

Gender Strategy

for Skilling Youth for
Employment in Agribusiness project

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Foreword

Over the past years, efforts have been made within AVSI Foundation (AVSI) worldwide to ensure that its wide range of projects, activities and means of action contribute more effectively toward gender equality. This has positively informed AVSI's project design in the various countries of its operations.

Concurrently, and upon solicitation to their partners, the Embassy of the Kingdom of the Netherlands in Uganda (funder of the Skilling Youth for Employment in Agribusiness (SKY) project), advocated for gender sensitivity in their programming. Consequently, the SKY project embarked on ensuring gender mainstreaming in its programming. SKY project engaged Agriprofocus, which together with the AVSI gender technical staff spearheaded the process of developing a gender strategy as part of the project gender trajectory.

Project tools such as the SKY Logframe were henceforth analysed to ensure gender inclusivity and mainstreaming, and where possible revised and adopted. Thus, the gender strategy for Skilling Youth for Employment in Agribusiness was born. The manual presents in a nutshell the main steps and strategies involved in mainstreaming gender concerns in the SKY project, and provides concepts and tools to define better and formulate gender responsive strategies. AVSI staff were also trained as gender champions in order to ensure the rolling out of the gender strategy.

I thank Agriprofocus and the AVSI team for the unceasing efforts to develop this gender manual, which will be informative for AVSI worldwide and other stakeholders.



Samuele Otim Rizzo.

Chief of Party.

AVSI Foundation.

Acknowledgement

This strategy has been developed to guide the AVSI team in gender inclusion for Youth in Agribusiness programs through the coordination and facilitation of AgriProFocus with technical support from Fair and Sustainable, a member of the AgriProFocus Network.

The developers wish to acknowledge experts in the field of gender, organizations, and other individuals who contributed to make this publication possible. We would like to express our gratitude to AVSI Foundation in Uganda, AgriPro Focus, Fair and Sustainable and all stakeholders who have made this publication achievable. We also extend our sincere gratitude to the Skilling Youth for Employment in Agribusiness project and the Embassy of the Kingdom of the Netherlands for supporting the SKY project, the program from where this strategy was born.

We are further thankful to Mieke Vanderschaeghe, the International Coach during the development of this strategy, and Felicity Palmira Acan, the Private Sector Development Specialist/Gender Advisor as a national coach for their direction and experiences shared to build this publication, and to the staff of AVSI Foundation, AgriPro Focus and Fair and Sustainable for participating in the process of developing this strategy.

We are optimistic that gender experts, institutions and other stakeholders will find this strategy helpful and make good use of it to ensure the promotion of gender actions within their programming agenda.

1. Introduction

1.1 Why Gender Mainstreaming into the SKY project?

The SKY project aims at the creation of sustainable youth employment for 4,000 youth, 40 percent female, in the agribusiness sector and invests in vocational training of the target group through public-private sector partnerships, strengthening the capacity of agri-Institutions and agri-businesses to skill youth. The program provides pre and post-employment support to youth and tailored support on enterprise formation, through the provision of start-ups, technology transfer, mentorship and assistance in agro-financing opportunities. SKY works with Skilling Uganda to create a supportive environment for the agri-skilling sector.

As all AVSI programs, SKY has a human face and responds to the needs of those they work with to enhance their resources and strengths. SKY aims to achieve this in a gender-sensitive manner, creating the same opportunities for male and female youth to access skilling and employment. Female youth face a double challenge in society - as women and as youth - to equally access skilling, employment and income opportunities in agriculture.

Although the ratio of female to male labour force participation rates are higher in Sub-Saharan Africa than in any other region, according to a recent World Bank study on Gender and Youth Employment in Sub-Saharan Africa , the high rates of female labour force participation mask underlying challenges for women. The youth unemployment rate in Sub-Saharan Africa is double that of adult unemployment, as the unemployment rates for women are higher than the rates faced by men. A vast majority of employed women work in vulnerable employment. The study identifies six areas where young women face additional gender-related constraints: skills, capital, networks and role models, time, family formation and care responsibility, occupational choice and safety and mobility.

There has been an explicit demand from the Embassy of the Kingdom of the Netherland, the funder of the SKY project to focus and report on women economic empowerment in accordance with the Dutch Foreign Trade and Development Cooperation Policy Agenda. The funder expects SKY to define the strategy and integrate the necessary actions to pursue the following women economic empowerment results (outcomes):

1. Increase access to economic resources and opportunities for women including: jobs, financial services, property and other productive assets, skills development and market. Women need to advance economically.
2. Strengthen the voices of women and agency in economic decision making at household, group and community level.
3. Improve and enable environments for women's economic empowerment (at household, group, institutional and community level).

SKY developed a project-specific roadmap for gender mainstreaming.

1.2 Where are we now?

The table below presents the overall indicators of the SKY project and the indicators realized at the beginning of 2019.

Indicator	Target end 2020	Realized beginning 2019				
		Male youth	Female youth	Total youth	% female youth	% realisation against target #
# of youth (14-35) enrolled for employment skilling		4.504	2.644	7.148	37%	
# of youth (14-17) enrolled for mindset change						
# of youth (18-35) completing skills training	6,000 youth skilled, 40% women					105% of total target 90% of female target
% completion						
# of youth self-employed in agribusiness	3,000 enterprises, 60% female owned					33% of total target 21% of female target
# of trained youth in wage employment	1,000 employed, 40% female					94% of total target 112% of female target
Best agripreneurs						
Income (million EUR) generated by employed SKY graduates						
# of youth assessed and certified by Directorate of Industrial Training						
Youth completing skilled training per region:						
- Central Region						
- Lango Region						
- East Region						
- West Region						

By the beginning of 2019, the SKY project had achieved its training goal to skill 6,000 youth and had a tremendous record of youth enrolled for mindset change. With the 40 percent gender goal, SKY in the Eastern Uganda region reached 35 percent, 32 percent in the Western Uganda region and 36 percent in the Lango region. Female youth demonstrated a higher drop-out rate (15 percent) than their male counterparts (11 percent).

The SKY partnership with the private sector contributed wage employment for 1,001 trained youth, almost half are female. SKY's great concern is women-owned agribusinesses, currently reaching 37 percent (below the 40 percent target) according to the September 2018 mid-term project evaluation.

The SKY project in its original design has no disaggregated indicators for income or qualitative indicators on women economic empowerment or change in the mindset of young men on gender roles and relations.

The project has implemented the following gender-specific actions:

1. A scan of the gender gaps was conducted with selected SKY partners and staff, leading to the development of an action plan to guide the project in achieving its expected outcome in women economic empowerment in November-December 2017.
2. Framework and preliminary mapping of project alignment was implemented in 2017 as per detailed Gender Action Plan 2017-2020 and the Result and Reporting Framework (annex I and II).
3. Regional gender focal persons nominated to coordinate and support gender planning and implementation in each region of Uganda.
4. Support the development of the Gender Strategy for the SKY project.

This gender strategy is built on previous Gender Action Plans. It focuses on the women economic empowerment outcome indicators as articulated in the EKN Food Security Portfolio Results and Reporting Framework, and it is the result of a collaboration with AgriProfocus and a participatory process with the SKY team and gender focal points in other AVSI projects, initiated during the kick-off workshop of March 11-14, 2019.

The formulation of this gender strategy is based on experiences of the SKY team from all the regions in Uganda and specific fieldwork with youth, training centres and communities in Uganda's Central region. Two field visits were applied on separate days as indicated below, to assist in providing evidence:

- Six focal group discussions with female and male youth: high school (20 students from Luigi Giussani High School); agri-institutions such as Companionship of Works Association (10 self-employed youth and 15 unemployed youth), Padre Pio (20 trained youth); and agri-businesses such as NUCAFE (20 employed youth) and NAMAGRO Farm (10 employed and 15 self-employed youth). These youth were equipped to possess a concrete awareness of the services and challenges they face to reach sustainable employment and agripreneurship. A total of 90 youth (more than 50 percent female) were also interviewed.
- Assessment of gender sensitivity of training (and employment) services with direction and staff from a high school (Luigi Giussani High School), agri-institutions (Padre Pio and COWA) and agri-businesses (NAMAGRO and NUCAFE).
- Focal Group Discussions with parents and community leaders to assess their satisfaction and perception of services of an agri-institution (COWA) on gender-related topics.

This strategy presents a brief conceptual framework on gender equity and equality, women economic empowerment and gender affirmative action in the second chapter, and highlights the gender-related challenges young women and men face for successful employment and agripreneurship in agribusiness value chains based on focal group discussions with youth in its third chapter. The fourth and fifth chapters majorly are an analysis of the agri-institutions and agri-businesses and their gender sensitivity in skilling and supporting youth for employment and entrepreneurship. The sixth chapter briefly covers the gender mainstreaming progress and possible actions on gender in AVSI. The final chapter presents the gender strategy for the SKY project while elaborating the gendered log frame including women economic empowerment outcomes and defining possible actions for each SKY output level and additional gender indicators to measure progress.

2. What we understand by gender equality and Women Economic Empowerment in the SKY project

What do we understand by gender equality and gender equity?

As illustrated in the images below, men and women, adults and youth do not have the same conditions to seize an opportunity. The SKY program focuses on youth affirmative action to overcome the disadvantages faced by the youth in finding employment and starting an agribusiness in relation to adults.



To all watch equally, you need to give different treatment to each person.



**EQUITY IS TREATING DIFFERENTLY
SO TO REACH EQUALITY:**

**Equality of rights
and opportunities.**

**Equality in the distribution
of income.**

***Need for affirmative action!
Invest in women!***

As youth and women, young women face double discrimination or disadvantage in economic and community development perspective. Gender equity takes into account the different conditions and challenges young women face because of their gender and places affirmative action and extra resources so that both young men and women have equal rights and equitable opportunities and benefits.

Discussions with community leaders and parents of Companionship of Works Association indicated that most families viewed agriculture as a predominantly male sector and were unsupportive of girls attending agribusiness trainings. Sexual harassment was noted as a constraint to the participation of girls in agriculture hence due to such gender challenges, families were reluctant to take advantage of free scholarships for female training.

Actions such as individual visits to girls in vulnerable families, a family approach to sensitize parents, career counselling to promote non-traditional training and working on gender awareness raising in the community on sexual harassment were some of the ways suggested by community leaders to help girls get on board with agriculture.

Gender equity means treating men and women differently so to reach a gender equal result. It means fairness in the way women and men are treated taking into account the different experiences and needs of men and women and compensating for women's historical and current social disadvantages. Gender equity thus serves to 'level the playing field' and is essential to achieve gender equality, equal rights and opportunities, and most importantly equal benefits and value. What do we understand by Women Economic Empowerment?

What do we understand by Women Economic Empowerment?

2.1 What do we understand by WEE?

There are several definitions of women's economic empowerment. Naila Kabeer writes that there are important differences, yet common themes arise around concepts of agency, choice and decision-making in relation to the market. Commonly, a woman is economically empowered when she has both: a) access to resources: the options to advance economically; and b) agency: the power to make and act on economic decisions.

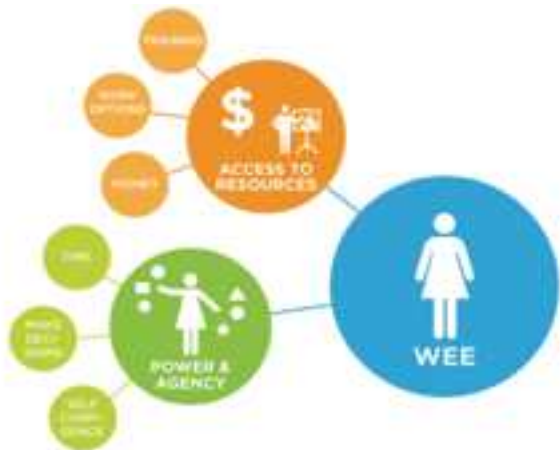


Figure: Women Economic Empowerment (WEE) Main Components

Infographic below illustrates the Women Economic Empowerment Framework on how to empower women in agricultural value chains: promoting their access to tools to act: assets, financial services and agricultural service and reinforcing their power to act: decision-making skills, self-confidence and capabilities in the sense of know-how.



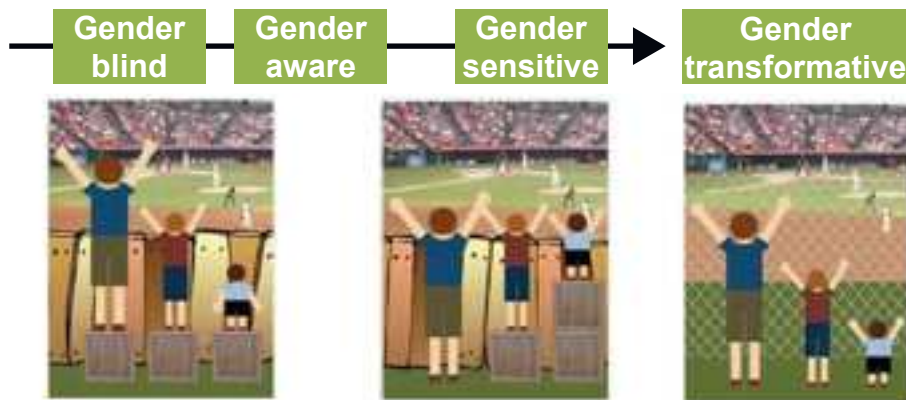
2. Golla, A; Malhotra, A; Nanda, P and Mehra, R. Understanding and Measuring Women's Economic Empowerment: Definition, Framework and Indicators. International Center for Research on Women. 2011.

3. Markel, Erin. Measuring Women's Economic Empowerment in Private Sector Development. Guidelines for Practitioners. 2014.

2.2 Affirmative action: gender sensitive/responsive and gender transformative action

Image below presents the gender continuum of an intervention: from gender blind to gender aware (without action), to gender sensitive or responsive and gender transformative. The last two are considered as affirmative actions.

Gender transformative actions remove the structural barriers so that the playing field of young men and women is equal from the start. The example creates family awareness so that young women receive equal land and support as men or engage young men to embrace maintenance of households.



The structural barrier for inequality has been removed.

3. Gender-related challenges youth face for successful employment and agripreneurship in agribusiness chains

This chapter highlights the gender-related challenges young women and men face to have successful employment or to be successful agripreneurs in the agribusiness value chains. The information is based on the experience of SKY staff and the results of focal group discussions with youth, high school students and students in vocational education centres and agribusiness training centres. The vocational training centre graduates were employed, self-employed or unemployed.

In the focal groups, SKY applied the Journey to your Vision, Gender Action Learning Systems (GALS) tool developed to visualize future visions of young men and women and the opportunities and challenges they face to achieve the visions. Each group of young men and women reflected on common visions, opportunities and challenges.

Results from visioning Exercise with High School Students

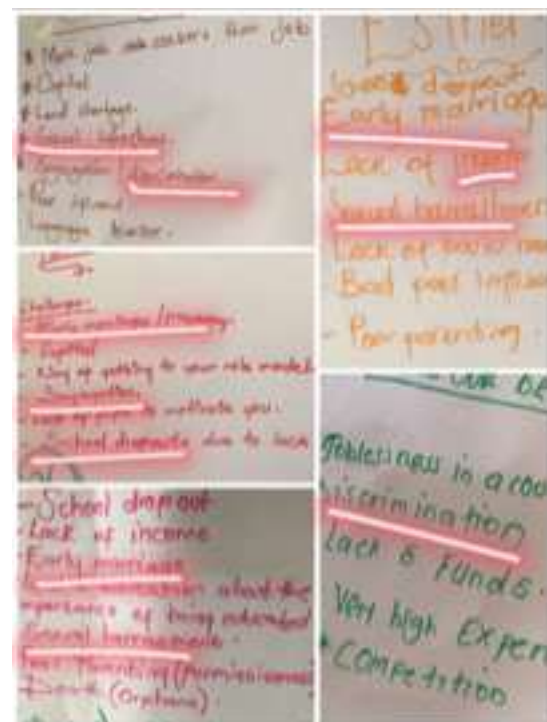
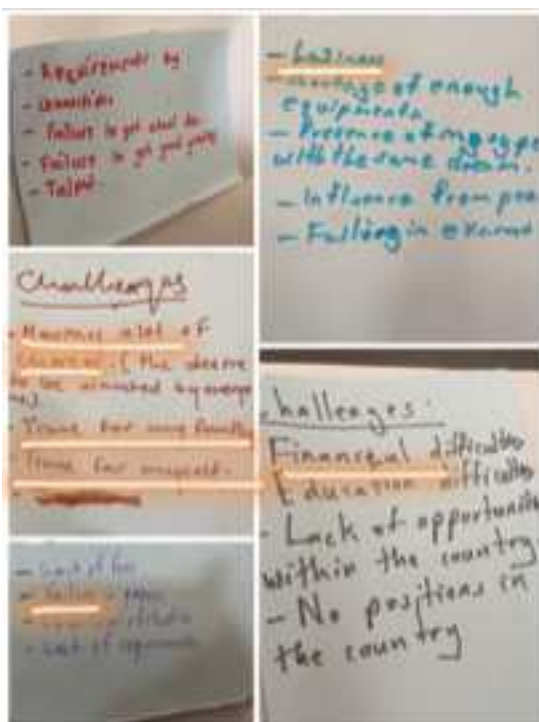
At high school level, the vision of young men and young women engaged in the SKY program revealed a nominal gap. Luigi Giussani High School applies a gender-sensitive educational approach which can be appreciated when interacting with the students. The students possess self-confidence and a clear vision about their life's aspirations, especially the girls who perceive their future as successful agripreneurs, professionals linked to the agricultural field or engineers, challenging gender stereotypes and expectations on early marriage and traditional gender roles. They are also explicit about existing gender challenges while they strive to achieve their goals – refer to depiction in images below.

Both male and female youth find peer pressure as one of the main challenges to reaching their vision. Male youth are afraid of peer influence which may lead to substance abuse. They also are more tended towards leaving high school education in search for a job to earn (some) money than the females. Males and females agree that females face additional challenges as gender discrimination, pressure for an early marriage and early pregnancy.

Challenges Girls and Boys Face to Reach their Vision

This is what the boys inscribed

And this is what the girls inscribed



One student expressed: "When a girl gets pregnant, she may drop out of school, but the boy (responsible for her pregnancy) will continue to study, leaving a burden on the girl's family. Some boys may feel guilty because they destroyed a girl's life – and this as well will burden the boy's life, but other boys involved in substance abuse just won't be bothered at all."

Girls find low self-esteem as a common challenge they face to reach their vision, while both boys and girls visualise having role models (successful professionals or businesswomen in agriculture), connexions with organizations, games and sports sponsorship or programs for women empowerment as opportunities. At the end of the focal group, students expressed thus "this was a chance to reflect on my vision and to get inspired by the visions of others, to relate with each other and to know that whether or not one achieves their vision, staying focused helps one to move in the right direction."

Findings of visioning exercise with Vocational Training Students

The Journey to the Vision tool assisted male entrepreneurs to focus on becoming owners of a successful commercial farm or farm-related business and the female entrepreneurs to think of expanding their businesses. Young women may have their family integrated into their vision while their male counterparts tend to focus more on their businesses.

Findings of Visioning Exercise with Female Youth Skilling and Working at NUCAFE

Visioning is central in assisting youth to achieve their ambitions and to appreciate that everything starts with a first step if they will attain their goals. Young women and men face challenges related to their age such as peer pressure, lack of productive resources and capital. Females as well as males also face specific gender-related constraints due to gender relations, roles and stereotypes in society. However, these constraints are less for the males.

As **opportunities**, most young males have access to land and at least own a saving, even bank accounts, and a good network to expand their business whereas for females, the support from family, community and the SKY project are the most viable opportunities to reach their vision.

Common challenges of females and males are youth-related. These range from limited capital to expand a business or business-related constraints such as climate change, limited market information or low demand for products. The female youth continues to face gender-related challenges since most do not have access to land, find difficulties with water security, a limited capital to invest and lack support from a spouse.

Notable difference in constraints between young females and young males lies in family-related situations. While young males can plan to have their family, young females may have less control about that aspect in their life as many are known to begin families with no proper plans to bear children, which consequently leads to competing priorities in time, place and investment between care work and productive work. Most young mothers may not count on the support of their partners while another many are single mothers.





On the contrary, getting married or having children is an aspect young males plan once they have reached success in their business, "they think a family would distract them from their business goals". Though they are confident that their future spouse will be supportive of them and their business.

The illustration below shows the most relevant gender-related constraints for young women and men as graduated by importance according to age of the youth according to the constraints that mostly affect girls' access to education, skilling and career choice. Gender constraints specifically affecting male and female employees and gender-related constraints young women face to start and grow an agribusiness are also shown in the table.

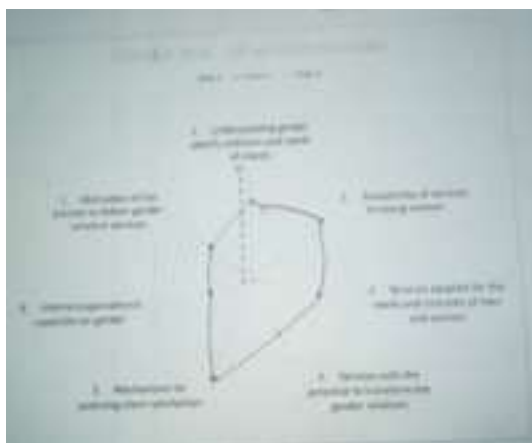
4. Analysis of Gender Sensitivity of Training Institutions

Participants at the kick-off workshop, the SKY project team and project implementing partners identified the following constraints and opportunities, based on their experience with vocational training center partners and interfaces with staff of two vocational training centers (COWA and St. Padre Pio) in Kampala and two agri businesses in youth training (NUCAFE and NAMAGRO).

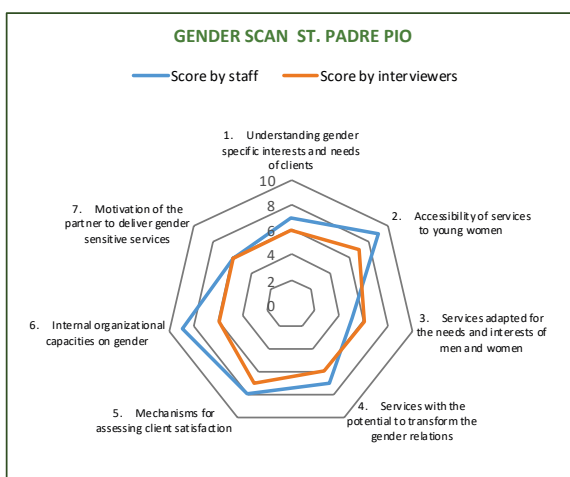
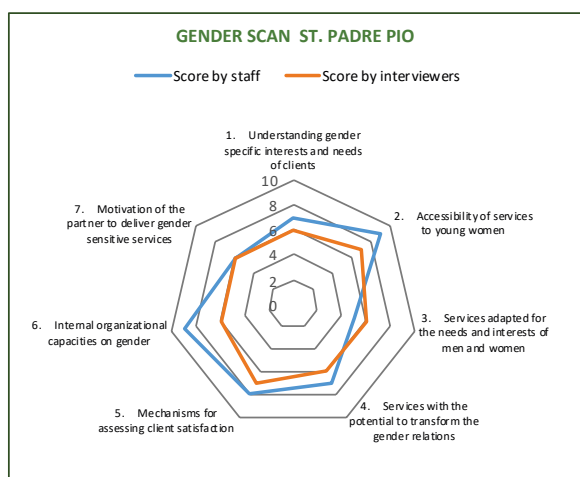


Using the Gender Scan Tool to facilitate a dialogue with the service providers, gender sensitivity was assessed using the following seven areas:

1. Understanding gender-specific interests and needs of youth.
2. Accessibility of services to young women.
3. Services adapted for the needs and interests of men and women.
4. Designs of services with the potential to transform the gender relations.
5. Mechanisms for assessing client satisfaction.
6. Internal organizational capacities on gender.
7. The motivation of partners to deliver gender-sensitive services.



COWA Vocational Training Center gender scan results proved less consistent with feedback from participants in the focal group discussions. The groups consisted male and female agripreneurs, unemployed male and female youth, families and the community leaders of these youth.



4.1 Gender-related Challenges for Vocational Training Centres

1. Vocational training centres lack developed, consistent gender-friendly services

One of the important findings is that most Vocational Training Centres do not have gender aspects taught in at the centers and were not familiar with gender barriers, gender-sensitive or gender transformative vocational training and post-training services, concepts and strategies. The centers were found to implement (some) actions in favour of female youth but with no clear purpose. Two of the agri-institutions scored 6 out of 10 (which is the maximum rating) in a first self-analysis.

Vocational training institutions were also found to possess relatively low scores in understanding gender-specific interests and needs of male and female youth and in adapting training to these interests and needs. The self-scores rated better in making training accessible to young women, although at Padre Pio vocational center, the female:male student ratio is 20 percent:80 percent. The interviewed vocational training center score is specifically low in generating services that transform gender relations and stereotypes.

NUCAFE scored on average 7 out of 10, with a good score in how the family business and sustainable farming model is contributing to transformation of communities - switching gender roles. NUCAFE trains women as hub managers due to the honesty and sense of detail character they portray in changing the mindset that coffee is a man's business. The center believes that bringing different groups together attracts diverse capacities and strengths of males and females for business growth, with the awareness that inequalities at farm level affect adoption. The center agrees to improve the gender sensitivity of their services to the youth to achieve sustainable farms = sustainable businesses.

Centers also noted a lack of defined budget and organizational capacity to implement clearly intentioned gender policies and strategies and that for many training institutions, gender mainstreaming and developing gender-sensitive services was not a priority. The lack of understanding of the gender problematic and related challenges for young girls is part of the problem, therefore focusing on the business case or benefits of gender-sensitive policies and services for both agri-institutions as agri businesses could be a good start to trigger motivation.

2. Vocational training curriculum do not sufficiently address labour market demand and opportunities for entrepreneurship in local agricultural value chains in particularly for female youth

There is a lack of labour market analysis on what the needs for female and male youth in the dominant agricultural value chains in each region are, and the most desired skill gaps. It is important to understand to what extent these value chains have missing links that represent opportunities for new services and entrepreneurs that do not depend on access to land, in particular for female youth.

It is essential to develop vocational training that responds to the main gender-related challenges female youth experience (lack of land, lack of time and mobility due to care work and family formation). Vocational training for agribusinesses that do not imply access to land and can be managed from home, such as food processing services, plant nurseries, are interesting options for young women especially those who may be starting families.

Vocational centers are affected by limited funding to advance their curriculum and training materials.

3. Vocational training centres lack integrated post training gender sensitive Business Development Services and financial services for young entrepreneurs.

There is a general lack of post-training services especially for youth who plan to start an agribusiness and need reliable and accessible Business Development Services or business incubation services, transmitting particular importance for female youth since they likely have smaller business networks and lesser mobility than men as analysed in Chapter 3.

Whereas youth generally face inadequate access to start-up capital or financial services to grow their businesses, women are particularly affected by limited networks to access informal loans (friends, family), a lower earning and saving capacity mostly when they have family responsibilities and lack bankability due to the absence of land as collateral.

4. Vocational training centres lack gender-transformative actions

Most vocational training centres confirm existing gender stereotypes. A great number of instructors and administrators are gender blind and are not trained to question their own gender position or to promote gender transformative training and positive gender role models for young men and women. For instance, in Padre Pio, even when the workers lacked consistent actions to help change the mindset of young men on gender roles and relations, they argued that their focus lies on transforming women in anticipation that young men will consequently transform. Trainings such as life skills focused on sexual and reproductive health, self-awareness and work ethics but neglected an integrated approach on gender and specific gender modules that enable males and females to reflect on their gender position and develop individual action plans on gender changes in their lives.

5. Vocational training centres have inadequate family involvement necessarily to reach vulnerable youth and trigger support for female youth

Insufficient family awareness and involvement during and after vocational training. Focus group discussions with COWA parents and community leaders highlighted some of the causes to inadequate family involvement as inaccessibility to training information and scholarships and awareness on the advantages of girls having access to agricultural vocational training. These detriments mostly effect the one-headed families who are likely most vulnerable and vocational training of youth from such families is not a priority or an option. Involvement of families in children's projects is essential for their career success as it will support their self-esteem, break gender stereotypes about vocational training and assist the youth to focus of their career, while easing their desire to earn a paying job against the competing training options.

6. Vocational training centres lack gender sensitive infrastructure

Inadequate funding of vocational training centers affects the development of gender-sensitive infrastructural development with boarding facilities for young females so that they are able to study without distress for sexual harassment or carry alone their young children to the training centers.

7. Lack of a feedback mechanism from youth satisfaction with services or monitoring of the impact on youth employability disaggregated by sex

More than a few vocational training centres lack a tracking mechanism of trained youth or information of their job status after they have completed training. However, COWA has created contact with its students and built a deliberate relationship with the surrounding communities, thereby making it rather possible to track former trainees from the center. It is unclear though whether the center measures and analyses differences between young females and young males on how useful and result oriented vocational training may be.

8. Public policies have a poor implementation of gender-related strategies

There is a lack of government implementation of gender-related policies. Over the years, Uganda has made significant progress in the advancement of gender equality and empowerment of women in economic and social spheres. The development of a National Gender Policy in 1997 and its revision in 2007 confirms its commitment to take actions that will bring about more equal gender relations. The 2007 policy provides that all Government policies and programs in all areas and at all levels, should be consistent with the long-term goal of eliminating gender inequalities. The policy further gives a clear mandate to the Ministry of Gender, Labour and Social Development and other line ministries to mainstream gender aspects in all sectors.

However, the level of commitment within the recipient ministries has been rather low and insignificant. This is coupled with the weak market for business and vocational training systems. Youth often struggle to identify high-quality training in market-relevant skills resulting in difficulty in accessing employment opportunities.

4.2 Gender-related strengths and opportunities

The following gender-related strengths and opportunities were identified:

Strengths that can be developed:

- Experience with the Earn As You Learn model motivates the youth to complete a skilling cycle and start own businesses and other dual education approaches such as Dual Trainings, internship and apprenticeship.
- Competency-based assessment by the Directorate of Industrial Training.
- Partnerships to organize exposure visits like exchange visits and the Harvest Money agricultural fair.

Opportunities that can be seized:

- Youth funds and other financial opportunities for programs that focus on youth employment.
- Public-Private Partnership to address some of the main constraints as developing market-driven gender sensitive vocational training programs and materials for youth in coordination with actors of main regional agricultural value chains.
- Affirmative action for gender mainstreaming by the SKY project in terms of training of young women and retainment as employees.
- Social media for awareness raising and promoting positive gender messages and role models of successful female agripreneurs and professionals in agribusiness and promoting vocational training of young females.

5. Analysis of equal employment opportunities working with agribusinesses

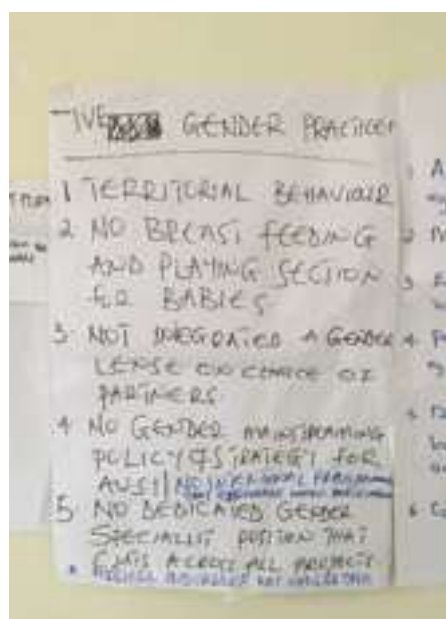
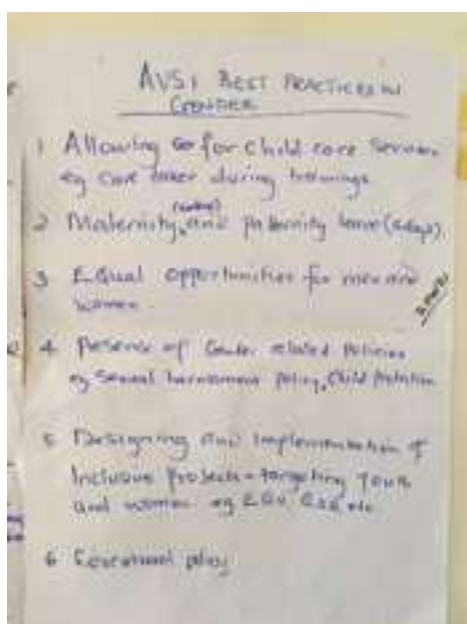
In this chapter, we present the strengths and challenges agribusinesses such as NUCAFE present to provide equal employment and promotion opportunities to young males and young females.

Gender-related strengths and opportunities:

- NUCAFE implements a strategy for gender mainstreaming and focuses on gender equality as an affirmative facet for business growth. The center employs a gender mainstreaming manager, and 40 percent of the management positions and total workers are women. NUCAFE offers an equal internship opportunity for the youth, and young women are selected and trained as hub managers for mindset change.

Gender-related challenges:

- There is no gender segregation or gender quota in the recruitment process
- Most agribusinesses lack a mechanism for mentoring young women at work.
- Lack of systems to enable young women freely share their satisfaction and feedback.
- The agricultural value chains such as coffee are continuously considered to be a male zone which affects women to join the sector.
- Numerous businesses lack policies that focus on sexual harassment and cases are infrequently reported or pursued.
- Low prioritisation of gender in agribusinesses due to inadequate budgets.



Below are scripted results of AVSI worker's discussions on positive and negative gender mainstreaming practices.

6. Gender mainstreaming issues raised by workers in AVSI Foundation Uganda

“Do what you preach”. Prior to focusing on supporting the gender mainstreaming of SKY project partners, AVSI workers found it imperative to reflect on the organisation’s gender practices and to identify possible actions to mainstream gender in AVSI.

The following good practices were identified by AVSI workers during the gender training:

Policies	Presence of gender-related policies: sexual harassment policy and child protection policy. Staff educational support policy.
Human resource management	Maternity leave (60 days) and paternity leave (5 days) Equal opportunities for men and women.
AVSI projects and services	Design and implementation of inclusive projects targeting youth and women such as the Graduating to Resilience and Enhancing Green Opportunities for Women and Young People programs. Allowing for child care services e.g. caretaker during training

6.2 Possible actions to gender mainstreaming in AVSI Foundation Uganda

Proposals to create a coherent policy and practice in AVSI in relation to gender equality include:

Policies	Design a gender mainstreaming policy and strategy for AVSI. This can be achieved participatorily during a staff training.
Human resource management	Assign a gender specialist position and gender focal points in each project/region to assure gender mainstreaming at all levels. Guarantee gender criteria during staff recruitment Organize gender trainings for workers. Create gender-friendly infrastructure: breastfeeding, playing section for infants of female staff who are nursing mothers and visitors. Provide gender-sensitive medical care.
AVSI projects and services	Integrate clear gender criteria for selection of implementing partners for instance adapt the gender scan tool. Partners lacking gender practice can be encouraged to develop a gender friendly-approach. Mentor implementing partners on gender aspects from the inception of a project.

7. The Gender Strategy of SKY project

7.1 What are the new goals? How do they fit in the SKY log frame?

This gender strategy takes over and continues to build on the formulation of more specific gender outcomes and gender indicators as formulated in Results and Reporting Framework elaborated in 2017. In relation to the original log frame, the major revisions include:

- The gender strategy adds gender-specific outcomes at the outcome level of the SKY project not only focusing on women employment and income but also on:
 - Integrating other aspects of women economic empowerment: access to economic resources and agency in economic decision making.
 - Engaging young men (change of mindset and practices) for equal gender relations⁴
 - Engaging family and community for equal gender relations and equal opportunities for young women.
- The gender strategy does not only put into consideration the outcomes and outputs related to youth but also focuses on structural changes in service providers and agri-businesses so that they can provide gender-sensitive services and employment.⁵

Gendered outcomes and indicators are presented in the following chart:

OUTCOME					
LEVEL OF LOG FRAME	Gender Specific INDICATOR	SOURCE OF INDICATOR	BASE-LINE	MONITORING AND EVALUATION 2019	TARGET END 2020
OUTCOME 1: 4,000 youth owned agri-enterprises and wage employment created in agribusiness sector, 40% are female	No. of new youth enterprises started, disaggregated by sex		0	1,001 enterprises, 37% female owned	3,000 enterprises, 60% female owned
	No. of target youth in waged employment in agribusiness sector, disaggregated by sex and occupation		0	936 youth employed, 48% female	1,000 youth employed, 40% female
	% of youth earning UGX 300,000 average monthly, disaggregated by sex		UGX 256,000		4,000 target youth earning UGX 300,000/month
GENDER+ OUTCOME 2: Agency of young women strengthened to make economic decisions at household and group level	% of target female youth that has increased control over economic resources (income, land, etc) and decisions and increased control over life's decisions	Composed indicator based on qualitative and quantitative survey of sample of target female youth	Not existing		Increase in indicator in 70% of sampled women
GENDER+ OUTCOME 3: Young men, family and community engaged to support young women empowerment	% of target male youth that has changed mindset, attitudes and practices related to gender roles and relations	Composed indicator based on qualitative survey of sample of male youth	Not existing		Increase in composed indicator in 25% of sampled men
	No. of good practices developed and socialized of family or community initiatives that create a favourable environment for women economic empowerment	Case studies of good practices			Each region has developed and shared two good practices

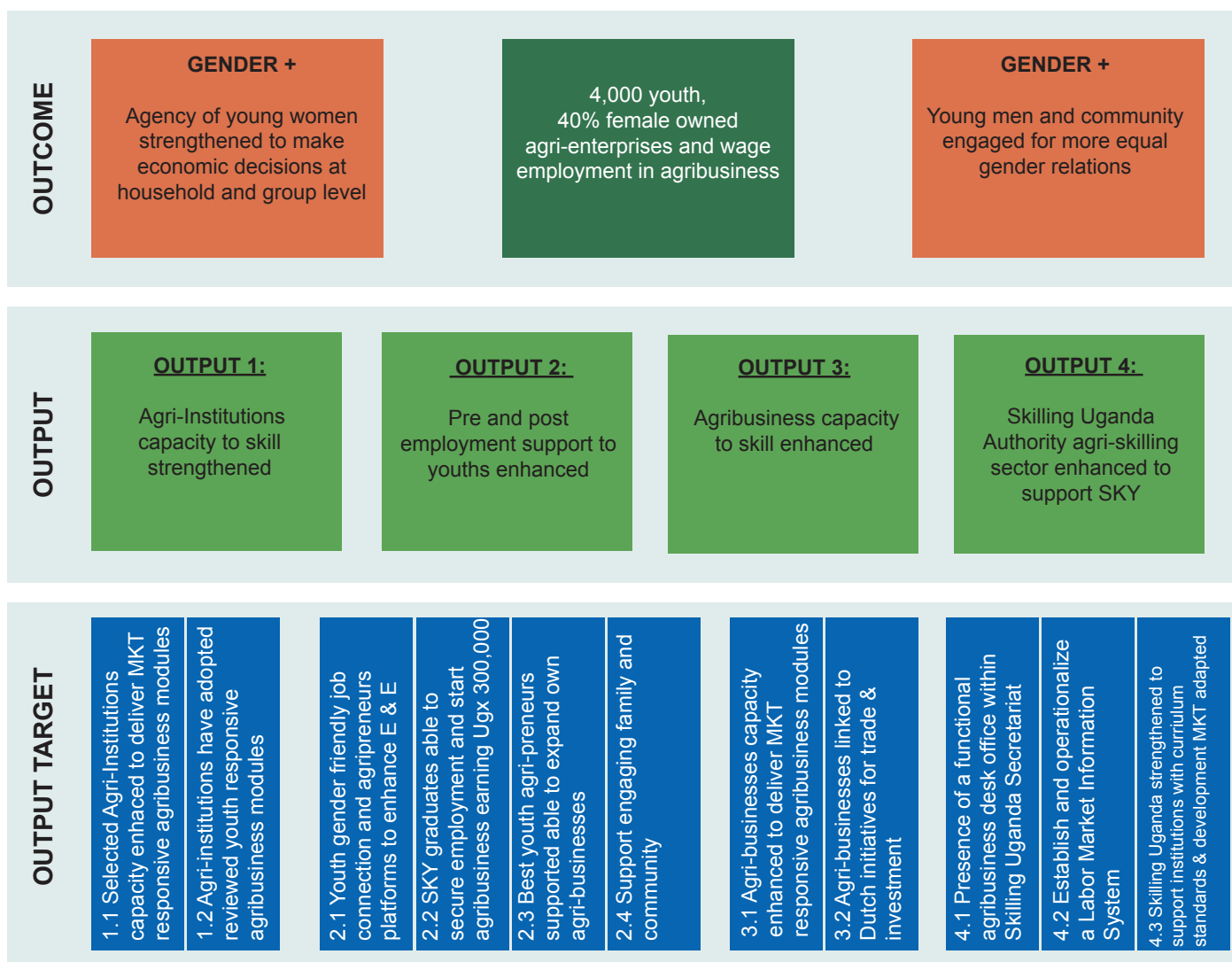
4.This is a newly formulated outcome product of collective discussion in the workshop.

5.This is newly formulated outputs product of the collective discussion in the workshop.

7.2 The gender strategy and gender mainstreamed log-frame of SKY project

The next graphic represents the new gender outcomes and outputs in blue font colour integrated into the existing SKY project log frame. Chapter 7.3 develops the gendered log frame with these new outcomes and outputs, defining indicators to measure their advance and actions to put in place as part of the gender strategy of the SKY project. The new elements to be integrated are presented in blue font colour.

This gender strategy was developed in the fourth year of the five-year SKY project duration. Therefore, it was not feasible to gender mainstream all actions and with all partners. A GENDER PILOT with selected implementing partners and selected actions from the gender action plan is therefore presented below. Focus on generating good practices and sound gender indicators and follow up for these pilots shall be reflected upon as learning experiences and input for next youth employment and entrepreneurship programs of AVSI youth programs.



7.3 The gendered SKY project log-frame and Action Plan for each SKY OUTPUT⁶

OUTPUT 1. AGRI INSTITUTIONS					
LEVEL OF LOG FRAME	Gender Specific INDICATOR	SOURCE OF INDICATOR	BASELINE	MONITORING AND EVALUATION 2019	TARGET END 2020
OUTPUT 1.1 Selected Agri-Institutions capacity strengthened to deliver youth and gender responsive agribusiness modules	Score using Gender Scan Tool which measures the level of gender sensitivity of provider on seven dimensions	Gender Scan Tool	To be assessed for partners in gender pilot		Improvement of gender scan score by 2 points especially for dimension 4 and 5
OUTPUT 1.2 Agri- Institutions have adopted reviewed youth and gender responsive modules Institutions offering Life Skill modules have integrated gender transformative content	No. of training guides reviewed and updated - content and methodology adapted to be gender responsive .	Gender Scan Tool			
	Composed indicator measuring the level of satisfaction of youth	No. of tools/ manuals improved	To be assessed by trained youth		80% of youth assess training as good

⁶ In colour blue font are new gender outcomes, outputs, activities and indicators.

ACTIONS OUTPUT 1. AFFIRMATIVE GENDER ACTIONS TO REACH GENDER SENSITIVE AGRI-INSTITUTIONS AND SERVICES

GENDERED SKILLING SERVICES

1. Develop gender scan of selected⁷ Agri-Institutions and develop gender action plan.
2. Develop capacity of staff and teachers on gender and how to develop and assess gender-sensitive services (exposure visits focused on teachers).
3. Assist Agri Institutions to conduct regular labour market assessment and participatory value chain mapping from a gender perspective to detect missing links and opportunities for new services and entrepreneurship. Engage youth in the exercise to identify the interests and challenges of female youth.
4. Develop packages that focus on women in business. Focus on vocational training in offices that do not necessarily imply access to land and can be managed from the home like food processing services (milk, coffee, etc.) or plant nurseries as gender-sensitive options for young women with young children.
5. Conduct curriculum reviews from a gender perspective and develop new gender friendly curriculum in accordance with a market assessment.
6. Adopt labour driven models: Earn As You Learn, Dual Training with keen attention to the interests of women.
7. Improve facilities to enable security for women and possibilities for accommodation and nursing for young women.
8. Advocate for scholarship programs directed to female youth, that include post-training support in case of agripreneurship.
9. Adapt training programs to specific needs (e.g. satellite training for young or expectant mothers) and develop modular training to limit school dropout of female youth.
10. Develop Life Skill modules and train providers with integrated gender transformative content for young women and men and train institutions on their use. Gender Action Learning System methodology could be an interesting model where life and business planning and financial literacy accessible for low educated youth are combined with gender reflection and action.
11. Provide refresher trainings for the skilled youth.

⁷ In gender pilot.

OUTPUT 2. PRE and POST EMPLOYMENT SUPPORT

LEVEL OF LOG FRAME	Gender Specific INDICATOR	SOURCE OF INDICATOR	BASELINE	MONITORING AND EVALUATION 2019	TARGET END 2020
OUTPUT 2.1 Gender friendly youth job connection and agripreneurship platforms created to enhance employment and entrepreneurship	Score using Gender Scan Tool which measures level of gender sensitivity of service provider on seven dimensions to assess quality of services. % of female youth who receive business development services	Gender Scan Tool	To be assessed for partners in gender pilot		Improvement of gender scan score by 2 points especially for dimension 4 and 5. 80% female agripreneurs receive Business Development Services
OUTPUT 2.2 Target SKY youth graduates able to secure employment and start owned agribusinesses earning at least UGX 300,000	% of female youth start own businesses % of female youth earning at least UGX 300,000	Project reports	0		Improvement of number of female youth starting own businesses by 2%
OUTPUT 2.3 Best youth agripreneurs supported able to expand own agri-businesses with a gender perspective, promoting new roles models of female agripreneurs	% of youth as “best” agripreneurs % of female youth that receives incentives % of the total amount of incentives received by women	Youth Engaement Agreement Project reports	0		Total of 10% (300 youth) targeted by 2020, at least 60% are female. At least 70 % of the total amount of incentives received by women
OUTPUT 2.4 Support adapted to the needs and constraints of young women engaging family and community.	No. of good practices developed and socialized of family or community initiatives that create a favourable environment for women economic empowerment	Case studies of good practices			Each region has developed and socialized two good practices

GENDERED PRE AND POST SKILLING ACTIONS FOR ALL

GENDERED PRE AND POST SKILLING ACTIONS FOR ALL

1. Use of social media for advertising (church, media announcements) and other strategies for ensuring training opportunities information reaches young women, such as one on one visits, especially in vulnerable households.
2. Develop awareness-raising actions to change the mindset of communities and families on gender roles and stereotypes and create family support for non-traditional vocational training and post-training (access to land and productive resources).
3. Engage parents and the general public in the educational journey of students, organizing open days, exposure visits.
4. Partner with the communities to promote actions against gender violence and sexual harassment and other gender-related constraints such as access to land for women.
5. Provide sufficient time to follow up and mentor young women, family and partner, while integrating reflection on gender roles and gender challenges they face.
6. Develop group sessions with young men and women on family and career planning, reflecting on gender relations and promoting female empowerment and engage young men for responsible parenthood and supportive spouses.
7. Arrange exposure visits that focus on positive role models for both women and men; successful female agripreneurs, men that take up female roles at work and households.

GENDERED POST SKILLING ACTIONS FOR AGRIPRENEURS

8. Support women-centred enterprises. Improve and reinforce access to post training services for young women, investing in start-up capital and exposure visits, information and linking services for female agripreneurs.
9. Develop a one to one coaching program involving experienced businesswomen as positive role models and mentors for young women.
10. Adjust SKY selection criteria for best youth agripreneurs with a gender lens, investing at least 70 percent of incentives in women.
11. Develop and promote social media competitions for best female agripreneurs as a way to support new gender models for young women.
12. Promote saving groups and saving mobilization for young women.
13. Lobby and advocate for business incubation services (grace period).

OUTPUT 3. AGRI BUSINESSES

LEVEL OF LOG FRAME	Gender Specific INDICATOR	SOURCE OF INDICATOR	BASELINE	MONITORING AND EVALUATION 2019	TARGET END 2020
OUTPUT 3.1 Selected agribusinesses capacity strengthened to deliver youth and gender responsive agribusiness modules	Score using Gender Scan Tool which measures the level of gender sensitivity of provider on seven dimensions	Gender Scan Tool	To be assessed for partners in gender pilot		Improvement of gender scan score by 2 points especially for dimension 4 and 5
OUTPUT 3.2 Selected partners agribusinesses linked to Dutch initiatives for trade and investment					

ACTIONS OUTPUT 3. AFFIRMATIVE GENDER ACTIONS TO REACH GENDER SENSITIVE AGRIBUSINESSES

GENDERED SKILLING SERVICE

1. See actions proposed in agri-institutions for gender-sensitive skilling.
2. Selected agribusinesses piloting gender mainstreaming in business and training and establishing a formal partnership.
3. Work on gender-awareness of agribusinesses using gender business cases.
4. Support Agri -Businesses to institutionalise gender: strengthen human resource policies, strategies and gender policies.
5. Train on gender sensitive administration, gender sensitive governance and gender sensitive budgeting.
6. Improve security, health issues and infrastructure for nursing in training and work centres.
7. Support development of sexual harassment policy.

Issues hindering youth employment in agribusiness	<p>The larger population is below the age of 30 years, 52 percent is below 15, rendering Uganda one of the youngest populations in the world.</p> <p>83 percent of youth in Uganda are still unemployed - highest in Africa.</p> <p>Skills provided to the youth do not match the labour market needs.</p> <p>Ugandan youth have minimal interest in agriculture.</p> <p>Youth getting better educated through access to primary, secondary, BTVETS, University and would prefer other options than agribusiness.</p> <p>Rural-urban youth migration.</p>
What are underlying gender-based constraints?	<p>Inadequate capital for investment in farming business (several rural women depend on a spouse for finances)</p> <p>Limited access to extension services.</p> <p>Women and youth have minimal access to resources.</p> <p>Access to quality farm agro inputs is limited.</p> <p>Inappropriate skills.</p> <p>Women are many times given subordinate positions and usually oppressed.</p>
Where would you like to be in terms of gender inclusion in your program?	<p>Partner with private sector to provide the skills that are demanded by the labour market.</p> <p>Equally involve and facilitate female and male youth in the skilling program and access to extension services and mentorship to develop business plans.</p> <p>Motivate and inspire youth in the agricultural sector including early in school.</p> <p>Support skilled youth and women (agripriueurs) with start-up and push up grants.</p> <p>Train farmers in improved seed production, storage techniques and farming as a business.</p> <p>Build capacity of partners to provide the required skills, agro input dealers and farmers in agro input usage, handling and application.</p> <p>Arrange exposure visits among new entrants and the successful youth.</p> <p>Encourage women to take up leadership positions and be self-dependant.</p> <p>Linkages to micro finance institutions for women and youth.</p> <p>Inclusion of gender-based activities in organisational programs and placing considerations of culture/tradition to increase women involvement.</p> <p>Reconigion of youth and women efforts in society.</p>

<p>How would you like to get there? (which activities are necessary?)</p>	<p>Follow up with partners on progress of gender mainstreaming.</p> <p>Improve access to information for women and youth.</p> <p>Involve schools in the program to motivate youth in agriculture.</p> <p>Identify and link women and youth to relevant financial intuitions with favourable conditions for credit.</p> <p>Facilitate networking and linkages to investment and employment opportunities for the skilled women and youth.</p> <p>Provide financial literacy, business planning and record management women and men.</p>
<p>What strategies will you employ to address the issues stated above?</p>	<p>Sensitize partners on gender mainstreaming within the skilling program.</p> <p>Ensure partners enrol both women and men in the program as per project objective.</p> <p>Use mass media for advocacy.</p> <p>Use of visual aids like videos of best gender practices to enhance learning.</p> <p>Arrange exposure visits as learning opportunities.</p> <p>Identify relevant sources of employment and investment opportunities for women and youth</p> <p>Provide mentorship and coaching at every level to sustain participation.</p> <p>Involve youth and women in decision making to encourage participation.</p> <p>Recognise youth and women efforts in development work.</p> <p>Create agri-prenuers platforms for peer to peer learning.</p>
<p>What are the organizational support mechanisms needed?</p>	<p>Integrate gender mainstreaming in programs.</p> <p>Sensitize project workers on the significance of gender mainstreaming.</p> <p>Identify gender focal person per region of implementation.</p> <p>Continuous monitoring and evaluation by the project workers.</p>
<p>How would you like to get there? (resources: financial/ human)</p>	<p>Identify and train gender focal persons from among project workers.</p> <p>Capacity building for staff, partners and youth.</p> <p>Develop gender strategies for the project and partners.</p> <p>Lobby for resources from donors and AVSI management.</p>
<p>What are the expected outputs?</p>	<p>Equitable employment opportunity for female and male in agribusiness.</p> <p>Increased production along the selected value chains.</p> <p>Income levels for both skilled women and men are expected to increase.</p> <p>Women to attain sustainable development.</p> <p>Stable families (reduced gender-based violence) due to increased incomes.</p> <p>Modern agricultural practice integrated into the skills of rural women.</p>

III. Annex: Result Framework

Food Security Portfolio Results and Reporting Framework and preliminary mapping of project alignment (Developed by Felicity Acan, Gender Advisor, supported by SKY team)

Outcome	Result Level	Indicators	Assumptions
Increasing women's access to economic resources and opportunities including jobs, financial services, property and other productive assets, skills development and market information for economic advancement	Outcome 1: Increased number of female youth economically empowered	Increase in the number of SKY female youth graduates who secured employment and started own agribusinesses earning at least UGX 300,000 monthly (expressed as a percentage of total graduates who secure and own an agribusiness)	SKY project is able to enroll and skill female youth through skill providers, contributing to women empowerment
	Output: 50% of the targeted female youth are employed (self and formal)	% of female youth employed by agribusinesses/agri institutions and earning a net income of at least UGX 300,000 (Expressed as a percentage of total youth employed) % of female youth who have started and own agribusinesses (expressed as percentage of total youth who have started and own agribusinesses)	
	Activities	1. Agriprenuership training to enhance business skills especially among female youth 2. Post-employment support to the skilled youth- business linkages, business booster - startup and boost up kits for example Best Female youth Award women competition	

Outcome	Result Level	Indicators	Assumptions
Strengthening women's voices, agency and influence in economic decision making at household, group and community levels	Outcome 2: Female youth empowered to make economic decision at household level, group and community level	Increased number of female youth empowered and able maintain control over economic and social decisions at all levels (expressed as a percentage of the total female graduates)	SKY project is able to enroll and skill female youth through skill providers, contributing to women empowerment Males are prepared to change their attitude/ mindset as a result of SKY interventions, leading to equitable economic decision making at all levels
	Output: 50% of the targeted female youth are aware of their social and economic rights at all levels	<p>% female youth enrolled for skilling in the agri-skilling training program. (expressed as percentage of total youth enrolled on the program)-currently 3,531 female (46%) and 54% male</p> <p>% female youth completing full skilling circle (expressed as a percentage of total youth who complete training) 32.3% female and 67.7% male.</p> <p>Level of confidence of self-expression by targeted female youth</p> <p>Level of awareness and consciousness by targeted female youth on their rights</p>	
	Activities	<p>1. Sensitization of targeted youth on economic and social rights - land use rights</p> <p>2. Training in life skill training for resilience, 33.3% female. 66.7% male</p> <p>3. Scale up entrepreneurship training, 46% female, 54% male</p> <p>4. Scale up formation of Youth Agri-investment clubs, 10 clubs</p>	

Outcome	Result Level	Indicators	Assumptions
Improving and creating an enabling environment (at household and community level) for women economic empowerment	Outcome 3: Favorable environment for women economic empowerment created	Increased number of female youth accessing and using of production resources, marketing, finance and information	Available government policy framework on women rights to enforce and support intervention.
	Output: 50% of the targeted female are accessing production resources	% female youth-owned agribusinesses that receive incentives (expressed as a percentage of total youth-owned agribusinesses that receive incentives) % female youth receiving business development services (financial services, business networking, matching investment, product market linkages) % female accessing other production resources e.g. land and water for production	
	Activities	<ol style="list-style-type: none"> 1. Scale up facilitation of youth networking events such as Agritalk sessions, debates, Farm Camps, Caravans 2. Create Agriprenuers youth platforms for peer to peer learning e.g. youth agri-investment clubs, youth learning centers 3. Link youth and women to relevant financial intuitions with favorable conditions for credit such as Women in Business with DFCU Bank 4. Sensitize skill providers on gender issues that affect women and youth empowerment 5. Use mass media for youth and women to discuss issues that affect them and to publish videos/ scripts of best gender practices as motivation driver and to enhance learning 	

Key Activities	<ol style="list-style-type: none">1. Gender diagnostic studies in all the project areas2. Training on gender mainstreaming for AVSI workers, partners and youth3. Training of Trainers on gender for SKY project workers, partners development of gender strategies4. Sensitization and training of targeted youth on gender5. Facilitating financial linkages for women and youth-friendly products6. Scale up formation of agri-investment clubs or groups
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III. Annex: Gender Action Plan for Coaching Trajectory

Action	Responsible	Support	Timeline
Complete Gender Strategy for SKY project	Mieke Vanderschaeghe, Felicity Palmira Acan		Beginning of April 2019
Feedback on gender strategy from SKY project team	Gender Focal Points Regional Coordinators Samuele Rizzo	Mieke Vanderschaeghe	End of April 2019
Feedback on work plan of regional gender focal persons	Gender focal persons	Felicity Palmira Acan	End of March 2019
Define indicators and Monitoring and Evaluation for gender strategy	Paola Pileri and regional Monitoring and Evaluation, and Communication team Felicity Palmira Acan Gender focal persons	Mieke Vanderschaeghe	End of April 2019
Document the gender exercise during field kick-off workshop	Paola Pileri and Felicity Palmira Acan to select and follow up persons designed for documenting	Felicity Palmira Acan	End of March 2019
Implementing gender strategy	Gender staff	Felicity Palmira Acan	Continuous to the end of SKY program
Awareness training in each region and gender scan exercise with each partner - gender action plans for each partner	Felicity Palmira Acan Gender focal persons in each region	Mieke Vanderschaeghe	April-July 2019
Select and document best practices on gender from each region	Felicity Palmira Acan Gender focal persons Paola Pileri Communication team	AgriProfocus	During 2019 January-February 2020
Assessing partnership with the organization responsible for Gender Action Learning System training	AgriProfocus Felicity Palmira Acan		March-April 2019
Distance coaching through webinar, email, Skype and WhatsApp group	Gender focal persons Felicity Palmira Acan Mieke Vanderschaeghe	AVSI	April 2019 – March 2020
Two-day Learning Journey Workshop (one day of field work in Eastern or Northern Uganda)	Gender focal persons Felicity Palmira Acan Mieke Vanderschaeghe	AgriProfocus	November 8-9, 2019
Two-day closing workshop in Kampala	Felicity Palmira Acan Samuele Rizzo AgriProfocus	Mieke Vanderschaeghe	March 2020

IV. Annex: Participant List/Support team

#	Project	Staff Name	Position	Location	Contact	Email
1	SKY	Agnes Amony	Education Specialist	Kampala	0775539099	amony.agnes@avsi.org
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People for development

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