort will provide a sustainable basis to develop the human and institutional capacity for continuous innovation and improvement in Senegalese agriculture in both the public and private sectors and is expected to support positive improvements in farming systems, agri-businesses, community efforts, value chain productivity, and production system sustainability.

USAID/Senegal Feed the Future Strategy, February 2011

USAID/ERA will assist our partner institutions to:

- (1) Help provide for the wellbeing of rural women.** By the establishment of action initiatives which respond to the needs and aspirations of women, integrating into the general policy of the agricultural and rural development;
- (2) Encourage women to organize themselves.** Through groups and cooperatives, women can more easily access the services of the various entities for the advancement of rural women.

(3) Promote women’s interest through economic and social activities. This can be facilitated by providing aid to micro-enterprises, while encouraging the creation of clusters facilitating peer-mentoring of women, enabling them to better share in the economic life of their families.

To enable our partner institutions to fulfill this mission, USAID/ERA will encourage AETRs to work closely with structures at the local level such as ANCAR, DRDR, ARD, and other regional female animation entities with extension services.

USAID/ERA is keenly aware of the adverse effects of geographic, administrative, economic, or socio-cultural biases that may be present at our partner institutions, and we are taking steps to ensure that our partners are not adopting prejudicial practices on gender issues. To this end, we are carefully analyzing the situation in each institution and tailoring a targeted "Gender Equality Framework" to be implemented at each collaborating structure.

USAID/ERA INTERVENTION PLAN

Given this background, USAID/ERA’s Gender Equity Program contains four interrelated goals aimed at:

1. Reaping the benefits of capacity building for women by their active participation in the agricultural sector. We expect support through our competitive grants agreements with FNRAA and compliance with the criteria set in the project’s *Gender Criteria Checklist* which was outlined in February last year.
2. Promotion of the institutionalization of gender as a concept in the partner institutions and formalize the creation of *Inter-institutional gender thematic groups* in each structure.
3. Production and dissemination of knowledge relating to dividends and gender issues.
4. Formation of a sustainable culture of inter-institutional synergy and workgroups for gender issues.

Gender Intervention Framework

USAID/ERA gender intervention framework focuses on both institutional capacity building and human capacity building. This approach has been developed to transversally address all components of the project and take into account all the project management plan indicators related to gender. These are:

Institutional capacity building:

USAID/ERA will augment the organizational capacity of institutions to initiate and manage actions and activities for gender equity. The project will help implement an administrative structure adapted for this at each institution and train staff in its modes of operation. This will apply at both departmental and upper level administrative zones.

Human capacity building:

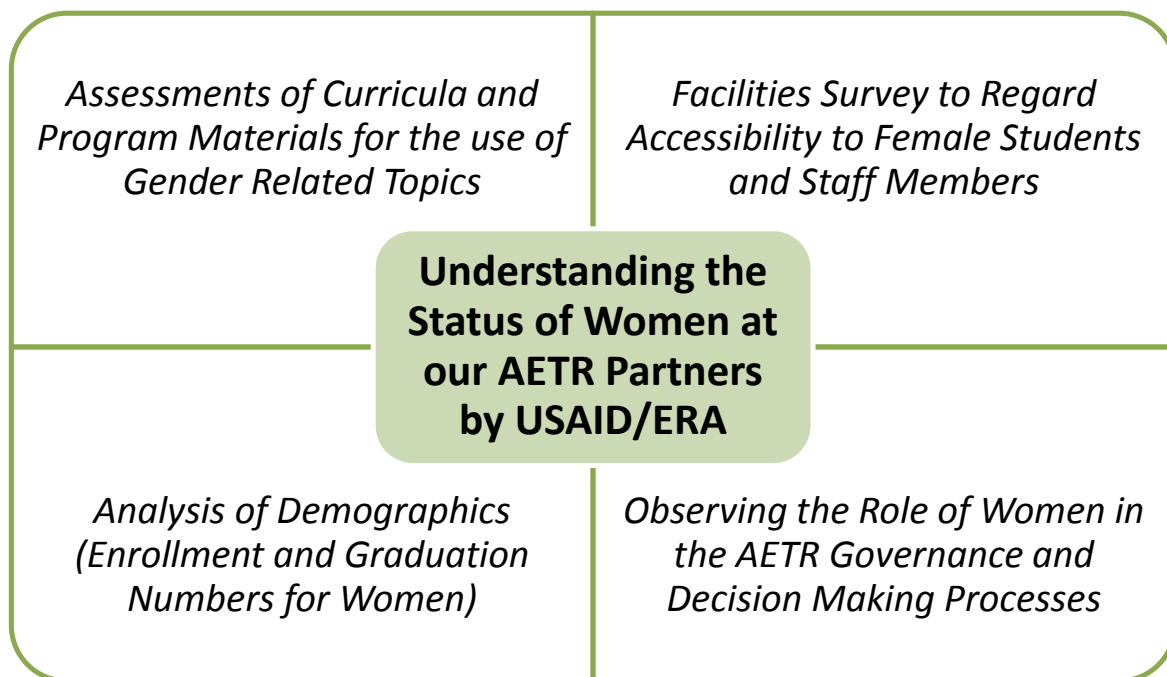
USAID/ERA shall provide resources to persons identified within its partner institutions for gender capacity development and management of gender issues existing in their current institutional framework. This can apply to students, in the form of scholarships, and faculty, in the form of targeted grants for relevant projects. This form of capacity building will enable individuals to have better ownership of their roles and responsibilities as women’s leaders in their fields.

The Four Strategic Engagement Priorities (EP)

USAID/ERA’s intervention approach contains four strategic points of attention or Engagement Priorities, which are described below in greater details.

Strategic Engagement Priority 1: Foundational Analyses (Determination of urgent needs)

Purpose: To conduct institutional analysis and identify issues and areas of priority for interventions with respect to the issue of gender at the level of each institution.



- USAID/ERA will conduct an analysis of the situation prevailing in each institution to gain an appreciation of the strengths or weaknesses in each area. The project will not just introduce a canvass of gender development; rather, it will tailor its approach to the needs identified by the partner. The analysis will be discussed by the technical working groups, leaders, and administrative officials before ERA begins crafting any program changes.

Target: All institutions affiliated to the project.

Strategic Engagement Priority 2: Intermediate Interventions (Creating a sharing platform)

Purpose: To address the immediate needs of women within the sphere of influence of each partner institution, both inside and outside the structure.

The following figure illustrates the key steps to be taken in order to immediately create a means of sharing ideas and start a dialogue about gender within our partner institutions. It is followed by details of each specific point.



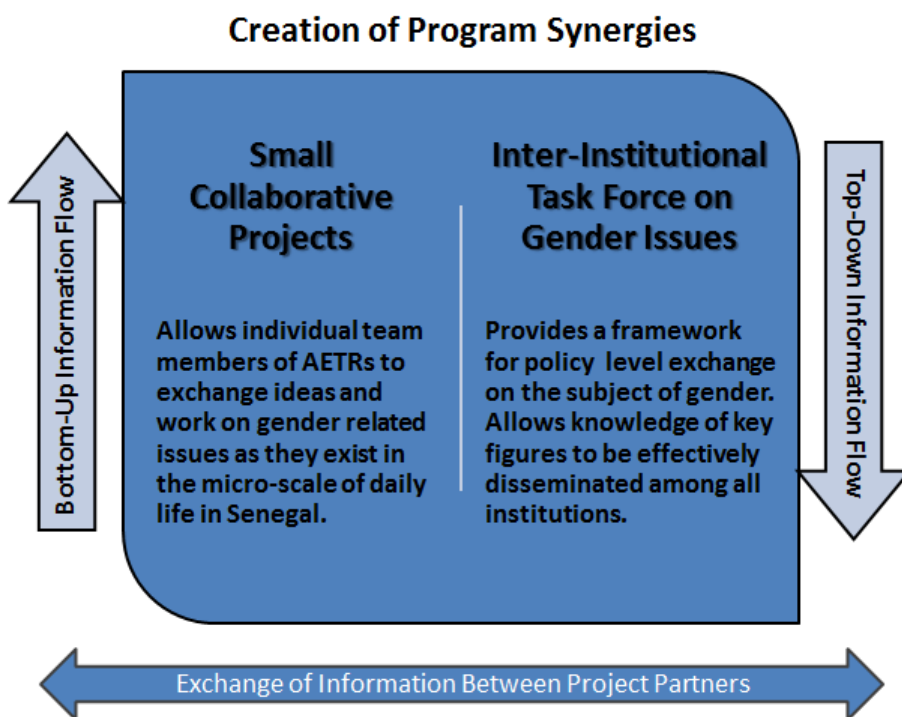
- USAID/ERA will encourage institutions with low rates of female enrollment to develop mechanisms of promotion with the aim of increasing their number of women pursuing careers in agricultural sectors. We will also attempt to encourage higher levels of recruitment of professional women to teaching and administrative bodies. Institutions will be encouraged to provide appropriate services in terms of education, research, and extension to local women's groups that are active in the local agricultural sector (Production, Processing, Sale, etc.)
- USAID/ERA will work with the TWGs and focal contacts identified in each institution for workshops to improve gender awareness. In each institution, USAID/ERA will encourage the formation of a gender workgroup composed of both men and women. The group will play a role to support and guide the school, as well as issue studies and analyses of problems relating to gender and vulnerable persons.
- USAID/ERA will provide institutional and technical support to enable each structure to implement its gender action plan.

- In response to the needs of the market (production, processing, and marketing), USAID/ERA will develop with its partners – especially the research institutions (ISRA and ITA) and the training centers (CFPH, CNFTIA, LTAB, ENSA and ISFAR) – projects of extension to benefit local women's cooperatives. Service-based DRDR, ANCAR, or ARD partners will be associated with the process allowing actions to effectively target end users.

Target: All institutions affiliated to the project.

Strategic Engagement Priority 3: Advanced Development (Program synergy creation)

Purpose: To put in place a platform and formalize the creation of an *Inter-Institutional Thematic Group* to establish a multi-shareholder framework for consultation and coordination of gender issues and their role in educational programing.



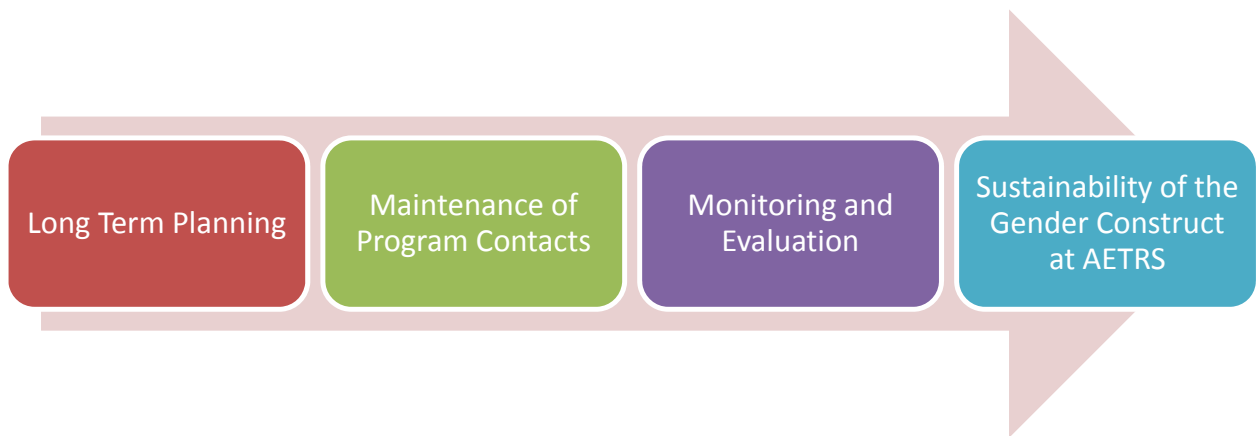
- USAID/ERA will encourage institutions to collaborate. The project will advocate for an inter-institutional network capable of initiating and carrying out actions to promote gender equity (mobilization of resources, identification of potential research topics, partnerships, etc.). The network will be formed of representatives of workgroups at all levels of each institution and will be a facilitator for the management of the careers of students and faculty. A database on gender issues will be made available to current staff, students, and graduates. It will allow them to follow the progress of women's conditions in both the public and private areas relevant to them.

- The vision of the project is to also promote the dynamics of "cooperation" by encouraging collaboration with institutions around a single activity. Ex: UCAD and ITA join a project of research, training or education that could benefit local women's groups or other actors in the local agricultural sector.

Target: ISRA, UCAD, ITA

Strategic Engagement Priority 4: Systematic Integration

Purpose: To promote effective integration of gender and follow plans and development strategies of the planned actions.



- For this Engagement Priority, USAID/ERA will help drive and support the efforts of each institution in its policy of *sustainable management of gender issues*. The project will ensure the maintenance of the acquired skills and the strengthening of the mechanisms put in place at the level of the third strategic Engagement Priority.

Target: All institutions affiliated to the project.

ENVISIONING COMPLETE FOOD SECURITY IN SENEGAL

“Hunger robs the poor of a healthy and productive life and stunts the mental and physical development of the next generation. Under-nutrition costs developing countries up to 3 percent of their annual gross domestic product and places individuals at risk of losing more than 10 percent of their lifetime earning potential. Reducing chronic hunger is essential to building a foundation for development investments in health, education, and economic growth.”

The Global Commitment to Feed the Future

USAID|Senegal, with the help of both internal and external partners and in response to USAID/Washington guidelines, revisited the mission’s FY 2010 Global Hunger and Food Security Initiative Plan in order to leverage strengths and successes into a whole-of-government five-year

Feed the Future Plan. The strategy is tied closely to the Government of Senegal's Country Investment Plan (CIP), and assessed USAID/Senegal's unique comparative advantage vis-à-vis other donors and institutions. The FTF Strategy, reflecting Senegal's response to food security, poverty and nutrition challenges, was presented in Washington D.C. during October 2010.

USAID/Senegal believes that rural poverty is deeply rooted in the fundamental imbalance between what women do and what they have.

USAID/Senegal Feed the Future Strategy, February 2011

USAID/Senegal's experience shows that:

- **Women's empowerment benefits not only women themselves but also their families and local communities.**
- **Women are dynamic organizers and participants in grassroots organizations, effective at promoting and sustaining local self-help initiatives.**
- **Farm productivity increases when women have access to agricultural inputs, relevant theoretical knowledge, and practical skillsets for work.**
- **Malnutrition and mortality among both boys and girls are reduced when girls get greater access to primary and secondary education.**
- **There is a strong correlation between women's literacy and lower HIV/AIDS infection rates in the larger population.**
- **Women have a strong track record as prudent savers and borrowers in microfinance programs, using income to benefit the entire household.**

As described in this document, Senegal is a country with both positive and negative aspects with regards to its approach toward women's issues. The empowerment of women is a requirement for sustainable and long-lasting economic development. Therefore, a sustained commitment to provide assistance in development of agricultural programs targeted toward women will result in increased economic prosperity nationwide in Senegal.

USAID/ERA aims to develop institutional partnerships to extension services in relation to the demand in the market of production, processing and marketing (value chains) accessible to advancement of women groups. Activities will be oriented through nutritional programs. Partners institutions such ITA, UCAD and UZig have already initiated projects related to food nutritional security. USAID/ERA places a strong emphasis on mainstream gender in their work, and to promoting gender equality and women's empowerment through all of its programs.

By following this strategic framework, we believe that all Senegalese, not only women, will see the benefits of a gender-sensitive approach in the form of increased food security and overall quality of life.

APPENDIX 1: IMPLEMENTATION PLAN TIMELINE

The vision of the project in this direction has also stimulated the dynamics of "cooperation" by encouraging collaboration of institutions around the activity.

FY	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014/2015</u>
S.E.P.	Assessment, Foundational Analyses, and Set-up	Institutional Readiness and Pilot of Intermediate Interventions Programs	Intermediate and Scaled-Up Interventions	Advanced Development and Sustainability
FOCUS OF ACTIVITIES	<ul style="list-style-type: none"> • Exploratory Studies/Analyses • Identification of Target areas • Action Plans • Performance Monitoring 	<ul style="list-style-type: none"> • Platform Development • Institutional and Technical Aid for the Integration of Gender • Targeted grants and scholarships • Research and training 	<ul style="list-style-type: none"> • Administration and leadership • Strategic Mentorship of next wave of leaders • Synergy Creation • Collaboration of the Partner Institutions • Revision and adjustment of interventions and other field activities 	<ul style="list-style-type: none"> • Automation and Mainstreaming of the Gender Process • Institutional Policy Support for Effective Gender Policy Assimilation

APPENDIX 2: ENDNOTES AND BIBLIOGRAPHY

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ATTACHMENT: GENDER CRITERIA CHECKLIST

USAID/ERA is committed to increasing gender equity and the participation of women in agricultural education, training, research and outreach. USAID's Automated Directives System (ADS) requires that all funded projects address **two overarching questions**:

- (1) How will gender relations affect the achievement of sustainable results of the project?
- (2) How will proposed results affect the relative status of men and women?

Addressing these questions involves taking into account not only the different roles of men and women, but also the relationship and balance between them and the institutional structures that support them. Projects should promote the incorporation of women in leadership positions; when possible, they should recruit and train women for technical as well as support positions.

These goals should be made clear in the criteria for the small grants program so that applicants include gender considerations in their proposal. They should identify gender-based constraints and opportunities that their project will address and describe the specific strategies they will employ to do so.

While reviewing Gender Strategies of submissions, consider:

- In all projects and levels of involvement, aim for at least 50 percent women who are involved, participating, and/or benefiting; the percentage should be no less than 33 percent women.
 - ◆ Preferentially select women for training programs (organized in ways to be sensitive to women's needs—such as mobility constraints, schedules, and household responsibilities) in order to ameliorate the disparity between education and skills of men and women available for employment.
 - ◆ If gender parity is not possible, applicants must provide justification or, when possible, find a creative way around gender-based constraints.

- Constraints should be anticipated, and the proposal should reflect this and **include a gender strategy** to address them.
 - ◆ The strategy must show how **participation issues** as well as **gender analysis** of preliminary data will be factored into work plans with the aim to increase gender equity and benefits to women and other vulnerable sectors of the population.
 - ◆ **Elements of a Gender Strategy** range from the basics (selection of training topics, times, location, gender of trainers and participants) to considering how gender disaggregated data are used in planning for research and extension.
- Data must be disaggregated by gender to provide useful results on gendered trends.
- Gender awareness training for employees and extension agents should be included.

We are looking for evidence that the applicants have considered gender in the development of their research plan and that they will address these in the implementation of their work plans. **Specifically – is there a clearly defined plan to involve and train women?** Gender issues should be clearly stated and integrated throughout the technical proposal—rather than added on or not mentioned at all—if they are to receive any credit under the Gender Criteria.

We recommend that gender constitute 10 percent of the total possible points awarded. See examples of Criteria Scoring Scales and Questions below. We hope that you find this style of evaluating Gender Criteria helpful as you complete general criteria evaluations for incoming proposals.

Sample Evaluation Criteria Scoring Scale: Please evaluate each application using the following scoring scale. Each criterion has varying weight. To simplify scoring, please score each criterion using a scale of 1 to 10. You may include decimal scores if desired (i.e., 6.5). To reduce the variability in scoring from reviewer to reviewer, please use the following quality scale:

10	=	perfect
9	=	near perfect score
8	=	excellent
6	=	good/substantially better than average
4	=	average/adequate score
2	=	below average/inadequate
0	=	totally inadequate or not addressed.

Sample Questions on Gender (decide on the total number of points possible):

- How well is the gender of stakeholders (end-users, trainees, and other participants) taken into account by the applicants' proposal?
- To what extent has gender sensitivity been integrated into all proposed activities?
- How well are women represented on the project team? Is the Principal Investigator or other decision-maker a woman?
- How well-qualified is the instruction team to take gender considerations into account?
- How well does the short- and long-term training plans support the goals of the overall USAID/ERA project and build capacity for future enrollment of women students or attraction and detainment of women faculty in higher education?