

POLICY BRIEF

Advocating for gender-responsive and disability-inclusive knowledge management for African agricultural transformation

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Abstract

This policy brief advocates for a gender-responsive and disability-inclusive approach to knowledge management in African agriculture. Despite their substantial contribution to the agricultural workforce, women and persons with disabilities remain marginalized in accessing, creating, and utilizing agricultural knowledge. Barriers include biased content, inaccessible information formats, limited participation, and socio-economic constraints. The brief presents best practices such as inclusive content design, participatory methods, and targeted capacity building. It outlines a policy vision that prioritizes equity, accessibility, and empowerment through robust institutional frameworks, funding mechanisms, and partnerships. A participatory knowledge café identified practical strategies and stakeholder-driven solutions to enhance inclusivity. By transforming agricultural knowledge management systems, we can unlock the full potential of marginalized groups, boost productivity, and contribute to food security and sustainable development across Africa. The article was written as part of the Knowledge Management for Agriculture Development (KM4AgD Challenge 2024, an initiative of the Forum for Agricultural Research in Africa (FARA) and collaborating institutions.¹

Keywords: policy brief; knowledge management; agricultural development; gender inclusion; disability inclusion; participatory knowledge sharing; inclusive agriculture; capacity building; women in agriculture; persons with disabilities; agricultural transformation; food security; knowledge management; policy recommendations; Africa

1 Introduction

This policy brief underscores the critical importance of gender- and disability-inclusive knowledge management in agriculture and highlights the opportunities it presents for enhancing productivity and sustainability. In this context, gender refers specifically to women, and persons with disabilities include individuals with physical disabilities, hearing,

visual, and speech impairments, as well as those with growth impairments. The brief emphasizes the value of participatory approaches in both the creation and dissemination of agricultural knowledge products, ensuring that women and persons with disabilities are meaningfully involved and able to access and use this information.

Women (Zossou et al., 2017) and persons with disabilities (Asanti et al., 2024) face significant

challenges not only in accessing and utilizing agricultural knowledge but also in having their unique perspectives and experiences represented and integrated into agricultural knowledge systems. These include persistent gender bias, the prevalence of information and communication materials in inaccessible formats, and limited opportunities to participate in the development and sharing of knowledge. To address these barriers, it is essential to adopt inclusive practices that make agricultural information accessible and relevant to all. This involves using varied formats such as visual aids, audio materials, and adaptable digital platforms; involving marginalized groups directly in the development of content; and translating knowledge products into local languages while ensuring cultural sensitivity. Equally important are efforts to build the capacity of women and persons with disabilities. Targeted training programs, mentorship opportunities, support networks, and improved access to financial resources, technology, and education are all crucial to empowering these groups and enabling their active engagement in agricultural knowledge systems.

A transformative policy vision for inclusive knowledge management must recognize and celebrate diversity, promote equity, ensure meaningful participation, and provide sustained support for capacity-building initiatives. By centering these principles, policymakers can develop a knowledge management framework that not only addresses the structural barriers faced by women and persons with disabilities but also strengthens the agricultural sector as a whole. Promoting inclusive knowledge management is therefore essential for unlocking the full potential of agriculture, driving economic growth, and ensuring long-term food security.

This policy brief puts forward concrete recommendations aimed at fostering the effective inclusion of women and persons with disabilities in agricultural knowledge management systems. We are building on two previous Special Issues in this journal which emphasized the importance of disability inclusive knowledge management for development

(see, for example, Scarf et al., 2016a; Scarf et al., 2016b).

2 Rationale for a gender-responsive and disability-inclusive KM approach

The agricultural sector is the backbone for Africa to attain food security and economic development (Kidane et al, 2006). It provides sustenance, livelihoods, and raw materials for numerous industries (Ba, 2016). However, despite its vital role, significant inequalities persist within agriculture, hindering its full potential. Women and persons with disabilities, who constitute a substantial portion of the agricultural workforce, often face significant barriers to accessing and using crucial agricultural knowledge. This knowledge gap translates into a lost opportunity for empowerment and increased productivity for these individuals and the entire agriculture sector. Effective agricultural knowledge encompasses a wide range of information, from planting techniques and crop management to soil health and sustainable practices. The 'World Development Report 2018' (World Bank, 2017) found that increased access to agricultural knowledge and extension services has a direct impact on agricultural productivity growth, particularly in low- and middle-income countries. Despite the importance of agricultural knowledge, traditional knowledge-sharing methods often exclude women and persons with disabilities. This exclusion manifests in several ways: information dissemination may be tailored towards male farmers, neglecting the specific needs and challenges faced by women; knowledge may be delivered in formats that are not accessible to persons with disabilities; and lastly, women and persons with disabilities may not be actively involved in knowledge creation and sharing processes. The exclusion of women and persons with disabilities hinders the overall development of the agricultural sector by excluding valuable knowledge and perspectives. Women and people with disabilities often possess unique knowledge and skills based on their lived experiences. By excluding them from knowledge creation and sharing processes, the

agriculture sector misses out on valuable insights and innovations. It hampers most of the population from self-determining their lives, creating good incomes, and contributing to their families' and communities' well-being.

While there are existing policy briefs on inclusion in agriculture (Mdoe et al, 2002; Chinsinga et al, 2022), it is evident that issues related to disability are frequently overlooked, and the inclusion of women in agricultural knowledge management is only recently receiving attention (see, for example, Wirf et al., 2024; Ghosh et al., 2020). It is imperative to incorporate gender and disability perspectives in policy briefs on inclusion in agriculture to ensure that the unique challenges and needs of women and persons with disabilities are addressed. By addressing the specific needs and challenges faced by farmers and agricultural workers with disabilities, policymakers can promote inclusivity and ensure that agricultural development initiatives are accessible to all.

3 The knowledge café

To discuss knowledge inclusion, an online knowledge café was facilitated as a participatory method to engage with various stakeholders, including multi actors in policy, research and agricultural development. It was part of our course work for the KM4AgD Challenge. The KM4AgD challenge 2024 consisted of 21 participants who are information and knowledge management experts from across Africa (Benin, DR Congo, Burkina Faso, Ghana, South Africa, Botswana, Cote d'Ivoire, Chad, Nigeria, Cameroon, Gabon, Uganda and Kenya). We decided on the subject because we felt it challenges outdated paradigms and champions a future where everyone regardless of gender or ability can contribute to and benefit from Africa's agricultural progress. The objective of the knowledge café was to discuss the challenges faced by women and persons with disabilities in accessing and using agricultural knowledge and identify best practices for creating and disseminating information that is accessible and relevant to all. The knowledge café also aimed to explore strategies for building the capacity of women

and persons with disabilities to participate effectively in knowledge creation and sharing. We also wanted to map out the vision for a knowledge management policy that appreciates gender inclusivity. As people passionate about inclusive development, we saw the knowledge café as an opportunity to amplify marginalized voices, learn from diverse perspectives, and co-create practical solutions with peers in the KM4AgD Challenge.

A concept note was developed with a programme agenda and was used to invite participants to the knowledge café (Figure 1). The knowledge café (Figure 1) took place on 11 June 2024 and included 267 participants. The participant represented the information and knowledge management experts across Africa and other continents, farmers, researchers and knowledge providers, policy actors, government officials, non-government, agricultural extension workers and civil society. During the Café, a brief introduction on the topic was done to set the scene followed by a keynote address by Ms Karen Munoko (Expert in Gender, Youth & Agribusiness) and Dr Mariame Maiga (Chair, CAADPXP4 Gender Technical working Group). These two activities were key in presentation of the issues and the fragmentation around the topic. The questions were introduced during the plenary session by the team in English and French language. The breakaway sessions were then developed for participants to engage the topics to details and share their insights. During the breakaway sessions team members from the group were facilitating and capturing notes to present back during the feedback plenary session. After successful breakaway sessions, the teams came back to the main plenary to share their response to questions and recommendations, and all the team members took notes from the engagement. The specific questions asked by the authors and answers provided by participants can be found in the Appendix.



Figure 1: Knowledge Café invitation

4 Policy recommendations for gender-responsive and disability-inclusive knowledge management for African agricultural transformation

4.1 Challenges faced by women and persons with disabilities

Women and persons with disabilities encounter numerous obstacles to access agricultural knowledge. These challenges include infrastructure barriers, financial constraints, cultural norms, and time limitations due to their multiple roles. To overcome these hurdles, policies must focus on developing agricultural knowledge centers with facilities tailored to the needs of persons with disabilities, such as ramps, accessible restrooms and assistive technologies. Financial support in the form of subsidies or aid can help women and persons with disabilities access the necessary resources and technologies. Flexible training schedules and locations are essential to accommodate their busy lives, ensuring they can participate in knowledge dissemination activities. Moreover, cultural sensitization programs can play a vital role in altering societal norms that hinder access to agricultural knowledge for these groups. Targeted outreach programs are also crucial to ensure women and persons with disabilities receive the relevant information and resources needed to thrive in agriculture.

4.2 Best practices for information dissemination

Creating and disseminating agricultural information that is accessible and relevant to all, requires adopting inclusive content development practices. Women and persons with disabilities should be actively involved in developing agricultural content to ensure it meets their specific needs and is presented in a format they can understand. Translating materials into local languages and using simple, clear language can help overcome literacy barriers. Using multimedia communication formats, such as video, audio and interactive voice messages, ensures that information reaches individuals with different abilities and learning preferences. In addition, producing illustrative manuals and incorporating sign language and braille in agricultural knowledge materials can enhance accessibility significantly. Community-based knowledge sharing through local women's groups, youth groups and organizations of persons with disabilities ensures that the information is disseminated effectively and reaches the intended audience.

4.3 Strategies for building capacity

Building the capacity of women and persons with disabilities to participate effectively in knowledge creation and sharing is essential for fostering inclusivity. Tailored training programs can enhance their skills in agricultural practices and knowledge management. Initiatives to develop leadership skills encourage women and persons with disabilities to take leadership roles in agricultural knowledge networks and organizations. Mentorship programs where experienced farmers share their knowledge, and experiences can provide valuable support and guidance. Providing access to affordable and relevant agricultural technologies aids in knowledge creation and sharing. Networking opportunities, such as events and forums, allow women and persons with disabilities to connect, collaborate and share knowledge with other stakeholders in the agricultural sector.

4.4 Vision for an Inclusive Knowledge Management Policy

A comprehensive KM policy that appreciates gender inclusivity must include explicit provisions for the participation and support of women and persons with disabilities. Robust monitoring and evaluation mechanisms are necessary to track the inclusivity and impact of KM initiatives. Introducing quotas or affirmative action measures ensures adequate representation of women and persons with disabilities in agricultural KM programs and decision-making bodies. Specific budgets and resources should be allocated for the development and dissemination of inclusive agricultural knowledge products and services. Public-private partnerships can foster collaboration between government agencies, non-governmental organizations (NGOs), the private sector, and international organizations to support inclusive KM initiatives. Policy advocacy efforts should promote the inclusion of women and persons with disabilities in all aspects of agricultural development, ensuring their voices are heard and their needs are addressed.

4.5 Key policymakers and stakeholders

Implementing these policy recommendations requires collaboration among various policymakers and stakeholders. A wide range of stakeholders play critical roles in advancing gender-responsive and disability-inclusive knowledge management in agriculture. Government agencies, including ministries of agriculture and rural development, social welfare, women affairs, and finance, are central to providing policy oversight, implementing inclusive initiatives, and allocating necessary budgets. Local government authorities need to contribute by developing and maintaining accessible agricultural knowledge centers and by implementing programs that are rooted in community needs. Non-governmental organizations (NGOs), such as disability advocacy groups, women's organizations, and agricultural NGOs, offer essential technical support, advocacy, and outreach. The private sector also needs to play a key role by providing accessible technologies and designing financial products tailored to the needs of marginalized groups.

Community-based organizations, including local women's groups and organizations of persons with disabilities, facilitate on-the-ground knowledge sharing and offer vital peer support. Finally, civil society organizations and other policy advocacy and monitoring bodies ensure accountability by promoting inclusivity in agricultural policy and tracking the impact of related initiatives through robust monitoring and evaluation frameworks.

International organizations, including UN agencies such as FAO and IFAD, as well as international NGOs, need to support efforts of others through providing technical assistance and funding for inclusive agricultural programs. Academia and research institutions contribute by conducting relevant studies and developing training materials that are accessible to diverse users.

5 Conclusions

Implementing these policy recommendations can create a more inclusive agricultural KM system that empowers women and persons with disabilities. By addressing the unique challenges they face, adopting best practices for information dissemination, building their capacity, and developing a comprehensive and inclusive policy framework, we can foster sustainable and equitable growth in the agricultural sector. This approach ensures that all members of farming communities can contribute effectively to agricultural development, leading to improved productivity, sustainability, and resilience.

As co-authors of this policy brief and participants in the KM4AgD Knowledge Café, we found the experience both insightful and transformative. It deepened our collective understanding of the systemic barriers that limit women and persons with disabilities from fully participating in agricultural knowledge systems. The Café provided a unique opportunity to engage with diverse voices across the continent, listen to real-world challenges, and co-create solutions with stakeholders passionate about inclusive development. This collaborative process not only sharpened our knowledge management skills but also

helped us realize the power of dialogue, representation, and inclusive policy framing. Each of us leaves this experience more committed to advocating for equity within our professional spheres—whether through inclusive content creation, more participatory engagement methods, or institutional advocacy for accessible knowledge platforms.

Going forward, we aim to champion and implement these recommendations in our organizations and networks, while continuing to amplify the voices of marginalized groups in agricultural transformation. We hope this brief serve as a call to action for policymakers and practitioners to build systems where everyone, regardless of gender or ability, can access, share, and shape agricultural knowledge.

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Appendix

This annex focuses on the questions asked and answers provided by participants of the online knowledge café.

1) What are the challenges faced by women and persons with disabilities in accessing and utilizing agricultural knowledge?

- Limited time to access agriculture facilities due to other responsibilities, and financial capabilities to facilitate mobility
- Some public knowledge management facilities do not have access to support facilities for persons with disabilities
- Poor access to agricultural facilities, financial credit, inputs, markets
- Limited access to education and extension services (language and literacy barriers)
- Inadequate consideration of disability-specific needs in agricultural programming
- Limited access to technologies used for disseminating this knowledge
- The lack of use of “women-centered languages and packaging” attracts their interest
- Bad cultural practices that prevent women and persons with disabilities from accessing school
- Lack of knowledge and ability of family members to address the needs of persons with disabilities and ensure they have access to education and to be minimally independent to face their daily lives
- Lack of knowledge awareness and technology transfer support
- Cultural impediments for women to access learning
- Agricultural education formats are not more practical/accommodative for persons with disabilities

- Illiteracy — complex presentation of information that makes it difficult for smallholder farmers to comprehend.
- Sometimes the agricultural technology is not relevant to what the women or persons with disabilities need.

2) How can agricultural information be tailored to be more relevant and understandable for diverse users, including women and people living with disabilities? Give practical examples of good practices for inclusive KM

- First, conduct a needs-based assessment so that tailoring is according to specific needs to avoid duplication and ensure the targeting of specific individuals who are in need
- Include educators of persons with disabilities in the process of adapting products to target audiences
- Develop easy and effective communication enabled by the new smart technology tools
- Collaborate with technology developers (specifically, agriculture-based) to have women and persons with disabilities in mind when designing technologies. Example: Simple ‘choice of colour’ can influence women’s interests and drive their motivation
- Also, research outputs can be published for use by persons with hearing and visual impairment
- Inclusivity: involve women and persons with disabilities in content development and use participatory approaches to ensure relevance and usefulness.

3) How can we leverage technology to make existing agricultural knowledge outputs more accessible and cater to everyone? What strategies can be adopted/adapted to make existing agricultural knowledge outputs more accessible and inclusive?

- The knowledge products should be easily accessible and affordable, and they can be deposited close to the resource center
- Mobile resources for dissemination can be useful and fast to reach a larger audience
- Sharing sessions should also be promoted through local women’s and youth groups in communities and schools
- Use audio and video content for persons with literacy or visual impairments
- Use social media and online communities for knowledge sharing and support

- Collaborate with organizations serving women and persons with disabilities
- Design a disability-specific database and incorporate existing resources/knowledge
- Improve the capacity of local manufacturers and indigenous engineers who understand better the culture and the needs of the local community
- Provide assistive technology, such as screen readers, magnifiers, or speech recognition software
- Knowledge transfer to farmers at their base, particularly a location in their locality, aids the acceptance of knowledge and enhances knowledge sharing
- Make communication products accessible by sharing them on various social media platforms, websites, knowledge hubs, Farmer Field Schools, etc.
- Technology is situation-specific; hence, providing cross-cutting options might be difficult, especially for persons with disabilities

4) **What recommendations would you make to policymakers about enforcing the inclusion of women and people with disabilities in agricultural knowledge outputs?**

- Consider resources that are user-friendly to persons with disabilities and ensure the facilities are accessible.
- Set up/establish platforms/networks of new technology sharing (digitization), including small and medium enterprises in agriculture. Prioritize youth and specifically women's participation.
- Provide resources and funding for inclusive agricultural programs.
- Ensure representation of women and persons with disabilities in decision-making processes.
- Promote monitoring and evaluation programs for inclusivity and impact-sharing sessions through

local women's and youth groups in communities and schools.

- Include educators of persons with disabilities in the process of adapting products to the target audience.
- Allocate resources for knowledge creation, knowledge sharing, and outreach to improve the public's perceptions of women and persons with disabilities at the community level, and how this perception needs to change. If we don't change from the bottom-up, no top-down approach will work. Movements at the community level that support women and persons with disabilities and acknowledge they have a role to play in agriculture will trigger all other outcomes, including the political will needed to bring to--down support for these often-marginalized groups.
- Define responsibilities and provide budgets for providing inclusive knowledge products and services.
- Advance practical knowledge on how to provide inclusive knowledge products and services, e.g. through academic courses.
- Advance traditional and indigenous knowledge for an inclusive society to achieve the SDGs.

All state levels should clearly show their Affirmative action statements.

¹ <https://km4agd.faraafrica.org/>