

Outcomes of Saturday Working Group Sessions

Women, Youth Empowerment and AGR

Six people attended the session

A. Youth

- a. They are excluded and neglected
- b. Agriculture is not attractive to them
- c. Frustration leads them to violence
- d. They do not value education because even with education there are no jobs
- e. There is a sense of hopelessness and lack of integration with rest of society that leads to recklessness

How do we make agriculture sexy to youth? Was the guiding question to addressing interventions.

Three elements were identified as tools that could be used to make a difference

- 1) Education
- 2) Curriculum
- 3) Multifaceted innovative / creative approaches

1) Education

- a. Highlight value of indigenous knowledge
- b. Encourage education for self-reliance
- c. Make education relevant to contextual needs of each situation so that it can be applied to create solutions
- d. Target education that impacts change of certain mind sets and attitudes that are not productive
- e. Make education accessible to the rural poor

2) Curriculum

- a. Target curriculum on self-employment and innovative employment with current challenges and way dos creating solutions
- b. Incorporate youth innovator programs that encourage youth to be innovators of change. Make it have practical results.
- c. Creation of community learning centers

3) Multi-faceted/Innovative/Creative approaches

- a. Break up agriculture into components
 - i. Production
 - ii. Processing
 - iii. Marketing
 - iv. Storage
 - v. Create programs that allow youth to know what component/ sector best works for them

- b. Working/ Organizing Cooperative and use the to create farmer experimental committees
- c. Involve other institutions that impact communities such as...
 - i. Churches
 - ii. Local Government Agents
 - iii. Farmers
 - iv. Retired people like teachers, military personnel etc...
- d. Create youth brigades types of organizations for community realed change initiative such as:
 - i. Road repairs
 - ii. Construction of school
 - iii. Tree planting
 - iv. Irrigation and environment
- e. Engage international agricultural agencies in having youth empowerment in mind at all levels of agricultural interventions.
- f. Relate agricultural issue to music and sports
 - i. "Give a youth a guitar and they won't touch a gun." Colombian President
- g. Provide tools and appropriate technology that makes agriculture fun.

B. Women

- a. Women have been recognized as providing most of agricultural labor, today.
- b. Has this led to sidelining men's impact?
- c. There's a need to look at this sector within a family framework so that interventions incorporate youth, women and men.

1. Interventions

- a. Education
- b. Legal Framework
- c. Financial Independence
- d. Improve tools

2. Education

- a. Advocacy
- b. Encourage women to contribute to policy
- c. Encourage women to be proactive in demanding what they need
 - i. Organizing and creating groups to carry out advocacy and input in policy
- d. Education for altitude change and confidence building – be aware of their resourcefulness and power

- e. Empower women and youth to speak for themselves and articulate their needs to policy makers
- 3. Legal Frameworks
 - a. Understand/be aware of legal framework that support women rights and women's and children's rights and how they can use them to own property and safeguard their rights and those of their children.
 - b. Financial independence
 - i. Create new ways to help build collateral for loans 0 through social measures other than money
 - ii. Financial managements, education