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INVESTMENT GUIDELINES FOR YOUTH IN AGRIFOOD SYSTEMS IN AFRICA



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INVESTMENT GUIDELINES FOR YOUTH IN AGRIFOOD SYSTEMS IN AFRICA

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Foreword

Africa as a region has the highest percentage of youth in the world – more than ten million new jobs must be created yearly by 2035 to absorb new entrants into the labour market. Agriculture is a priority in the economic sector, and the role of young people is vital to achieving more efficient, inclusive and sustainable agrifood systems. But young people often have precarious, low-paid jobs, and face a range of constraints. Young women, migrants and those living in fragile contexts face additional obstacles. Yet many young entrepreneurs have proven to be resilient and innovative.

Scaling up investments in agrifood systems with active participation of youth is fundamental to meeting national, regional and global commitments, contributing to the Sustainable Development Goals, in particular SDG 8 “full and productive employment and decent work for all.” At the African Continental level, the African Union (AU) has placed youth at the core of its Agenda 2063, and developed policies and strategies with specific youth-related targets requiring youth focused and youth-sensitive investments. The Food and Agriculture Organization of the United Nations (FAO), in its Strategic Framework 2022–31 acknowledges that youth should be explicitly targeted for inclusive economic development, and for building resilience to future crises and shocks.

Investing in youth throughout the entire agrifood system investment cycle is imperative and urgent. Developed jointly by FAO and the African Union Commission (AUC), the *Investment guidelines for youth in agrifood systems in Africa* aim to provide practical “how to” guidance for governments and development partners, including international and national finance institutions, technical agencies, private sector and civil society partners, and youth, to design, implement, monitor and evaluate youth-focused and youth-sensitive investments in the agrifood sector. They provide concrete entry points for engaging youth as partners in these processes.

The guidelines were prepared through multi-stakeholders consultations, country case studies, a technical validation workshop, and endorsement by the AU 4th Specialized Technical Committee (STC) for Agriculture, Rural Development, Water and Environment (ARDWE), with final approval and endorsement by the 40th Executive Council Ordinary Session of the African Union in February 2022. Member states were strongly urged to support wide dissemination and promotion of the guidelines at national and local levels, according to the specific constraints, needs and aspirations of youth.

FAO and the AUC encourage all actors leading and engaging in investment programmes in agrifood systems transformation across the continent to use these guidelines, and to apply and adapt them as appropriate, engaging young women and men as partners, advisors and innovators.



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The guidelines were prepared by Maria Lee, independent consultant, and FAO colleagues, namely Pamela Pozarny, Senior Rural Sociologist, FAO Investment Centre, Melisa Aytakin, Policy Officer, Janetta Carlucci, South-South Cooperation Officer, and Micheal Ige, Youth Employment in Agrifood Systems Specialist, FAO Regional Office for Africa (RAF). A special acknowledgement to Tony Nsanganira, former Youth Employment Specialist at RAF, and currently Senior Advisor at the Tony Blair Institute for Global Change in Rwanda, who supported coordination of the guidelines preparation during initial stages.

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Abbreviations and acronyms

AfDB	African Development Bank
AUC	African Union Commission
AYCAH-SL	Africa Youth Coalition Against Hunger-Sierra Leone
CCAP	Coastal Communities Against Piracy
CFS	Committee on Food Security
DDR	Disarmament, Demobilization and Reintegration
DFID	Department for International Development
FAO	Food and Agriculture Organization of the United Nations
GIZ	German Agency for International Cooperation
ICT	information and communication technology
IFAD	International Fund for Agricultural Development
IFI	international financial institution
ILO	International Labour Organization
IOM	International Organization for Migration
JFFLS	Junior Farmer Field and Life School
NEET	Not in Education, Employment or Training
NGO	non-governmental organization
OECD	Organisation for Economic Co-operation and Development
RAI	Responsible Agriculture Investment
RBF	results-based framework
RuMiT	Rural Migration in Tunisia
RYM	Rural Youth Mobility (project)
SDG	Sustainable Development Goal
SPW	Student Partnership Worldwide
TCP	(FAO) Technical Cooperation Programme
TND	Tunisian Dinar
ToC	theory of change
UNCTAD	United Nations Conference on Trade and Development
UNEP	United Nations Environment Programme
UNIDO	United Nations Industrial Development Organization
UNOPS	United Nations Office for Project Services
USAID	United States Agency for International Development
WFP	World Food Programme

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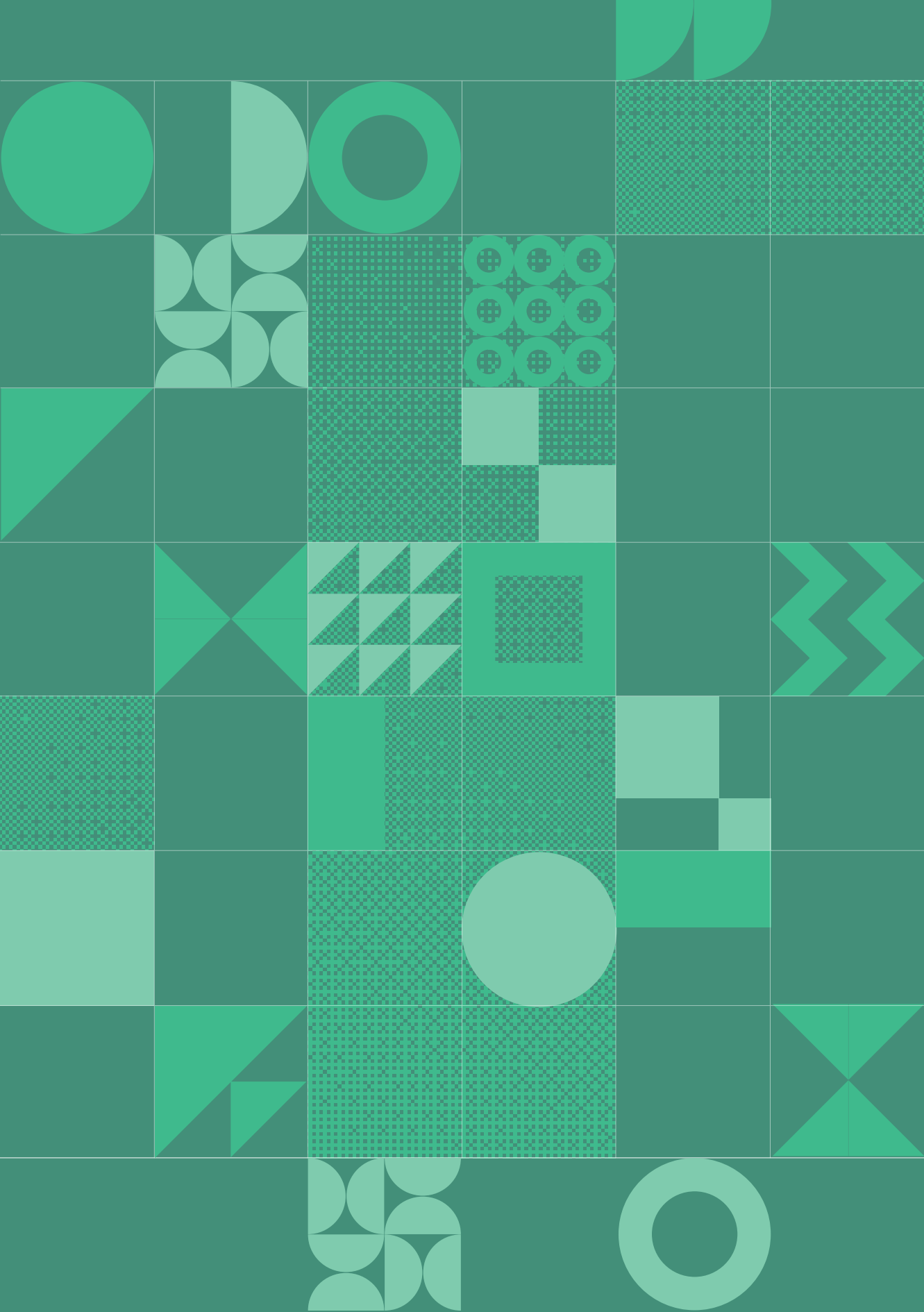
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Introduction

YOUTH IN AFRICA

Africa as a region has the highest percentage of youth in the world, with an estimated 420 million youth aged 15 to 35 (AfDB, 2018), and its share of rural youth is projected to rise to 37 percent by 2050 (IFAD, 2019a). Young people as producers and traders of food, as workers, innovators and entrepreneurs, and as policy actors are already playing an important role in agrifood systems. Given the appropriate support and enabling environment, it is possible for them to take advantage of new opportunities, develop innovative solutions and contribute to building sustainable and resilient agrifood systems.

Young people face a range of age-specific vulnerabilities and difficulties, and those living in rural and underdeveloped areas face additional challenges, including fewer opportunities to access quality education and vocational training, lack of access to information, decent jobs, land, finance, and markets, exposure to hazardous work, and insufficient opportunities to participate in policy dialogues and other decision-making processes. They are also confronted with broader challenges in rural areas such as the lack of, or limited access to, basic infrastructure and services, internet connectivity, and environmental degradation.

Youth as a group is diverse. It is a dynamically changing group characterized not only by age but also by a set of intersectional dimensions, such as gender, education, wealth, ethnicity, health and geographic location. Additionally, it is important to recognize that young people are more likely than adults to migrate (UN, 2019b) and their life course often includes periods of mobility and migration, which has an impact on their level of engagement in agriculture and food systems over time.

Young women, especially those living in rural and conflict-prone areas, face additional barriers related to socio-cultural norms, additional responsibilities within households, limited freedom and mobility, early marriage and pregnancy. These barriers limit women's and girls' ability to take advantage of economic and social opportunities. Gender inequalities have been exacerbated by the COVID-19 pandemic, especially in terms of safety, the additional burdens of domestic work, access to education and health services, and access to technology (digital divide).

Crises have disproportionate effects on young people (especially young women),¹ but they also create spaces for innovation. Crises, such as conflicts, natural disasters and pandemics disrupt education, destroy jobs and sources of income, leading to migration and displacement, social unrest, and exacerbating inequalities. Nevertheless, the COVID-19 pandemic has also shown how young agri-entrepreneurs have adapted, moving to online marketing and sales, creating delivery services for transportation of their products and adding value to primary products, etc. (FAO, 2020a).

TRENDS SHAPING EMPLOYMENT OPPORTUNITIES IN THE AGRIFOOD SYSTEMS IN AFRICA

Changing consumption patterns. The growing population is projected to triple domestic food demand in sub-Saharan Africa by 2050 (International Institute for Environment and Development, n.d.), and bring about changes in food consumption patterns. The net food imports that are expected to increase to respond to this demand could be offset by increased African production which, in turn, presents opportunities to create decent employment for youth in the broader agrifood system. Data from the 2018 OECD-Sahel and West Africa Club (Allen, Heinrigs and Heo, 2018) forecast the creation of 32 million new jobs in the agrifood sector up to 2025 in West Africa, along with an increase in the share of off-farm jobs. Similar findings were also found for Eastern and Southern Africa. In addition, the African Continental Free Trade Area is expected to facilitate regional trade and contribute to the creation of jobs for young people, particularly in the agriculture sector.

Expansion of automation and digital technologies. Technologies hold the potential to transform the future of African farming, making it more attractive and profitable, less burdensome, and more closely tied to markets and consumers. In 2018, almost 50 percent of the population of Africa owned a mobile phone (GSMA, 2017), with young people being the largest group using cellphones and apps. The impacts on young people can be life changing in such areas as education, extension services, social networking, job search and financial services. The COVID-19 pandemic has accelerated the pace of digitalization and innovation, but it has also exposed existing digital divides. Capturing the potential benefits of the automation and digital revolution and reducing the digital divide for youth requires tailored support and new investment in skills development, energy access and connectivity.

¹ According to ILO, more than one in six young people, often young women, have lost their jobs since the beginning of this global health crisis (ILO, 2020).

Transition to climate-smart and resilient food systems. The transition to a greener economy could yield up to 60 million jobs globally over the next two decades (ILO, 2012). Agro-ecology and smallholder-based modes of supplying the world's food needs are perceived as part of the solution for building sustainable, resilient and inclusive agrifood systems. This trend is supported by increasing concerns among consumers about the links between diet and health, food systems and environmental and social issues. These considerations should be centre stage when prioritizing investments, as they will shape the food systems of tomorrow.

Blue growth. Aquatic food systems represent a critical social safety net and source of food and nutrition, particularly in periods of successive crop failures and poor agricultural harvests, or other humanitarian emergencies related to climate change or conflicts. The sector employs more than 12 million people worldwide (WorldFish, 2020). Young people play a prominent role in the fisheries and aquaculture economies on the continent, but their contributions are not reflected in official statistics, sector policies and development programmes. This sector is generally perceived by young people as not being the most attractive for entrepreneurship and decent work, and the lack of investment exacerbates this situation.

Emerging sources of finance for investment in agrifood systems. In Africa, less than 3 percent of total commercial bank lending is extended to the agriculture sector (Owens and Adedana, 2020). Development agencies, international finance institutions, private foundations and non-governmental organizations (NGOs) are meeting only a fraction of this funding gap. In order to successfully implement the 2030 Agenda for Sustainable Development, a combination of public, donor and private funding is essential (IFC, 2019). The different sources of finance that are emerging in Africa, such as dedicated funds for young agri-entrepreneurs, crowdfunding models and more recently impact investing have the potential to reduce and share the risk-return of investing in young agri-entrepreneurs, who are often perceived as presenting greater risk to investors than their older counterparts.

WHY THESE GUIDELINES?

The Sustainable Development Goals (SDGs) of the 2030 Agenda commit to leaving no one behind, prioritizing inclusion as a fundamental feature ensuring sustainable development. Particularly relevant SDGs are:

- Goal 8 for the promotion of “full and productive employment and decent work for all” (target 8.5: By 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value); and
- Goal 4 for quality education for all (target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship).

In line with the SDGs, the following initiatives of the African Union seek to encourage investment programmes in agrifood systems to be more youth-sensitive: Agenda 2063; the Five-Year Priority Programme on Employment, Poverty Eradication and Inclusive Development (Priority Area 2: Youth and Women Employment); and the African Agribusiness Youth Strategy (AUC, 2021).

In 2014, the African Union Heads of State and Government committed to a set of tangible agriculture goals to be attained by 2025, including the creation of job opportunities for at least 30 percent of the youth in agricultural value chains, and to support and facilitate preferential entry and participation for women and youth in gainful and attractive agribusiness opportunities. (AUC, 2014).

In 2018, the Youth Employment in Agriculture Regional Conference, held in Kigali and organized by FAO in collaboration with the AUC and the Government of Rwanda, highlighted the need to “double efforts and join hands to mobilize more resources for youth in agriculture and agribusiness” through youth-sensitive investment programmes. Young people called for support for their vision by providing the needed education and training that would enable them to compete and remain relevant in a rapidly changing agricultural sector, and by reinforcing enabling environments (FAO, 2018d). A crisis, such as the COVID-19 pandemic, reinforces the vital need to build resilient agrifood systems, and that this cannot happen without engaging with and supporting youth.

The Investment guidelines for youth in agrifood systems in Africa are intended to contribute to achieving those commitments, accelerate investments for and by youth, taking into consideration the diversity of their constraints, needs and aspirations. It is expected to address the perception of youth not merely as a vulnerable group, but also as a development partner, adviser and innovator.

WHAT ARE THE GUIDELINES ABOUT?

The Guidelines provide practical guidance, examples and details on the "how to" steps in developing youth-focused and youth-sensitive investment programmes and interventions. They are not intended to be prescriptive with a one-size-fits-all solution, but rather to inform and provide guidance on pre-design, design, implementation, and monitoring and evaluation of agriculture and agribusiness-related investment programmes. In recognition of the fact that local context shapes challenges but also generates and drives solutions, the guidelines emphasize the importance of adapting best practices to the local context.

Other guidance documents on mainstreaming youth in investment programmes exist, but they are specific to an organization, or focus on a particular sector or value chain. By bringing tools and references from different organizations together and providing examples of good practices from different countries in Africa, it is expected that these guidelines will stimulate policy dialogue and synergies at the national and regional levels.

What the guidelines are not. The guidelines are not a policy instrument and as such do not focus on the design of youth-sensitive policies. However, they acknowledge the importance of an enabling environment and supportive policy frameworks, and are intended to contribute to, complement, and reinforce national policies and strategies on youth employment. The guidelines also include some examples of tools and processes that can be used to assess and enhance national policies and engage with youth.

The aim of the guidelines is to provide entry points and guidance on integrating a youth lens in agriculture and food systems investment programmes, rather than developing agribusiness plans. As such, it does include tools and questions to be asked in order to assess what action areas and opportunities in the agrifood system are relevant and attractive to youth, and how to ensure that young people are given the skills and resources required to develop, start up and expand profitable businesses, or engage in decent jobs. By doing so, it intends to make agriculture and food systems investment programmes more responsive to the needs of youth already engaged in agrifood systems, as well as those eager to initiate activities in identified opportunities, accompanied by adequate guidance and support.

WHO ARE THE GUIDELINES FOR?

The guidelines are directed primarily to those leading or engaged in the design and implementation of investment programmes related to sustainable agrifood systems, particularly governments, financial and technical partners, and national and international organizations, as well as the private sector and young women and men themselves. It is envisaged that these guidelines will provide young people with concrete direction on becoming both co-designers and beneficiaries of those programmes. They may also be used when reviewing national agricultural investment plans and other strategic frameworks related to agriculture and food systems.

While different stakeholders have different interests, everyone has a role to play in promoting youth engagement in the agrifood systems and can use these guidelines to develop or strengthen their own processes and interventions to enhance collaboration and enable partnerships. A premise of the guidelines is that investments are shaped predominantly by the national landscape and enabling environment, including leading policies, strategies, legal frameworks, and investment priorities. Therefore, governments, in collaboration with investment partners, have a central role and responsibility in facilitating and catalysing youth-focused investments as a priority toward meeting global, continental and national commitments and targets.

HOW ARE THE GUIDELINES STRUCTURED?

The document is structured around the following chapters:

- **Chapter 1** – considerations to enhance youth engagement throughout the programme cycle;
- **Chapter 2, 3, and 4** – the phases of the programming cycle: situation assessment/pre-design; design; implement, monitor, evaluate and capitalize. Each chapter includes examples of key actions, guiding questions, tools and good practices from African countries (a brief presentation of country examples is provided in annexes).

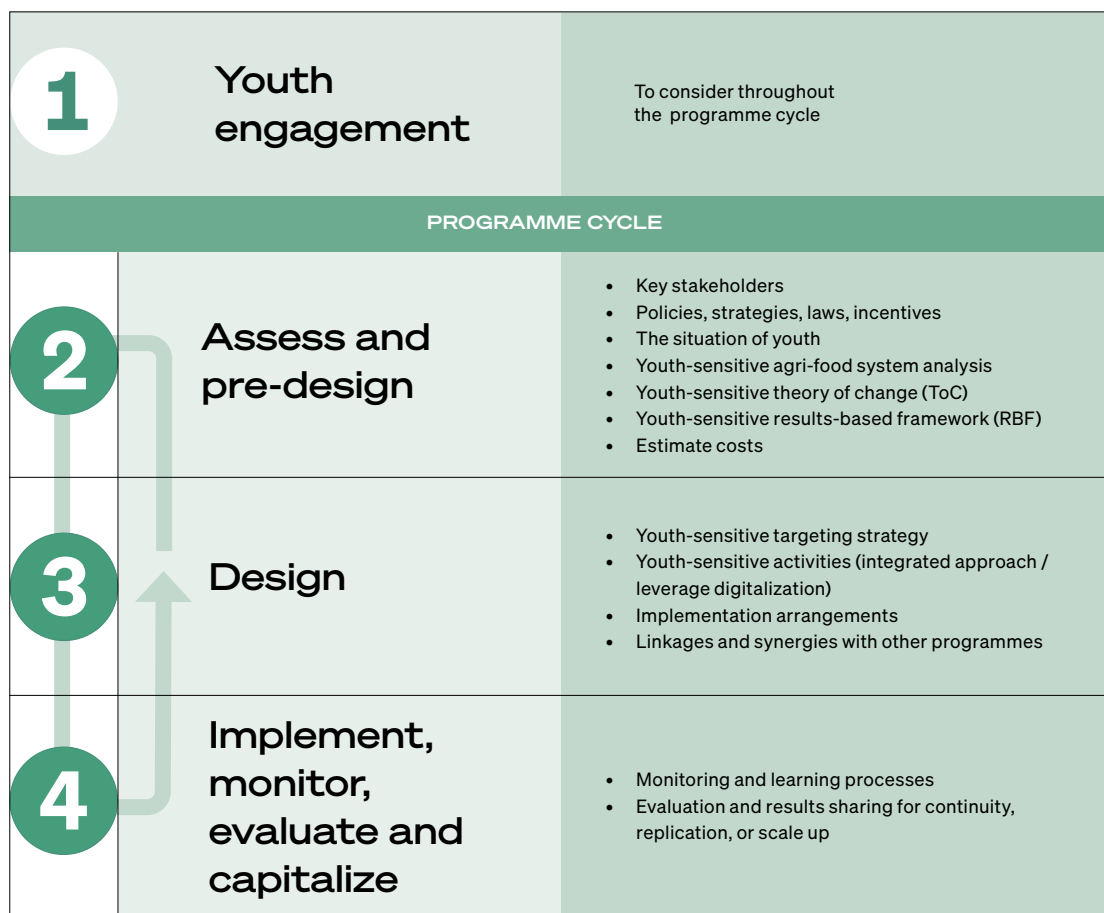


Figure 1
Overview of chapters

SOURCE: Diagram by the authors.

PRINCIPLES

The design and implementation of youth-responsive interventions are set within the overarching framework of the 2030 Agenda for Sustainable Development and Agenda 2063, and its five core principles:

1. **universality;**
2. **leaving no one behind;**
3. **interconnectedness and indivisibility;**
4. **inclusiveness;**
5. **multi-stakeholder partnerships.**

More specifically, the underlying principles in this guide are in line with existing frameworks, such as the Committee on Food Security Principles for Responsible Investment in Agriculture and Food Systems,² the United Nations Declaration on the Rights of Peasants and Other People Working in Rural Areas (United Nations, 2018) and the FAO publication, *Developing sustainable food value chains – Guiding principles* (FAO, 2014b). The principles are in line with relevant youth related AU frameworks and strategies such as the African Youth Charter, the African Plan of Action for Youth Empowerment (APAYE) 2019-2024 and the AU's Five-Year Priority Programme (FYPP). They are also informed by consultations carried out with stakeholders during the preparation of this document, and previous reports on youth and agriculture.³

1. Youth engagement and empowerment throughout the programme cycle.

Young women and men know their own needs best. As such, they should have a voice in the design, implementation and evaluation of investment programmes that can affect them. Their capacity to effectively participate is therefore strengthened, and their ideas and proposals are valued and supported (Fiedler, 2020) (see Chapter 1). Participatory approaches and meaningful engagement with youth, notably in governance mechanisms and evaluation processes, can ensure transparency and accountability.

2. Recognition of youth diversity and inclusiveness. The design of investment programmes takes into account the diversity of young people's needs and aspirations based on such groupings as age, gender, indigenous identity, disability, levels of education and geographic location. Within the framework of a programme, equal opportunities are provided for youth to access productive resources and services, skills development and decent employment opportunities, start or develop a business and access social protection, particularly in times of crisis.

² See the Committee on World Food Security. 2014. *Principles for responsible investment in agriculture and food systems*. (<https://cfs-products.ifad.org/documents/75908/78090/a-au866e.pdf/a15028d4-bde8-35da-fd1a-edb510a799e9#page=20>).

³ In particular, see IFAD, 2019a; OECD, 2018b; Lee, 2018; Online FAO Consultation on youth employment in agriculture 2018 (www.fao.org/fsnforum/activities/discussions/youth-in-agriculture-in-africa); G20 Initiative for Rural Youth Employment (www.consilium.europa.eu/media/23551/2017-g20-rural-youth-employment-en.pdf).

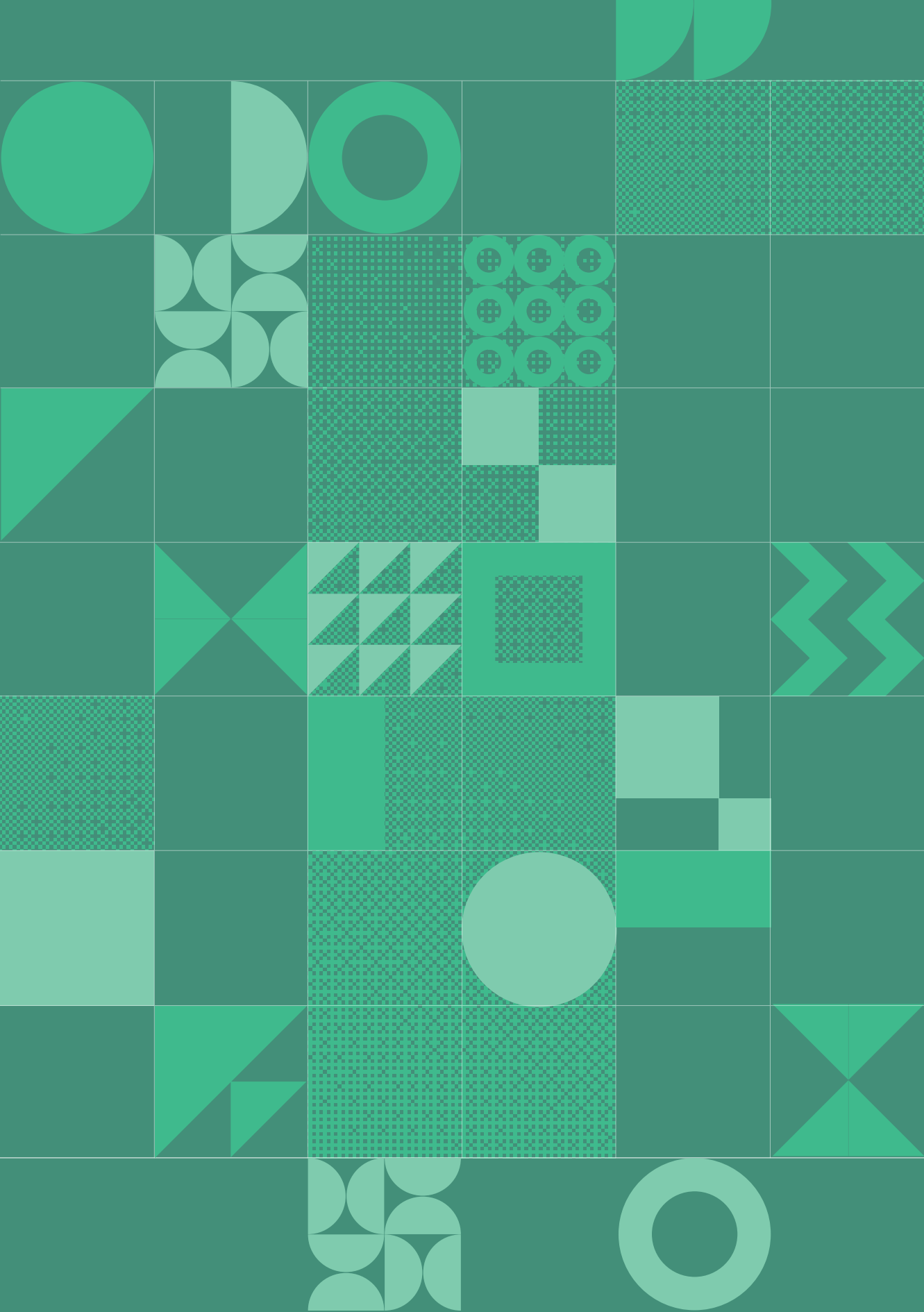
3. Integrated and sustainable approach. Investment programmes combine tailored measures to support young women and men in skills development and access to productive assets and services (Eiselen and Fiedler, 2020), in accordance with market opportunities and territorial potentials, and with regard to a sustainable management of the ecosystems.⁴

4. Forward-looking and innovation. Investment programmes take into account agricultural and rural transformation, the expansion of digitalization and technologies, new economic models (carbon-light, circular economy) that can create attractive employment and business opportunities for youth. Adequate investment is directed to build youth capacities to capitalize on those opportunities.

5. Cross-sectoral and multi-stakeholder collaboration. Investment programmes provide opportunities for collaboration across sectors and with different stakeholders to aggregate existing data, design joint actions, avoid duplication and enhance the effectiveness of interventions. Lessons learned and proven approaches from successful initiatives are shared and cross-learning is facilitated at the national level and through South-South and Triangular Cooperation.

⁴ See CERI (Children's Environmental Rights Initiative). 2019. Declaration on Children, Youth and Climate Action, www.childrenenvironment.org/declaration-children-youth-climate-action.





Chapter 1

Youth engagement in the programme cycle

These guidelines emphasize that an active approach to youth engagement in the programme cycle is essential, not only as the target groups, but also as advisers, partners and initiators. There are multiple challenges to encouraging effective engagement of young people: this chapter provides guidance in overcoming those challenges.

It is important to consider which groups of young people are involved in the programmes, how young people are engaging in the programmes, and to create enabling conditions for their participation. Guidance and recommendations to enhance youth engagement in the programme cycle are provided in this chapter. Additional details are found in Figure 2.

HOW TO ENHANCE YOUTH ENGAGEMENT

Pre-design and design

Facilitate the participation of different youth (gender, age, ethnicity, background, etc.) in consultations and meetings by (a) providing them with the information to make informed contributions; (b) building their capacity and ability to formulate their opinion (critical thinking, leadership skills); and (c) creating platforms/channels to ensure continuous engagement (through governance bodies, using information and communication technology (ICT)).

Make use of different information channels to reach out to different youth groups and collect their views (meetings, online spaces, radio, through local organizations).

Build the capacity of stakeholders and programme staff on youth-adult collaboration to enhance mutual

trust, joint learning and co-design of solutions in multi-generational teams. It is essential for the programme to create a safe environment for young people and adults where power is shared and the perspectives of each party are valued.

Introduce youth-sensitive procurement by including a youth criterion in the procurement of services for field studies and research to encourage youth and youth-led organizations to apply; and provide the necessary training and coaching for those youth-led service providers.

Solicit contributions through wide channels to identify young people who have ideas to develop their own initiatives/projects that could be supported through the investment programme.

Implementation and governance

Include youth representatives in the programme's governance bodies (national committee, coordination unit, advisory board); ensure balanced gender representation and take into consideration representation of youth groups targeted by the programme. Reflect on what structures your organization already has in place that could include young people. (see annex i - USAID-supported Feed the Future Advancing Youth programme, United Republic of Tanzania) (Blum, Feige and Proctor, 2018a; 2019b). The process by which young people are chosen to participate in those bodies should be fair and transparent, based on competencies, trust from peers, motivation and on a voluntary basis.

Introduce youth-sensitive procurement practices by including a youth criterion in the procurement of services necessary to implement the programme

(e.g. FAO partnered with a youth organization in Senegal for the design and technical setup of the web-based National Observatory of Rural Employment).

Encourage young people to apply for positions in the programme's team, and provide the right level of support, supervision and training to ensure young people are able to succeed in their roles.

Consider older youth as peer leaders and/or mentors in skills training components (may come from private sector, civil society, youth networks, etc.) and internships and volunteer programmes to include young professionals.

Direct/earmark funding towards youth-led initiatives in line with the programme's objective.

Monitoring and evaluation

Youth involvement in monitoring and evaluation strengthens the adaptiveness and appropriateness of activities, and enables adjustments during implementation. In addition, young people may be better placed to reach out to their peers and use local languages that can help minimize social barriers. Youth involvement also increases transparency and mutual accountability while building youth agency (Hinson et al., 2016).

How to enhance youth engagement:

Introduce youth-sensitive procurement: include a youth criterion in the procurement of the monitoring

and evaluation services to encourage youth and youth-led organizations to apply.

Organize exchange visits to facilitate young people's interactions and networking, and sharing ideas and thoughts.

Include gender-disaggregated indicators dedicated to measuring progress on youth engagement in the programme's governance, e.g., young people have increased voice, influence and agency within the programme, number of seats for youth on decision-making bodies, and ensuring that young women are engaged and encouraged to participate.

Figure 2
Youth engagement in the programme cycle

SOURCE: Diagram by the authors.

GENDER CONSIDERATIONS

Gender considerations should be included in each step of the programme cycle in order to highlight the different constraints, resources and preferences of young women compared to men, and to inform the design of interventions and activities, including dedicated activities to support young women where needed. In particular, note the following:

Access to resources: land, water, energy, equipment, finance, information, training, technologies, etc. Some tips:

- when partnering with landowners to allocate land to youth, ensure a percentage is for young women;
- consider the opportunity to invest in time and labour-saving technologies, especially those that reduce young women's burden from water and fuelwood collection;
- consider access to information and other resources on topics that can affect young women's entrepreneurship, such as delayed marriage, family planning and reproductive health.

Perceptions and norms: take into account that certain jobs are more socially and culturally acceptable or are not acceptable for young women and men; how communities, institutions and business perceive female and male youth as possessing different skill sets and becoming entrepreneurs; laws and customary practices. Some tips:

- raise awareness of families; and
- collaborate with local leaders to support equal opportunities for both girls and boys.

Participation: Participation of women may be affected by issues including mobility constraints, safety issues, availability and allocation of time for training (household responsibilities and workload, access to childcare services) which are important to understand and consider. Some tips:

- where possible, conduct meetings and training sessions in villages or close by, and if not possible, provide safe transportation support;
- when conducting consultations, organize mixed and non-mixed focus groups, so that both young women and men have a space to express themselves freely;
- consider schedules in a context-appropriate way;
- make sure there are both male and female facilitators and trainers;
- provide childcare facilities; and
- sensitize families to the importance of young women's participation.

CONSIDERATIONS FOR YOUTH AGED 15 TO 17 YEARS

Youth aged 15 to 17 years have reached the legal working age which is set between 14 and 16 years old in most developing countries. Agriculture is one of the most hazardous sectors and this age group is particularly vulnerable to being engaged in hazardous and harmful work. As this is also a critical age for physical and mental development, combining their cognitive and non-cognitive skills will build the confidence required to become entrepreneurs or continue to higher education. This group often falls through the cracks of youth employment interventions. Through careful targeting, programmes can offer this youth group access to capacity-building, vocational guidance and

decent and age-appropriate work opportunities.⁵ This is of particular importance because investing in youth early has proven to be more cost-effective, and increases their chances of gaining access to decent employment in the future. When designing youth-sensitive interventions, consider in particular the following:

- the family dynamic for this cohort is especially important given that most decisions for these youth are made by their families. It is important to work with the family unit to raise awareness and gain their support;
- focus on encouraging them to reflect on their future and to identify opportunities around them;
- build their capacities to eventually set up their own economic activities or access decent wage jobs;
- include awareness raising activities on health and safety issues to prevent child labour.

ADDITIONAL CONSIDERATIONS TO ENSURE INCLUSION

It is important to ensure that the available modalities to participate in an activity do not inadvertently exclude anyone. When designing youth-sensitive interventions, consider in particular the following:

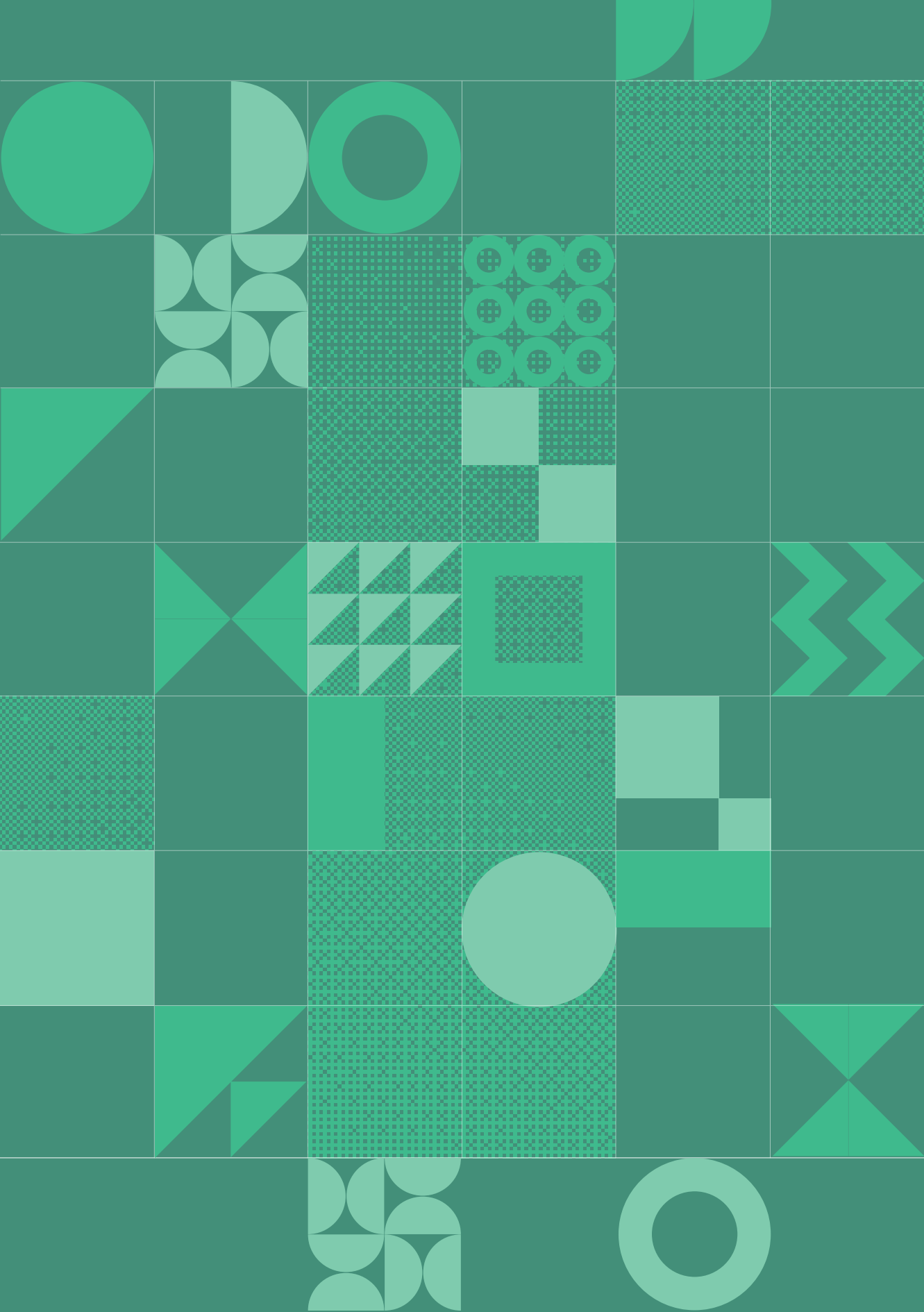
- assess how the criteria to benefit a programme's activity are not excluding some youth. For example, if one activity requires participants to provide a certain amount of cash or in-kind contribution, or requires travel to a training centre, it is important to evaluate whether these features will exclude some youth, or if there is a risk of elite capture;
- where relevant, consider smaller contributions and use quotas to ensure that there is equal participation of young women and men in the interventions;
- where needed, develop dedicated activities to support and empower specific groups, such as young people with low levels of literacy and young people with disabilities.

Useful references

- DFID-CSO Youth Working Group. 2010. Youth participation in development. A guide for development agencies and policy makers.
- FAO. 2021. Empower youth to invest in agriculture and food systems. FAO elearning Academy. Rome.
- Blum, R., Feige, D. & Proctor, H. 2018. *Feed the Future project design guide for youth-inclusive agriculture and food systems: Volume 1 - project design*.
- USAID. 2014. Youth engagement in development: effective approaches and action-oriented recommendations for the field.
- USAID. 2020. Youth Advisory Council: eight steps to consider before you engage.

⁵ Examples of this are FAO and ILO e-learning courses titled "Promoting youth employment and reducing child labour in agriculture" (<https://elearning.fao.org/course/view.php?id=389>).





Chapter 2

Assess and pre-design

A proper analysis of the context (political, institutional, economic, socio-cultural, agro-ecological, etc.) is key to gaining a better understanding of opportunities and challenges, and forging consensus around investment options. This requires input from all relevant stakeholders, including government institutions, development partners, youth, producer organizations and the private sector.

This chapter provides guidance on the first phase of a programme cycle, assessment and pre-design, which is divided into seven steps. These steps are connected and can be pursued consecutively, in parallel or in a different order, depending on an organization's own processes. Some organizations may focus more on one step than another.

Some examples of key actions to consider, guiding questions, tools and country cases are provided for each step, where relevant. Not all of the questions can be answered during the pre-design phase, but they can be considered with a view to identifying further studies or research necessary to inform the programme design.

Overview of steps in assessment / pre-design

STEPS	
1	Identify and engage with key stakeholders
2	Identify and analyse policies, strategies, laws and incentives that are relevant to agricultural investments and to youth
3	Assess the socio-economic situation of youth, with a gender lens
4	Conduct a youth-sensitive agrifood systems analysis – with a nutrition and gender lens
5	Develop a youth-sensitive theory of change (ToC)
6	Develop a youth-sensitive results-based framework (RBF)
7	Estimate costs

Figure 3
Overview of steps in assessment / pre-design
 SOURCE: Diagram by the authors.

1	<p>This step is about who should be involved in the design of the programme, and how. It provides guidance on how to identify the main stakeholders responsible for, or involved in, the promotion of youth employment in agrifood systems, examples of tools and processes to engage with those</p>	<p>stakeholders and their respective roles and responsibilities, existing coordination mechanisms and potential synergies. It highlights the importance of sharing and aggregating information on existing interventions to avoid duplication, and to identify ways to reinforce or complement relevant programmes.</p>
2	<p>This step is about a better understanding of the enabling environment: how the overall policy and legal frameworks empower, protect and facilitate youth engagement in the agrifood system, identify potential gaps or limitations that could adversely affect youth employment and agri-entrepreneurship, and create</p>	<p>barriers to interventions targeting youth. It provides concrete examples and guiding questions for a participatory assessment of the environment within which the investment programme will be implemented.</p>
3	<p>This step focuses on identifying the different youth groups the programme intends to target, their situation, challenges and aspirations. It provides guidance on how to assess the characteristics of different youth groups, their challenges and aspirations, and livelihood dynamics. These are</p>	<p>shaped by an intersection of multiple factors including age, gender, health, disability, wealth, location, ethnicity, access to assets and resources, rural/urban location, youth migrants, youth in fragile contexts.</p>
4	<p>This step provides guidance and references on how to integrate a youth lens into value chains and agrifood systems analysis to identify profitable segments that may attract youth (relevance and accessibility), and what is needed to support youth in becoming entrepreneurs or taking advantage of</p>	<p>employment opportunities in those segments. It also highlights the importance of assessing the targeted areas in relation to economic actors, market demand, service providers, infrastructure, linkages between rural and urban areas, etc.</p>
5	<p>This step provides examples of what a youth-sensitive ToC could look like and how to integrate a youth lens in the ToC of an agricultural investment programme. It answers the questions: what does the programme want to achieve for what group of youth, and how to achieve this?</p>	
6	<p>This step shares examples of what a youth-sensitive RBF could look like and how to integrate a youth lens in the RBF of an agricultural investment programme at the different levels of outputs, outcomes, risks, and indicators. The RBF will be fine-tuned and adjusted during the design phase.</p>	
7	<p>This step provides examples of general categories that are common in programmes aimed at supporting youth employment. Costing provides important information to rank options for addressing developmental problems and opportunities. The costing will be fine-tuned and adjusted during the design phase.</p>	

1

Identify and engage with key stakeholders

Objective

Identify the main stakeholders responsible for, or involved in, the promotion of youth employment in the agrifood systems and their respective roles and responsibilities. Stakeholder mapping and analysis are also useful to understand levels of influence, potential resistance and conflicts of interests, and synergies among stakeholders, as well as existing multi-stakeholder coordination mechanisms.

This step is important to determine where to collect information and who to engage throughout the project cycle, and to ensure that the programme design is realistic and optimizes the potential for win-win outcomes. Individuals, groups and institutions are likely to have differing priorities, needs, interests and preferences for investments and development interventions. This step can be implemented in parallel with Step 2 - Identify and analyse policies, strategies, laws and incentives that are relevant to agricultural investments and to youth.

Box 1

Examples of key stakeholders

Depending on the country context and the scope of the programme, stakeholders may include:

- Ministries (such as agriculture, labour, youth, women affairs, technical and vocational education training, land, economy, trade and social protection).
- Youth-led organizations and networks.
- Development partners supporting agriculture value chains and youth employment (especially if they have programmes in the same targeted areas).
- Agricultural research institutions.
- Local communities.
- Media.
- Service providers that provide goods and Services to young people such as NGOs.
- Youth-led organizations.
- Producer organizations.
- Small and medium agro-enterprises.
- Agribusiness incubators.
- Trade unions.
- Microfinance institutions.



KEY ACTIONS AND GUIDING QUESTIONS TO CONSIDER

A

Identify the different categories of public, private (including financial institutions) and civil society stakeholders involved in supporting/ investing in youth and agrifood systems issues.

- Who are the main actors, including youth-led organizations?
- At national and decentralized levels?

B

Assess their roles and responsibilities, and contribution to youth empowerment in agrifood systems. What is their level of influence?

- Are there any lessons learned on what is working and what are the gaps?
- From the youth perspective, what types of support do youth get/expect from different stakeholders (from their communities, to governments, development and private partners)?

C

Assess their interests (youth as level of priority) and their perception of the main opportunities and challenges faced by youth in engaging in agrifood systems.

D

Identify potential conflicts of interest among stakeholders, potential resistance to certain interventions and actions to minimize those challenges.

E

Identify existing partnerships and coordination mechanisms between ministries and between the public and the private sector, including youth organizations. Consider different territorial levels: national, subnational, watershed level and different mechanisms (councils, inter-ministerial working groups; multi-stakeholder committees, working groups or other platforms).

- Are those partnerships/coordination mechanisms inclusive?
- Do they include youth? Which youth?

F

Identify existing programmes supporting youth in agrifood systems to avoid duplication and explore potential synergies.



How (methods/tools)

Desk research, consultations and interviews with key stakeholders, including youth organizations (when relevant and possible, consult with young women and men separately). This step can also be carried out as part of multi-stakeholder discussions/workshops.

Stakeholder analysis can be done using mapping tools such as the Venn diagram to show relations, levels of powers and influence between stakeholders, scorecards.

Useful references

- FAO. 2011. *Social analysis for agriculture and rural investment projects*. Rome. www.fao.org/capacity-development/resources/practical-tools/capacity-assessment/stakeholder-mapping-tool/en/ and www.fao.org/3/i2816e/i2816e00.htm (see Field Guide Annex of tools).
- FAO. 2018. *Empowering youth to engage in responsible investment in agriculture and food systems: Rapid capacity assessment tool*. Rome.
- Integrated Country Approach Tool to conduct a context analysis on decent rural employment at country level.
- OECD. 2017. *Evidence-based Policy Making for Youth Well-being, A Toolkit* (see Chapter 5 Assessing the broader youth environment). OECD Development Policy Tools. Paris, OECD Publishing.



Country example

FAO-supported Learning Programme "Creating an enabling environment for responsible investment in agriculture and food system," Senegal; FAO-supported project "Supporting responsible investment in agriculture and food systems," Tunisia ([see annex ii](#)).

Identify and analyse policies, strategies, laws and incentives

Objective

Understand how the overall policy and legal frameworks empower, protect and facilitate youth engagement in the agrifood system; furthermore, identify potential gaps or limitations that could adversely affect youth employment and agri-entrepreneurship, creating barriers to interventions targeting youth. This step can be implemented in parallel with Step 1- Identify and engage with key stakeholders.

Box 2

Examples of relevant policies and strategies

Policies, strategies, laws and incentives relevant to agricultural investment and youth may include:

- National youth specific policies.
- Employment policies.
- Agricultural policies.
- Investment plans (e.g. National Agriculture and Food Security Investment Plans NAIPS, in line with the Comprehensive Africa Agriculture Development Programme CAADP) and incentives targeting young entrepreneurs.

They may also include specific measures for youth or measures that youth can benefit from, such as those related to rural development, access to land or water, agricultural inputs, finance, education and vocational training, in addition to incubation, trade and exports, migration and social protection; also, policies and investments that contribute in a broader way to local economic growth and decent jobs creation.



KEY ACTIONS AND GUIDING QUESTIONS TO CONSIDER

A

Identify and analyse the main national strategies, policies, laws and incentives relevant to agricultural investments that include specific measures for young people.

- Are considerations of these actions related to different youth groups (age, gender, education levels, disability, location, etc.) and is decent work addressed?
- What is the status of their application and implementation?
- How will/could the programme investment contribute to their full implementation?

B

Identify national strategies, policies, laws and incentives that may inadvertently discriminate against youth.

- Are there any major youth employment-related issues that are not addressed by current agricultural policies and legal frameworks?
- What changes should be made to ensure that they support youth engaging in agriculture sector?
- How will the programme mitigate these limitations? (For example, legislation that stipulates that the allocation of loans be conditional based on the existence of a collateral may de facto exclude young people; on the other hand, introducing quotas for products made by young agri-entrepreneurs in public procurement contracts can stimulate expansion in emerging agribusinesses).

C

Where relevant, identify the regional strategies, frameworks and incentives relevant to youth employment in agriculture and agribusiness that may influence the design and implementation of the investment programme.

D

Identify the parties involved in the development and review of those strategies, policies, laws and incentives and those who are not involved, but should be.

- Are youth and youth organizations involved? Which cohorts of youth?
- What entities and actors are not currently involved, but should be?
- What constraints need to be overcome to ensure their participation?

Box 3

Ensuring inclusivity during multi-stakeholder workshops

When organizing a multi-stakeholder workshop for Steps 1 and 2, ensure inclusivity by including all relevant stakeholders with a special focus on youth, such as young women and men farmers and agro-entrepreneurs; youth organizations; producer organizations; indigenous groups; youth with disabilities and/or special needs; relevant ministries; extension services; civil society involved in youth, agriculture and/or rural development issues; financial institutions; private

companies; and universities and academic institutions. Where possible, aim to have youth comprise **at least one-third of the participants**, as “minority representation needs to be above a certain critical level” to have an impact on discussions and “a single member with a divergent view will be less heard and may become reluctant to contribute her or his divergent view” (Hemmati, 2001).



How (methods/tools)

Desk research and interviews with key stakeholders, including youth organizations; this step can also be done together with Step 1 as part of multi-stakeholder discussions or workshop using the tools mentioned below in “Useful references.”

Useful references

- FAO. 2018b. Empowering youth to engage in responsible investment in agriculture and food systems: Rapid capacity assessment tool. Rome;
- FAO. 2014a. Decent Rural Employment Toolbox: Tool for conducting a context analysis on decent rural employment at the country level;
- OECD. 2017. *Evidence-based Policy Making for Youth Well-being: A Toolkit*, OECD Development Policy Tools. Paris, OECD Publishing (see Chapter 5-Assessing the broader youth environment; Policy inventory and Social norms which can impact youth involvement in agrifood jobs).



Country examples

National Strategy for Youth Involvement in Agriculture (NSYIA) 2016-2021, United Republic of Tanzania ([see annex iii](#));

Land loans for young people - Agricultural Investment Promotion Agency, Tunisia ([see annex iv](#)).

Analyse the situation of youth

Objective

Understand the characteristics of different youth groups, their needs and aspirations, and livelihood dynamics (including youth migration) in order to guide investments, including targeting, priority interventions, and institutional mechanisms and coordination.



Keep in mind

The level of disaggregation and depth of information collected and analysis depends on whether a programme is youth-focused, or youth-sensitive (a relevant analysis of the situation of youth can be carried out as part of a social analysis). In both cases, particular attention should be given to how gender and other dimensions interact to exacerbate inequalities, and how the programme should address those inequalities during the project design process and implementation.



KEY ACTIONS AND GUIDING QUESTIONS TO CONSIDER

Collect data on the following:

A

The characteristics of youth, such as gender, age, education, poverty level, geographical distribution, food and nutrition security level, dynamics of livelihoods for different youth groups and access to and control over assets and resources.

- What is the share of working poverty among the youth?
- Are certain cohorts more affected by poverty, nutrition and food security related issues?

B

Youth aspirations and innovation potential.

- What are their aspirations in relation to working and living conditions, to income (for example, regarding the national minimum or living wage)?
- What are their own projects?

C

Youth participation in the agrifood system (this is also an opportunity to identify youth “champions” and successful young agri-entrepreneurs).

- What is their employment status? (e.g. unemployed, Not in Education, Employment, or Training (NEET), wage/entrepreneurship, formal/informal)?
- What economic sectors and sub-sectors are youth engaging in? (agricultural sub-sectors, on and off-farm)?
- Are there gender differences? What activity is most attractive to them? Do young women have the same opportunities as young men?

D

Youth access to resources and livelihood assets⁶ – land, financial services, training, technologies and equipment, information about training opportunities and support schemes, social capital (formal and informal groups and networks), and the challenges they face (mobility, early marriage, social and cultural barriers, and engagement in hazardous work).

- What kind of knowledge or skills do they possess (including indigenous knowledge on resource management, literacy and numeracy, business skills and, knowledge on nutrition)?
- How have they been able to access such necessities as land, finance and, mentoring services, or why have they not been able to access them?
- Are there disparities between young men and women in terms of access, key challenges and risks?

6 FAO. 2011. Livelihoods, institutions and vulnerability analysis (see in particular Chapter 3).

E

Youth access to service providers.

- What are the service providers/support services available to assist youth in building their employability skills, finding a job or starting a business in the agrifood system (finance, extension, incubation, formal/informal mentoring, apprenticeship, etc.)?
- How, and to what extent, can different cohorts of youth access those service providers or support services (based on age, gender and proximity)?

F

Risks faced by youth.

Risks and vulnerabilities experienced by youth are heterogeneous. Some risks notably driven by stochastic shocks such as climate change, fragile contexts (political instability and conflicts), and crisis such as the COVID-19 pandemic, may lead to radicalization, migration, forced displacement, loss of livelihoods, food insecurity and poverty. This is particularly of relevance as social protection coverage is largely limited to workers in the former economy, leaving the most vulnerable, in particular those in rural areas, without any form of social protection.⁷ Other risks may relate to more idiosyncratic shocks, such as hazardous work, in particular risks of child labour for young people aged 15-17, household shocks leading to labour deficits and increased child-headed households. Understanding risk is key to designing appropriate investment interventions for youth that not only build their resilience and do no harm, but also support sustainable livelihoods.

- What are risks affecting young women and men? Look at different youth cohorts and their specific vulnerabilities such as those living in rural and urban areas, young migrants, displaced and refugees?

G

Identify existing youth organizations and networks to access information, resources and support (e.g. participation in a group, youth-led organization or producer organization); youth wing in producer cooperatives; and diaspora associations with youth representation.

H

Where relevant, collect data on the factors compelling youth to migrate or to join armed groups.

- Is there an immigration or outmigration trend in the area?
- Do sectoral policies include assessments and diagnostics of the determinants of rural migration?
- Are certain socio-economic, age or gender groups more affected by migration than others? Are there mechanisms in place to support the reintegration of returnee youth, including in rural areas?

⁷ See ILO. n.d. Social protection in Africa. www.ilo.org/africa/areas-of-work/social-protection/lang--en/index.htm

Box 4

Understanding youth in specific contexts to inform interventions

MIGRANT YOUTH

Migrants play a substantial role in agrifood systems.⁸ In sub-Saharan Africa, a large number of households have at least one internal migrant, many of whom are rural youth. Rural migration, including circular and seasonal migration, is often not accounted for in national policies, strategies and programmes for agricultural and rural development. While youth are more likely than adults to migrate between places and sectors of work – pluriactivity and plurilocality (United Nations, 2019b) – there is little evidence at the national level about determinants of youth migration and its impacts on agriculture. A crisis, such as the COVID-19 pandemic, affects the movement of people within and across countries, which has an impact on agricultural supply chains through shortages of migrant labour for the production, processing and distribution of food. As young migrants are more likely to hold informal and precarious jobs, they face greater risks of unemployment and increased poverty often without access to support and social protection (FAO, 2020b and 2020c). On the other hand, migrants contribute to economic development through skills, knowledge and technology transfer, as well as through their consumption, investments and remittances. It is important to understand, account for and enhance the positive aspects of migration, especially harnessing the innovation potential of young migrants, and including migrants in rural development strategies, as well as in response and recovery measures in times of crises (Mercandalli and Losch, 2017).

Collecting data on youth migration, its drivers, hotspots, determinants and impact will inform the design of appropriate interventions, such as those aimed at creating decent employment or providing entrepreneurial opportunities for youth. The objective is to create the conditions for youth to have the option to remain in their communities of origin, or to receive adequate knowledge and "transferable" skills to access decent employment when migrating.

It is important to disaggregate migrant youth based on gender, age, and their different characteristics and needs, taking into account their aspirations. It is also important to facilitate the economic and social integration of migrants and displaced persons in the host communities and their peaceful coexistence by improving livelihoods for all (for example the United Nations Kigoma Joint Programme in the United Republic of Tanzania, [see annex v](#)), and boosting employment and entrepreneurship opportunities as alternatives to migration, while also strengthening links with existing social protection systems (see example of FAO project Rural youth migration, social protection and sustainable value chains in Kenya).¹⁰

The Rural Migration in Tunisia (RuMiT) research addresses the determinants of migration and mobility, the patterns and types of rural youth outmigration and the impact of rural youth migration on rural livelihoods and societies in origin regions in Tunisia (Zucotti *et al.*, 2018).

8 A migrant is any person who is moving or has moved across an international border or within a state away from their habitual place of residence, regardless of: (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is (United Nations, n.d.)

9 See FAO, 2022. Decent Rural Employment. Rome. <http://www.fao.org/rural-employment/resources/detail/en/c/1143389/>

YOUTH IN FRAGILE AND POST-CONFLICT CONTEXTS

Instability and insecurity make it even harder for youth to gain access to employment opportunities and may lead to increased risks of radicalization, negative coping mechanisms, or migration in search of better prospects.

Investing in agricultural livelihoods is a key step towards ensuring peace and stability. **Programmes need to be designed with a holistic approach, bridging the humanitarian-development and peace nexus while increasing youth skills, employability and opportunities in agriculture. This requires collaboration and partnerships across ministries and with different development partners.**

For example, the project "Building resilience in the Sahel Region through job creation for youth"¹⁰ in Burkina Faso, Chad, Mali, Mauritania and the Niger works along the humanitarian, development and peace nexus and aims at building resilience and social cohesion among youth, while improving their livelihood stability through innovative approaches to increase their access to sustainable employment opportunities. The approach includes a range of rapid employment generation schemes to improve the livelihoods and economic opportunities of youth in the short term, while also investing in long-term employment opportunities.

Working closely with national and local level government agencies and building their capacity to attract youth-focused investments in agriculture is also central to creating an enabling environment for attracting investment and ensuring that youth employment and entrepreneurial opportunities are sustainable. A further example from Somalia, the "No piracy: Alternatives for youth living in coastal communities of Puntland, Galmudug and Mogadishu" project, also known as the Coastal Communities Against Piracy (CCAP) Project, was designed to reach out to youth living along the coast to support them in building livelihoods in the fisheries sector and not fall into piracy.

Lastly, the *Junior Farmer Field and Life Schools (JFFLS)* methodology was developed specifically for young people. The methodology has been adapted for fragile contexts and within various Disarmament, Demobilization and Reintegration (DDR) programmes in the Democratic Republic of Congo, Sudan, and South Sudan to increase employment opportunities for disadvantaged and vulnerable youth in the conflict and post-conflict situation. A special focus was put on demobilized young soldiers, while giving them the required psychosocial support for a healthy reintegration into their communities.

¹⁰ For more information about the project, see FAO. 2021. *Building resilience in the Sahel Region through job creation for youth – Bridging the humanitarian-development nexus in the context of fragility*. Rome. <http://www.fao.org/3/cb4959en/cb4959en.pdf>



How (methods/tools)

- desk research including national population census and/or household surveys with an employment module, labour force surveys, school-to-work transition surveys and ILO YouthSTATS, UNESCO Institute for Statistics database (literacy)¹¹ and reports from youth employment programmes. Where needed, conduct a dedicated quantitative and qualitative survey in the area targeted by the programme;
- focus group discussions with young women and men. Consider meeting young women and men separately to gain a better understanding of their different constraints and perceived opportunities. These can be followed by more detailed and in-depth interviews with selected participants;
- interviews with representatives from relevant ministries, development organizations, and international financial institutions implementing programmes targeting youth in the agrifood system, civil society and non-governmental organizations involved with youth, producer organizations, community leaders and others identified during the stakeholder mapping.

Useful references

- FAO. 2011. *Social analysis for agriculture and rural investment projects*. The Practitioner's Guide. 72 pp. Rome;
- Blum, R., Feige, D. & Proctor, H. 2018. *Feed the Future project design guide for youth-inclusive agriculture and food systems*; Volume I – Project design. Section 3.4 offers a set of youth analysis framing questions;
- FAO. 2016a. *Addressing rural youth migration at its root causes: a conceptual framework*. Knowledge materials.

¹¹ For other suggestions on data sources for youth employment and education, see OECD (2017) (Table 3.A1.2 and 3.A1.3, pp. 89 and 90).

Conduct a youth-sensitive agrifood system analysis

Objective

Identify where employment opportunities exist in agrifood systems, within areas targeted by the programme, in particular those segments that may attract youth, and what is needed to support youth to become entrepreneurs and take advantage of employment opportunities. This will facilitate the identification of priority areas for the investment programme.



Keep in mind

Agrifood systems is a very broad area to review. In practical terms, programmes can apply a youth lens to a value chain analysis and combine it with a geographic approach. Many tools deal with value chain analysis, but few of them specifically integrate a youth employment dimension (see some references in ‘tools/methods’). A few key points to keep in mind:

- Some programmes may consider the integration of a **youth criterion** for the value chain selection (such as a high-potential value chain with a concentration of youth).
- They could take into account the **food and nutrition situation of the geographic area** (review market opportunities, while enhancing the food and nutrition security of populations).
- Some programmes may focus on employment opportunities along **global value chains**; others may focus on strengthening **local value chains** with opportunities for value addition and employment creation (on-farm and off-farm: processing, packaging, marketing) and improved linkages between rural, peri-urban and urban areas.
- **Disaggregation is important:** as much as possible, disaggregate information for youth 15-17 years, 18 years and above; gender; level of education; other disaggregation criteria may be relevant depending on the context.

Reviewing a value chain usually involves looking at a combination of the following:

- the core value chain: actors who produce and procure products from the upstream level, add value to the product and then sell it at the next level;
- the extended value chain providers of inputs, finances and other services that support the activities of value chain core actors;
- the linkages between those actors along the value chain;
- the broader enabling environment (natural elements and societal elements, such as policies and regulations, socio-cultural norms, infrastructure and organizations).



KEY ACTIONS AND GUIDING QUESTIONS TO CONSIDER

A

Identify high-potential value chains to apply a youth analysis.

An assessment of existing data and research, agricultural investment programmes, and government priorities could function as a guide for this initial selection. When selecting the value chain(s), consider the feasibility and impact dimensions (economic, environmental, social). In certain cases, invest in conducting a value chain analysis for a specific product or in a specific geographic area (see “tools/methods”).

B

Apply a youth lens to the value chain(s) selected in order to decide which value chain has the most potential to benefit youth (relevance, attractiveness, accessibility).



Country examples

Youth-sensitive market analysis - United Nations Joint Programme on Youth Employment, United Republic of Tanzania (see annex iii);

The Coffee Value Chain analysis – Opportunities for youth employment in Uganda (Mwesigye and Nguyen, 2020).

Some of the elements to consider include the following:

*

Assess how young people are already engaged in the value chain.

- To what extent are young people involved in this value chain? Or which value chains are youth most interested in participating?
- Where and how are young women and men engaged in the value chain? In which segments are they involved? What is their role in the segments: are they workers or entrepreneurs?
- Under which conditions are they involved in the value chain?

*

Assess existing economic opportunities.

- What opportunities are available to youth? In which nodes of the value chain are the opportunities available?
- To what extent does this value chain feature missing value chain links that represent opportunities for entrepreneurship?
- Are these opportunities attractive and accessible to young people such as low start-up capital, rapid cash return, skills requirements?
- To what extent are lead firms and other key actors in the value chain favourably disposed to working with young people?



Identify gaps and constraints faced by youth.

- What knowledge and skills do young women and men have? Which skills are they missing to enhance their businesses or to attain better job opportunities?
- What other constraints do youth face to engage in and/or upgrade in identified value chains (assets)?
- To what extent does the involvement of young people in the value chain depend on group formation? How can the programme address these constraints?



Identify existing service providers and the quality of services provided to youth.

- What support services are available to assist youth in building their capacities and starting businesses (training, incubation, financial services, etc.)?
- How and to what extent can different cohorts of youth access those support services (proximity, affordability, services tailored to the needs of young people)?
- Are relevant learning opportunities available and accessible to allow young women and men to strengthen technical and business/entrepreneurial skills? on group formation? How can the programme address these constraints?



Assess the comparative advantages of the geographic area that the programme is targeting in terms of local food demand, road and market infrastructure, economic fabric, rural/urban linkages.¹²

- What types of job and business opportunities could support the development of the value chain(s) identified and attract youth (new farm and off-farm, related to new technologies, etc.)?
- Is the private sector willing to hire young women and men?
- How will the programme support youth in efforts to capitalize on those opportunities? Or what opportunities for linkages and collaboration with other investment programmes are accessible?



Country example

German Development Agency-supported Promotion of Sustainable Agriculture and Rural Development programme, Agripreneur 2.O component, Tunisia. A business-opportunity study was carried out at the beginning of the programme to identify viable business opportunities for youth along specific regional agricultural value chains. The involvement of the private sector was critical in the identification of relevant market opportunities (see annex vii).



Where relevant, identify opportunities to create green jobs along the value chain(s) and related capacity and investment needs.



Identify opportunities to leverage or collaborate with other existing investment programmes.

¹² On territorial approaches, see Losch, 2016; OECD, FAO and UNCDF, 2016.

The results of applying a youth lens to a value chain analysis are useful for design activities to support young people and can be used to inform young agri-entrepreneurs on business opportunities.



How (methods/tools)

- desk research; expert interviews;
- field studies, focus group discussions and local workshops; when consulting with youth, meet young women and young men separately to understand the different constraints and opportunities these two groups encounter.

Useful references

- Making Cents International. 2014. *Inclusive value chain analysis and development: a concise handbook*;
- USAID, n.d. Youth in the Agrifood System [online] www.youthpower.org/resources/feed-future-project-design-guide-youth-inclusive-agriculture-and-food-systems-volume-i-project-design;
- ILO. 2016. *Guideline Value Chain Development for Decent Work, Second Edition*. Geneva, ILO;
- Farole et al. 2018. World Bank Jobs in value chains survey toolkit;
- UNIDO (United Nations Industrial Development Organization) and FAO. 2018. Accelerator for Agriculture and Agroindustry Development and Innovation (3ADI+), a joint value chain and market systems development programme;
- FAO. 2018a. *Developing gender-sensitive value chains - Guidelines for practitioners*;
- Cruickshank et al. 2022. *Youth-sensitive value chain analysis and development. Guidelines for practitioners*;
- WFP (World Food Programme). 2016. Gender analytical framework for assessing value chains;
- IFAD. 2018. *Nutrition-sensitive Value Chains: a guide for project design*. Rome, IFAD;
- FAO. 2017. *How can value chains be shaped to improve nutrition?* Global Forum on Food Security and Nutrition. Summary of the online consultation no. 138. Rome;
- USAID. 2017. *Climate Risk Screening and management tools* [online]. Washington, DC. www.climatelinks.org/resources/climate-risk-screening-and-management-tools;
- Pyburn et al. 2015. *Unleashing potential: gender and youth inclusive agrifood chains*. KIT Working papers 2015-7. www.kit.nl/wp-content/uploads/2019/10/SNV-KIT_WPS_7-2015.pdf

The results of Step 3 and Step 4 provide useful information to make recommendations on initial pre-geographic and social targeting at this stage. These are validated and fine-tuned during the design phase (Chapter 3).

Develop a youth-sensitive theory of change

Objective

Clearly define the goal/end result of the programme and describe the intended path(s) to achieve this goal, based on the results of the previous analysis.



Keep in mind

The extent of youth considerations in the ToC depends on whether the programme is youth-focused or youth-sensitive. It is intended to evolve and to be fine-tuned during the design phase. The ToC will be the basis for developing the RBF and measuring the impact of the programme. There is no standard format for a ToC, but it usually includes a diagram and the following considerations:

- the desired goal (or end result/objective) the programme is expected to contribute to, based on the problem analysis;
- the pathway(s) that will lead to the desired goal (outcomes, outputs);
- a description of how and why the pathway(s) will contribute to the desired goal; and
- the assumptions and the risks underlying the pathway(s).



KEY CONSIDERATIONS TO DEVELOP A YOUTH-SENSITIVE THEORY OF CHANGE

GOAL/IMPACT

What are the intended goal(s) of the programme with regard to improving the situation of youth?

The impact can specify whether the programme is dedicated to youth, which particular group (e.g. rural youth, educated youth and young women), and the geographic area targeted. If the programme is not youth-focused, youth may or may not be mentioned at this level.

OUTCOMES

What changes in the situation of youth need to happen to achieve the goal of the programme?

What changes in the situation of youth need to happen to achieve the goal of the programme? The outcome(s) may include, among others, changes in access to new opportunities and resources, behaviours, economic and material conditions and social and economic status that will contribute towards achieving the programme's goal(s). Usually a change can only be measured after a certain period of time following the implementation or at the end of the programme.

The choice of the outcomes depends on the programme's goal(s) and the pathway chosen to support youth. There may be different pathways for different groups to attain decent wage jobs or to take advantage of entrepreneurship opportunities in a specific value chain or in the broader food system.

OUTPUTS

What needs to happen to achieve the programme's outcomes?

The outputs may include: capacity-building, access to assets, goods and services, development of tools, providing the conditions necessary to achieve the outcome(s). They are a direct consequence of activities. A programme can have different outputs for different youth groups, in accordance with the outcomes.

ASSUMPTIONS

What are the assumptions underlying the pathway and interventions envisaged?

For example, entrepreneurship programmes that combine training, coaching, financial inclusion, market linkages and networking, among other support services, have been found to be particularly effective in helping young small-scale entrepreneurs to succeed (IFAD, 2019b). See the example of the youth-focused programme Agri-Jeunes Tekki Ndawii in Senegal discussed below.

RISKS

What are the potential constraints and risks that may undermine the performance of the programme?

These may be internal and external risks. Internal risks may include delaying the implementation of the programme and funding limitations. External risks may include economic distress, climate-related shocks, political instability or health outbreaks (e.g. the COVID-19 pandemic).

The youth-focused project Agri-Jeunes Tekki Ndawñi in Senegal¹³

took a “graduated approach to entrepreneurship” - orientation, inclusion, business. This approach was designed based on an analysis of the young people targeted by the programme and the identification of barriers they faced. It includes a set of support packages to gradually move different cohorts of youth from “exclusion” into attractive and profitable employment in rural areas.

It also highlights the importance of strengthening the local “eco-system” of service providers (see Figure 4).

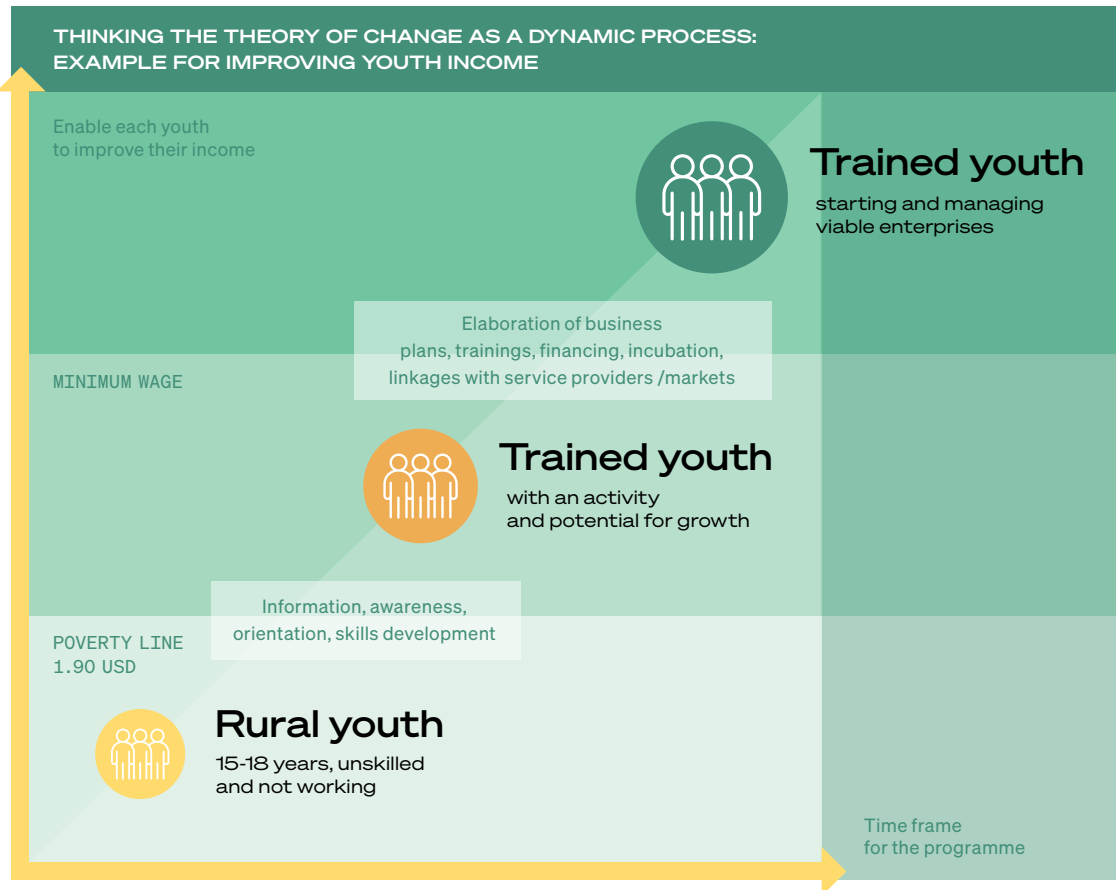


Figure 4
Example of a graduated approach to support rural youth

SOURCE: IFAD, 2019b.

The approach developed for the project forms the basis for elaborating a theory of change. The key elements of a youth-sensitive theory of change are presented in figure 5.

¹³ For further information about the project, see IFAD. 2019. *Projet d'appui à l'insertion des jeunes ruraux agri-preneurs. République du Sénégal*. <https://webapps.ifad.org/members/eb/127/docs/french/EB-2019-127-R-34-Document-de-conception.pdf>. Note this document is in French.

EXAMPLE OF KEY ELEMENTS OF A YOUTH-FOCUSED THEORY OF CHANGE



Figure 5
Example of a youth-sensitive theory of change

SOURCE: Adapted from the IFAD-supported Agri-jeunes Tekki Ndawñi programme in Senegal.



How (methods/tools)

- multi-stakeholder workshop with young women and men, representatives from relevant ministries, development agencies and international financial institutions implementing programmes, private sector, farmers' organizations, etc.;
- problem tree approach (FAO, n.d.a).

Develop a youth-sensitive results-based framework

Objective

Develop an initial youth-sensitive RBF or logical framework based on the ToC. **A more detailed and adjusted RBF will be developed and validated during the design phase.**

The RBF gives a detailed description of the pathway developed in the ToC. It is usually shown as a matrix and used for monitoring purposes, as it includes indicators and means of verification (see the references on how to develop a RBF in “tools/methods”).

At this stage, a time frame for the programme may be envisaged, which will be validated and adjusted during the design phase. This helps to determine what is realistic and feasible for a strategic objective to be achieved. In some cases, a testing or pilot phase is more appropriate before a large-scale investment, or milestones may be set. A long timeframe is important for agriculture and agribusiness programmes to show impact; those programmes usually have a lifespan of at least five years, with shorter-term milestones and adjustments as needed.



EXAMPLES OF HOW TO INTEGRATE YOUTH CONSIDERATIONS INTO RESULTS-BASED FRAMEWORKS

GOAL

For a youth-focused programme, youth are specifically mentioned in the goal, e.g. rural young people (in the targeted area) have access to employment opportunities and attractive, well-paying jobs in agriculture and related enterprises.

If the programme is youth-sensitive, youth may or may not be mentioned in the goal at this level, e.g. improved food security and livelihoods of rural populations [of the targeted area].

OUTCOMES

For a youth-focused programme, youth are specifically mentioned in each outcome.

In the case of a youth-sensitive programme, youth are mentioned in at least one specific outcome. It is important to ensure that activities and resources are allocated to benefit them. The outcome can also include a clear reference to young women and men or other sub-groups, and should respond to the different needs and priorities of young women and men, as identified in the gender/socio-economic analysis.

Outcomes should be sufficiently disaggregated to clearly capture the improvement area and measure achievements. Some examples of integrating youth at the outcome level are the following:

- the rural population (in the targeted area), with a particular focus on young women and men, has increased access to food through more productive and better-paying jobs in the agricultural sector;
- producers, especially youth and women, and the agricultural producers' associations benefit from technical services and adequate support.

OUTPUTS

One example of integrating youth at the output level is the following: Young women and men have increased their business skills.

Some questions to ask: Do the outputs respond to the different needs and priorities of young women and men, as identified in the gender/socio-economic analysis? Are young women and men provided with equal opportunities to plan, participate and monitor the project's activities? Do the planned activities take into account the different situations of young women and men and other sub-groups where relevant (e.g. mobility constraints and need for childcare services)?

ACTIVITIES

Actions taken to reach the output.

One example of an activity could be: organize practical and on-the-job learning activities such as JFFLS, and support mentorships, internships and apprenticeships

INPUTS

Available resources to implement the activities, including budget and staff.

Indicators are performance measures, which indicate what is going to be measured.

Develop indicators for each outcome to measure progress during the implementation phase, assess quantitatively and qualitatively if the programme is moving in the right direction and how it is moving in that direction, and evaluate results achieved at the end of the programme (see Chapter 4 Implement, monitor, evaluate and capitalize for examples of indicators). Disaggregate data for each indicator at least by gender and age groups.

There are internal and external assumptions. Internal assumptions relate to factors under the control of the project that may hinder the performance of the programme, e.g. limited capacity of human resources. External assumptions relate to conditions outside the control of the programme, e.g. a political, environmental or health crisis.



Country examples: Youth-focused result-based frameworks

IFAD-supported Rural Youth Agripreneur Support Project (Agri-jeunes Tekki Ndawñi), Senegal; AfDB-supported ENABLE programme, Kenya (see annex viii).

IFAD-supported Development and Market Access Support Project (PADAAM), Benin (see annex ix).

There are various types of risks an organization can consider while designing an investment programme:

- Youth may not be attracted to agriculture: include activities to change youth mindsets, showcasing successful agri-entrepreneurs and opportunities across the agrifood system, including those related to nutrition issues.
- Agriculture is one of the most hazardous sectors: identify risks and hazards and consider preventive and corrective measures in collaboration with extension services and NGOs. These may include introducing awareness-raising and training on occupational health and safety, and measures against sexual harassment and violence against women.
- Crisis (COVID-19 pandemic, economic, agricultural, conflict and climate-related) can lead to loss of jobs and income, migration or displacement. These crises can also have an impact on child labour as a coping mechanism, increase time burdens for women and violence against women: identify potential linkages with social protection programmes, and other support programmes that can mitigate the impact of a crisis on youth and their families. This is crucial, especially under conditions in which young people do not have an official ID or participate in informal employment, and cannot benefit from public support schemes.



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How (methods/tools)

- use the ToC developed during the pre-design phase;
- multi-stakeholder consultations, including young women and men.

Useful references

- Roberts, D. & Khattri, N. 2013. *Designing a Results Framework for Achieving Results: A How-to Guide*. Washington, DC, World Bank.
- FAO. n.d.c. Results-based management. In: FAO Investment Learning Platform (ILP) [online]. Rome www.fao.org/investment-learning-platform/themes-and-tasks/results-based-management/en/
- FAO. 2016b. *Incorporating decent rural employment in the strategic planning for agriculture development*. Guidance material #3. Rome. www.fao.org/3/i5471e/i5471e.pdf.

FAO

7

Estimate costs

Objective

Provide an estimate of the programme's cost based on the initial RBF. At the conclusion of this stage, indicative costings can give an outline of the essential scope and design issues for a project, bearing in mind that these are still preliminary and require verification, greater detail and possible adjustments at the next stage of design.



Keep in mind

Costing provides important information to rank options for addressing developmental problems and opportunities, in terms of general categories and levels of resources required; cost estimates should be calculated in close collaboration and consultation with all stakeholders.



KEY ACTIONS AND GUIDING QUESTIONS TO CONSIDER

A

Identify items to be financed by the programme, including key expense categories for a youth employment intervention such as agricultural inputs, equipment, training, business incubators and coaching, grants and loans.

B

Quantify and estimate cost for each item and decide on phasing of different activities.

C

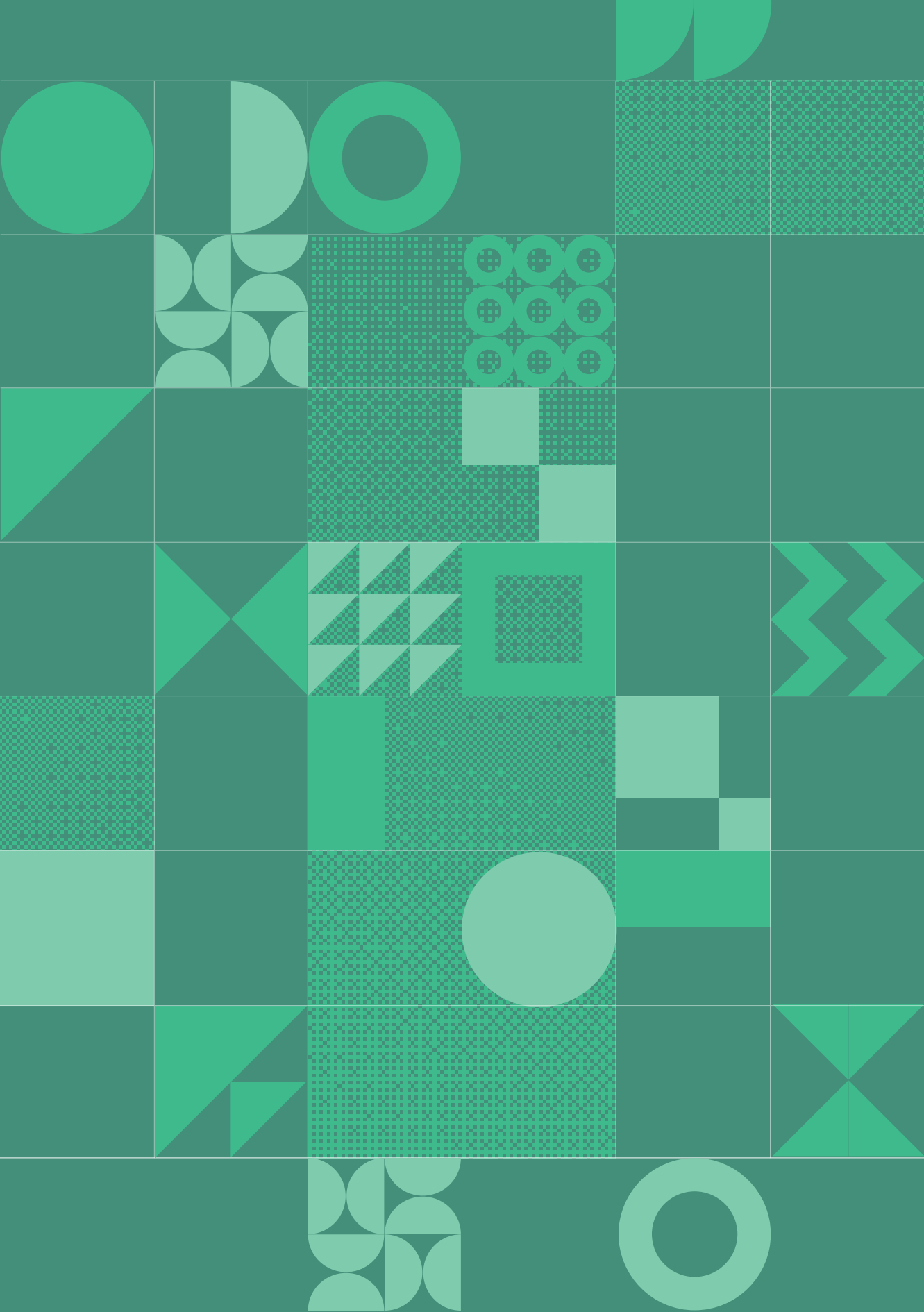
Identify financing and co-financing sources (partnership opportunities).

D

List further studies required to validate, adjust and detail the cost of the selected interventions, and to be carried out during the design phase.

E

In the case of a youth-sensitive programme, earmark funds for activities targeting youth and ensure that the allocation of financial and human resources is appropriate to address the youth dimension.



Chapter 3

Design

This chapter provides guidance on the overall design of a youth-focused or youth-sensitive programme. The design should be based in the data and information collected and analysed during the pre-design phase. Additional consultations with youth and relevant stakeholders are essential to fine tune, adjust and validate the targeting, RBF, interventions and costing.

Overview of steps in design

STEPS



Develop a youth-sensitive targeting strategy



Develop youth-sensitive activities



Define the implementation arrangements



Create linkages and synergies with other programmes

Figure 6

Overview of steps in design

SOURCE: Diagram by the authors.

8

This step provides examples of appropriate criteria to select the geographic area and the youth groups to be targeted by the programme, as well as references to explore different targeting mechanisms.

It reiterates the importance of transparency in the definition of those criteria and the need for direct consultations with youth, building on existing groups.

9

This step is divided into two sections: (a) apply an integrated and multisectoral approach; and (b) leverage digitalization. It provides guidance on different points to be considered when developing activities, highlighting the need to take an integrated approach to supporting youth with the provision of packages rather than stand-alone support interventions. It gives concrete examples of youth-sensitive considerations for different action areas including: access to information, skills development, land and water, inputs, equipment and services, markets, financial services, and policy dialogue.

Special attention is given to the need to leverage digitalization and enhance youth access to digital solutions, based on an assessment of their needs, and the context. This information will be useful to adjust and fine tune the RBF.

10

This step provides suggestions for including youth considerations in implementation arrangements and, where relevant, in the programme implementation manual. These can include establishing youth-inclusive governance bodies, enhancing youth-adult collaboration, in addition to a youth lens in the selection of service providers to be contracted during the programme implementation. Service providers may include public or private providers of capacity development. Integral to implementation is establishing clear communication procedures, complaint mechanisms and feedback processes to ensure accountability, transparency and wide ongoing feedback and inputs.

11

This step highlights the importance of collaboration between stakeholders investing in agrifood systems and supporting youth, especially when they are targeting the same geographic areas and/or youth groups. It calls for the need to create linkages and develop synergies with existing initiatives in order to enhance coherence and efficiency.

For guidance and recommendations to enhance youth engagement at this stage of the programme cycle, please refer to Chapter 1 - Youth Engagement in the Programme Cycle.

Develop a youth-sensitive targeting strategy

Objective

Select the geographic area and the target groups that will benefit from the programme.



✓ **KEY ACTIONS TO CONSIDER**

A

Develop clear criteria for the identification of geographic areas for project interventions.

These depend on the scope of the programme and may include:

- poverty levels;
- youth unemployment levels;
- growth potential and employment opportunities in the agrifood system;
- government priorities;
- ongoing programmes; and
- partnership opportunities.

The results of the youth analysis and value-chain analysis conducted during the pre-design phase can also inform the geographic targeting.

B

Identify the different youth groups to be targeted by the project.

It is important to segment youth in order to align interventions. The preliminary youth analysis should provide information on the different segments. Targeting criteria may include age, gender, location (rural/urban), level of poverty, level of education, disabilities, indigeneity, level of engagement in the agrifood system and level of motivation to engage in agriculture and agribusiness.

C

Organize direct consultations with young women and men at the community level to fine-tune the targeting strategy and tailor and align the interventions; where relevant, separate young women and men to ensure a safe space for free expression.

The decision on target groups should be clear and transparent, and endorsed by communities and other relevant stakeholders engaged in the design process.

D

Identify local youth-led organizations, such as youth local sports and cultural associations, as entry points to identify potential participants.

E

Estimate the number of beneficiaries, based on the targeting criteria and geographic area agreed with the partners.



Country example

IFAD-supported Agricultural Value Chains Support Project PAFA, Senegal (see annex x).



How (methods/tools)

- field visits, participatory consultations with stakeholders including potential beneficiaries;
- communication/awareness-raising campaigns at the national and local levels;
- targeting approaches detailed by FAO (2011) on targeting mechanisms.

Box 5

The importance of youth segmentation

Generalizing “youth” according to overly broad age range banding (e.g. all people aged 15-35) may lead to the unintended exclusion of particular groups. In many cultures, youth cohorts are differentiated by biological change (e.g. onset of puberty) or by cultural milestones (e.g. by rituals, responsibilities and legal rights). The needs of young women and men vary; indigenous young women and men require special consideration given that they are disproportionately exposed

to the risks associated with early marriage, seclusion and discriminatory practices (FAO, 2019a).

In some instances, agriculture and rural development programmes mention “women and youth” as target groups, but they do not always disaggregate youth by gender. It is recommended to disaggregate youth groups at least by age and gender.

Develop youth-sensitive activities

9A Apply an integrated and multisectoral approach

Objective

Develop activities to support youth engagement in agrifood systems based on the ToC and results of the situation analysis. While developing activities, take into consideration the need to provide holistic packages rather than stand-alone support interventions and to align activities with the varying needs, challenges and aspirations of the different groups of youth targeted by the programme.



KEY ACTIONS TO CONSIDER IN ORDER TO DEVELOP YOUTH-SENSITIVE INTERVENTIONS/ACTIVITIES

(in consultations with youth and relevant stakeholders at local and national levels)

A

Verify that the interventions identified during the pre-design phase are relevant to the targeted youth groups and are implementable, by:

- verifying that expectations of young women and men are in line with the proposed intervention:
 - How does the programme respond to their social and financial aspirations (incentives)? What is the expected return on investment for youth, compared to the minimum wage, or to migrating?
- verifying that youth can actually take advantage of the employment and business opportunities identified in the different nodes of the value chains in the geographic area targeted:
 - Can young women and men benefit from the business and employment opportunities identified as a result of the value chain/food system analysis carried out during the pre-design phase? What activities should the programme implement to support youth in taking advantage of those opportunities (skills, assets, finance, market information, mentoring, etc.)?
- identifying strategies that would ensure that entry in food systems as workers or entrepreneurs occurs at the right age,¹⁴ under conditions that are not detrimental for their development if the programme is targeting different age groups;
- mapping and verifying the availability, accessibility and quality of service providers (both public and private) that can support the implementation of the programme.

¹⁴ Across the world, including in Africa, the mean and median ages of entrepreneurs are above 24 years (IFAD, 2019b).

B

Develop activities in line with the programme's expected results, ToC and the different cohorts of youth targeted by the programme. While deciding on the package of support activities and action areas, keep in mind:

- if the focus is on entrepreneurship, the programme may combine capacity development, coaching, financial inclusion, market linkages and networking services;



Country examples

FAO-supported Public-Private Partnership model for youth employment in agriculture, United Republic of Tanzania, Zanzibar (FAO, 2014c). (see annex xi)

AfDB-supported ENABLE Youth Programme, Kenya; Youth Employment in Agriculture Programme (YEAP), Nigeria (see annex xi).

- the need to consider specific activities to improve labour conditions in the agricultural sector, occupational health and safety,¹⁵ and prevent or eliminate child labour and forced labour;
- an integrated and/or multi-sectoral approach does not mean that everything needs to be realized within one project or organization alone (see Step 4 on creating linkages with other programmes);
- national priorities, policies, laws and incentive mechanisms that could contribute to the implementation and success of the programme.

C

Organize a multi-stakeholder workshop to present information collected and build consensus around priorities.

D

Adjust and finalize the RBF formulated in the pre-design phase and develop the monitoring and evaluation plan. See Chapter 4 Implement, monitor, evaluate and capitalize for elements to consider when developing a monitoring and evaluation plan.

¹⁵ See FAO, 2022. Decent Rural Employment. Rome. www.fao.org/rural-employment/work-areas/working-conditions/en/



YOUTH-SENSITIVE CONSIDERATIONS FOR DIFFERENT ACTION AREAS

ACCESS TO INFORMATION

Access to information can be a first step to empowerment. A programme may consider the following activities:

- assess which types of information would be useful to youth such as job offers, market information and business opportunities in specific nodes of a value chain, support the development and upgrade of market information systems, platforms or observatories, and organize awareness campaigns to inform young people about employment and business opportunities;
- identify channels that are best able to reach different youth groups (such as SMS/WhatsApp groups, radios, youth organizations and networks, national and local institutions) and organize networking events, showcasing successful young agri-entrepreneurs;

SKILLS DEVELOPMENT

- leverage (and where needed strengthen) agribusiness incubators;
- develop or upgrade existing curricula that combine technical, entrepreneurship and business skills, soft skills (life skills, communication, leadership, etc.), and digital literacy;
- develop content in local languages, making use of visuals, videos, storytelling and positive role models (male and female);
- organize practical and on-the-job learning activities such as JFFLS, and support mentorships, internships and apprenticeships in collaboration with local business, and peer-to-peer learning with successful young agri-entrepreneurs;
- include capacity building on climate-smart practices and sustainable resource management (see the approach of JFFLS to train and support sustainable agricultural practices for young people in Central African Republic)¹⁶ and promote their adoption of modernized farming techniques for production and processing activities;
- combine capacity building with provision of start-up packages e.g. inputs, micro-irrigation supplies, greenhouses (see annexes xiii, and xxi), small-scale mechanization services, and processing equipment (or partner with other programmes);
- consider capacity building and investment for youth to become service providers in areas such as transport, machinery rentals (like Hello Tractor in Nigeria), mechanical repair and maintenance, marketing, etc.



Country examples

MIJA platforms, rural incubation and service provision for youth agripreneurs, Senegal (see annex xii);

Sokoine University Graduates and Entrepreneurs Cooperative Ltd. (SUGECO), United Republic of Tanzania (see annex xiii);

African Agribusiness Incubators Network, Ghana (see annex xiv).

¹⁶ See FAO. 2020. Junior farmer field and life schools in the Central African Republic. 8 pp. Rome. www.fao.org/3/ca8210en/CA8210EN.pdf

For programmes aimed at enhancing waged jobs for youth:

- identify and leverage existing service providers, agricultural schools, extension services and vocational training centres and where needed, invest in efforts to upgrade or modernize them;
- develop or upgrade existing curricula in line with the needs of the labour market in collaboration with the private sector (including youth-led agribusinesses);
- include “soft skills” (life skills, communication, leadership, etc.) and digital literacy;
- build partnerships with the private sector and include incentives for employers to train and hire young people. Facilitate matching services between job seekers and employers through online platforms or other channels where young people interact;
- raise awareness and organize training on occupational health and safety and decent employment issues.¹⁷

**Country example**

French Development Agency-supported flagship C2D programme to upgrade vocational training centres, Cameroon (see annex xv)

A component on access to financial services is usually integrated into a programme that is aimed at supporting youth agri-entrepreneurship. When designing interventions to facilitate youth access to finance, consider carrying out the following activities:

- identify the type of financial products and services best suited to the situation of the young people and the stage of business development, e.g. subsidized loans, seed-funding, crowdfunding, de-risking mechanisms/guarantees and financial incentives. The choice of the financial product may also depend on what is available in the market, national policies and existing incentives;
- assess opportunities to direct remittances to young agri-entrepreneurs. Remittances are already contributing to sustaining the livelihoods of many households, in particular in rural areas,¹⁸

**Country examples**

FAO-supported project Youth mobility, food security and rural poverty reduction (RYM), Tunisia (see annex xvi);

Babyloan Mali platform, a crowdfunding platform to support young entrepreneurs, Mali (see annex xvii).

17 See FAO, 2020. Junior farmer field and life schools in the Central African Republic. 8 pp. Rome. www.fao.org/3/ca8210en/CA8210EN.pdf

18 Approximately 40 percent of international remittances are sent to rural areas. Remittances contribute to sustaining the livelihoods of many households, representing about 60 percent of the total annual income (FAO, 2020b).

- explore opportunities to include a youth feature in private or blended finance funds directed to agriculture and agribusiness¹⁹ and support youth to benefit from those;
- combine financial services with financial education (including how to use e-banking services and access to crowdfunding opportunities), business coaching and mentoring. These support services are essential and should be seen as de-risking mechanisms. They can be provided through local financial institutions or specialized NGOs the programme can partner with such as in the **Initiative Tunisie** project;²⁰
- partner with financial institutions: dedicate funds for interest free/ low-interest loans for youth, include an activity to enhance the capacity of financial institutions to develop youth-friendly financial products and services, and to engage with young entrepreneurs, particularly young women through the **Affirmative Finance Action for Women in Africa** (AfDB, 2021); where relevant, make linkages with interventions to facilitate rural young people's access to admissible identification (example: the World Bank Group launched the Identification for Development Initiative²¹ to support civil registration and ID-related projects);
- where relevant, support the creation and strengthening of youth savings and credit groups (e.g. the **Africa Youth Coalition against Hunger-Sierra Leone (AYCAH-SL) savings club initiative** (African Center for Economic Transformation, 2019);
- partner with national investment entities and chambers of commerce and advise and support them to provide information to investors on how to invest in youth in agriculture and to youth on business opportunities, and how to connect young agri-entrepreneurs with potential investors.

¹⁹ Examples of blended finance funds dedicated to agriculture and mentioning youth as one of their target groups: Agri-Business Capital Fund (<http://agri-business-capital.com>); USAID Catalize (www.usaid.gov/catalize/blended-finance-market-development); and Aceli Africa (<https://aceliafrica.org>).

²⁰ Initiative Tunisie provides a combination of interest-free loans (USD 28 000-80 000) and up to three years coaching to entrepreneurs. Sixteen percent of projects are in agriculture, with 32 percent are led by youth (Initiative Tunisie, 2020).

²¹ The initiative gave rise to 28 savings clubs that teach girls and boys the value of financial literacy and investment (World Bank and ID4D, n.d.).

Access to land is a key determinant of youth involvement in agriculture at the production level. The land size, access to water and proximity to roads are also important. A programme that includes a component to support young farmers may consider the following activities:

- organize consultations with local and traditional authorities, agricultural cooperatives and the communities in order to raise awareness on the importance of promoting land access and land rights for youth, and to collect information on existing land tenure arrangements and status and potential mechanisms for young people to access land;²²
- consider using a quota for young women and partnering with agricultural cooperatives and local authorities to dedicate land to youth (e.g. FAO private and public partnership model for youth employment in agriculture applied in Malawi, Tanzania and Zanzibar);²³



Country example

IFAD-supported Agricultural Value Chains Support Project and the Extension Project (PAFA), Senegal (see annex x)

- identify national laws and support schemes, digital platforms on land registry and land market information systems that could benefit youth access to land and support them as needed. While youth are significantly more likely than older people to rent rather than buy land (IFAD, 2019b), in certain countries specific mechanisms such as land loans for youth, are in place;



Country example

Land loans for young people - Agricultural Investment Promotion Agency, Tunisia (see annex iv)

- train young people as community resource persons, for example, to identify landless households in project villages and vacant village land, and help landless households and youth secure land and land titles;

²² Examples of mechanisms for youth to access land: individual or collective acquisition of land; subsidized land loans; leasing agreements with local authorities or cooperatives; allocation by the state of unused or underutilized land to youth; intergenerational in vivo land transfers coupled with incentives/social protection for elderly landowners.

²³ FAO. 2014. Private and public partnership model for youth employment in agriculture: *Experiences from Malawi, Tanzania Mainland and Zanzibar archipelago*; Case Studies Series #4. Rome. www.fao.org/3/i4118e/i4118e.pdf

- in consultation with youth, assess the type of support they require. Land itself is not enough. Depending on the state and location of the land, other types of support should be considered, such as for land preparation; access to and management of water, such as drip irrigation and hydroponics; mechanized equipment; linkages with advisory services to learn about good agricultural practices; climate-smart agriculture practices and agro-ecology; and linkages to out-growers, processors and buyers;
- provide capacity development on climate-smart practices, sustainable resource management, water management, etc. and where needed provide start-up kits and inputs, micro-irrigation supplies, greenhouses, small-scale mechanization (or partner with other programmes or rental services e.g. Trotror Tractor in Ghana, Hello Tractor in Nigeria).

Note: In countries or areas where there is land scarcity and degradation, non-farm employment opportunities need to be assessed, e.g. along the value chain downstream and upstream, looking at non-timber forest product collection and processing, honey production, aquaculture or in the non-agri food sector. A territorial perspective is useful to identify those non-farm/non-food opportunities.

When designing support services to facilitate young entrepreneurs' access to markets, a programme may consider the following activities:

- provide capacity-building for youth to access and use market information, including through ICTs and help them hone their marketing and negotiation skills;



Country example

MFarm, a youth-led agribusiness software company, connecting buyers and farmers, Kenya (see annex xix)

- build partnerships with producer organizations, which can provide useful advice and assist youth in placing products on the market at a fair, negotiated price, with negotiating contract farming, etc.;
- encourage youth to organize groups or cooperatives to achieve economies of scale when buying agricultural inputs and selling products;
- facilitate linkages between youth and local supermarkets, hotels and restaurants, and participation in agricultural fairs;



Country example

UN Joint programme 'Market Value Chains Relating to Horticultural Products for Responsible Tourism Market Access', United Republic of Tanzania (see annex xx)

- create spaces where representative bodies of food producers, processors and traders can meet with youth, share their know-how and establish relationships with young entrepreneurs;
- invest in rural infrastructure such as local markets, roads, connectivity and energy (making use of solar or biomass energy). This can be part of an activity of the programme, or funded by another investment programme implemented in the targeted area.

If this is an action area of your programme, the following activities may be considered to enhance youth participation in policy dialogues:

- identify youth organizations and networks and build their capacities to engage such as in leadership and advocacy skills;
- create and facilitate spaces and mechanisms for youth and youth organizations to participate in policy dialogues on the drafting, review, implementation and assessment of policies, ensuring that diverse voices are heard.

9B Leverage digitalization

Objective

Identify the digital solutions that can contribute to the expected results of the programme.

Box 6

Digitalization in agriculture

Digitalization in agriculture has grown significantly over the past ten years (Tsan *et al.*, 2019). Digital technologies, in particular ICTs, have the potential to transform African agriculture and shift youth perception of it by incorporating all aspects of the value chain, instead of just farming.

Potential impacts of Digitalization for Agriculture (D4Ag) on African smallholder agriculture ecosystem (Tsan *et al.*, 2019):

- Greater youth interest in agriculture as digitalization increases sector attractiveness.
- More jobs and improvement in the quality of existing jobs in agriculture as digitalization generates new opportunities in farming and farming-adjacent sectors (e.g. farm agents and processing jobs).
- New high-tech employment opportunities (e.g. D4Ag software development and data analytics).

Programmes can incorporate digital technologies for different purposes, such as to disseminate information, provide training and extension advice, financial transfers, harness local and indigenous knowledge, and support existing and future digital young entrepreneurs in developing technologies for a sustainable agriculture and food system. The key to achieving this is to tailor digital solutions to the targeted groups and local needs.



KEY ACTIONS AND GUIDING QUESTIONS TO CONSIDER

A

Assess the situation

Which technologies are young women and men using and for what purpose? What is the level of digital literacy among youth? What are their needs? Which digital solutions can respond to their needs?

For example, young farmers are drawn by modern farming technology such as drip irrigation, greenhouse farming and hydroponics, which intensify production and reduce drudgery. Combining those technologies with digital solutions to facilitate youth access to extension advice, mentoring and knowledge-sharing, finance and markets can generate positive outcomes. Additionally, a programme may assess tech-job opportunities for youth (in areas such as input systems, extension advice, financial advice, soil testing, mechanization, logistics, agro-processing, distribution and sales, etc.) and offer related training.

B

Assess the enabling environment by analysing such issues as accessibility (electricity, Internet coverage) and affordability, and the potential contributions of existing digital platforms, private companies and academia to develop digital solutions for agriculture that could benefit young agri-entrepreneurs.

C

Enhance youth access to digital solutions based on their needs

- partner with youth networks and youth-led ICT incubators to co-design interventions, such as e-learning and digital literacy activities for youth, and extend seed funding and coaching to young innovators;
- develop youth-friendly educational content and formats that suit the needs of different groups, taking into account cultural contexts and gender considerations. Choose the most appropriate channels to reach out to youth, e.g. SMS, WhatsApp, Facebook, social media, video messages and games, radio and podcasts, TV show (Agribusiness TV).²⁴ Consider what can be used at no cost, with or without an Internet connection;



Country example

Farmerline, a youth-led social enterprise, supporting cocoa farmers, Ghana (see annex xxi)

- consider solutions for connectivity and affordability, especially in rural areas. Support local hubs such as schools, agribusiness centres, incubators and community centres, and build partnerships with other programmes and the private sector;
- connect universities and research institutes with young farmers to engage in direct knowledge-sharing and co-design and dissemination of new technologies;
- organize or support digital boot camps, think tanks, hackathons and start-up competitions (such as AgriHack)²⁵ allowing youth to network, share ideas and develop solutions to address agriculture challenges.

²⁴ Agribusiness TV is a media website offering documentary videos and news in Africa. [online] See <https://agribusinesstv.info/en/>

²⁵ Agrihack is a website supporting technological innovation and entrepreneurship in agriculture across Africa. [online] See <https://pitch-agrihack.info>



How (methods/tools)

- consultations and focus-groups with young women and men;
- interviews with experts and development organizations, international financial institutions, businesses working in that field, particularly those that are youth-led;
- review of reports from relevant programmes and projects.



Define the implementation arrangements

Objective

Define the respective roles and responsibilities of stakeholders in the governance and implementation of the programme. Each organization has its own procedures. Below are some suggestions for including youth considerations in implementation arrangements (and where they are relevant in the programme implementation manual).





SUGGESTIONS FOR INCLUDING YOUTH CONSIDERATIONS IN IMPLEMENTATION ARRANGEMENTS

A

Establish youth-inclusive governance bodies.

Often programmes have a steering committee or unit comprised of representatives of key stakeholders involved in the implementation of the programme. The committee provides overall guidance and oversight, and regularly reviews the status of the implementation of the programme and should include youth representation.

Depending on the programme, a provincial or district unit may be set up to support the implementation of project activities, and liaise with local government institutions, traditional authorities and community-led organizations. Young people should also be represented at this level.

In the case of agricultural investment programmes, the country's ministry of agriculture usually is the lead agency and has overall responsibility for project oversight and coordination, with support from development partners. Additionally, the ministry can facilitate coordination and knowledge-sharing across the various sectors that have important roles in enhancing youth engagement in agrifood systems through, for example, cross-ministerial and multi-stakeholder working groups. In other cases, programmes are led by an organization that collaborates with the ministry of agriculture or related agencies.

B

Organize skills-development activities.

To strengthen the capacity of all members to contribute to the programme governance and to enhance youth-adult collaboration.

C

Include a youth lens in the selection of service providers to be contracted during the programme implementation.

Service providers may include public or private providers of capacity development services, financial services, business services and start-up incubation services. If service providers have already been identified, it is important to assess their capacities to respond to the needs of youth; and when needed, allocate resources to strengthen these capacities to develop youth-sensitive products and services. A youth criterion may also be included in the procurement process to encourage young people and youth-led organizations to apply and to enhance youth-adult collaboration.

D

Establish clear communication procedures, complaints/grievance mechanisms and feedback processes (see also Chapter 4 Implement, monitor, evaluate and capitalize) with all stakeholders to ensure transparency.

Think broadly about the best ways to communicate with young people beyond the usual methods (e-mail, telephone, visits, meetings, reports), taking into consideration the channels that are mostly used by young women and men, such as WhatsApp groups. For hard-to-reach populations, consider communicating through youth groups or at community meetings.

Communities and households are key stakeholders to consider when implementing interventions targeting young people, as they can encourage participation and help them gain access to key production assets, such as land. Accordingly, it is important that communities and households be well informed about the programme's implementation and are also given the opportunity to provide feedback.



Create linkage and synergies with other programmes

Objective

Create linkages and develop synergies with existing initiatives in order to enhance coherence and efficiency.

Box 7

Rural development interventions

Broader rural development interventions may be necessary to empower youth in rural areas (IFAD, 2019b). For example, making rural areas more attractive for young people requires a broad range of policies and factors related to employment, food security and nutrition along with adequate provision of public goods and social services. Linking employment and social

protection interventions is particularly important to ensure that there is a “buffer” for the basic needs of youth and their families in times of crisis and loss of jobs, income and/or assets.

This requires coordinated and concerted action among the government, development agencies, NGOs, the private sector and philanthropic institutions.

✓ **KEY ACTIONS TO CONSIDER**

A

Assess opportunities for synergies with programmes operating in the same geographic area; those targeting youth and those that could benefit youth.

B

Organize discussions with partners to identify ways to collaborate and to make interventions more coherent, including:

- identifying opportunities to carry out joint programming (Delivering as One approach, e.g. **Kigoma joint programme in the United Republic of Tanzania** (United Nations, 2019a); coordinating complementary interventions in the same geographic area; and sharing and pooling funds to co-implement initiatives. Multisectoral coordination is not always easy or smooth: it requires establishing and agreeing on shared collective objectives and clear responsibilities for each partner, and ensuring the voice, inclusion and ownership of multiple actors;
- establishing mechanisms for regular exchange of information and peer-to-peer learning: is there a multi-partner space or platform that could be used to share information on programmes that target youth in agrifood systems? Which platform or coordination mechanism identified during the pre-design could be used for that purpose?
- connecting youth to different interventions based on their needs, during and/or when the programme ends.

C

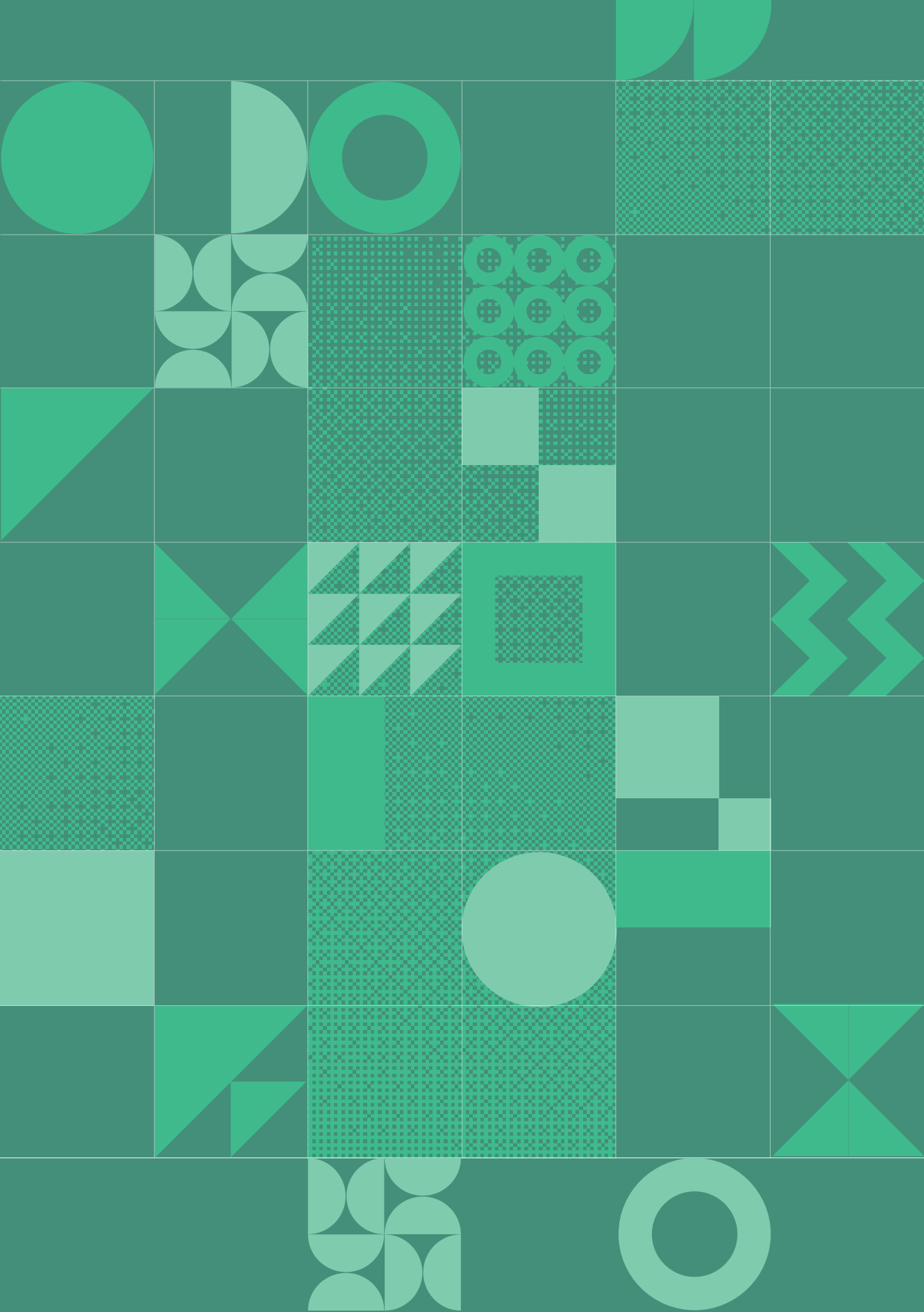
Build staff capacity for multi-sectoral assessment and local coordination.



How (methods/tools)

- desk research on existing programmes;
- consultations with development organizations;
- multi-stakeholder workshop.





Chapter 4

Implement, monitor, evaluate and capitalize

This chapter provides guidance for including youth considerations in monitoring, evaluation, accountability and learning mechanisms to be established during the programme's implementation, and how a programme's evaluation can inform future youth-sensitive interventions.

Overview of steps in monitoring and evaluation

STEPS		
	<p>Establish monitoring, accountability and learning processes</p>	
	<p>This step provides guidance on key actions to consider when developing a monitoring, evaluation, accountability and learning plan, with examples of youth-sensitive indicators and suggestions to engage youth in those processes. It also includes establishing mechanisms for information sharing, complaints/grievance mechanisms and feedback which can help guide and strengthen programme implementation.</p>	
	<p>Evaluate and share results for continuity, replication and scaling up</p>	
	<p>This step provides guidance on key actions to consider when evaluating how programmes have affected the lives of young people who have benefited from this programme. The step offers options to generate knowledge and evidence, with useful references. It highlights the importance of capitalizing and sharing data gathered, successful practices and proven models that could inform future programmes and policies and be instrumental in bringing good practices to scale through investment support.</p>	

Figure 7
Overview of steps in monitoring and evaluation
 SOURCE: Diagram by the authors.

Establish monitoring, accountability and learning processes

Objective

Measure progress and understand how and why changes occur, especially from a youth perspective, to inform the necessary adjustments during implementation. The monitoring, evaluation and learning plan should follow the RBF developed during the design phase. This will help track progress, and to learn and make adjustments as needed throughout the implementation phase, ensuring accountability and greater transparency in operations.





KEY ACTIONS TO CONSIDER

A

When developing the monitoring, evaluation, accountability and learning plan:

- develop a baseline prior to implementation of the intervention to collect data on youth. This baseline will provide benchmarks against which changes can be monitored and evaluated;
- consider the range of changes the programme aims to achieve in youth employment, skills, income, perceptions, leadership, etc., that are then reflected in quantitative and qualitative indicators and targets at the output and outcome levels;
- indicators should answer the following question: what needs to be reviewed to determine if the programme has achieved a particular output or outcome?
- disaggregate indicators by gender and by age groups and/or other important characteristics of the young people targeted (see examples of indicators below).

Note: The USAID Feed the Future programme disaggregates data by age bandings of 10-14, 15-19, 20-24 and 25-29 years. Without a gender and age disaggregation, it cannot determine if the programme has succeeded in including and benefiting youth.

Examples of indicators

- **On access to resources:** number of young producers with access to production factors, markets, technologies/level of technology uptake/increased performance and/or income as a result of this access/uptake;
- **Entrepreneurship:** number of young people trained in income-generating activities or business management; increase in income of young people who started or expanded their business as a result of training or coaching provided; level of satisfaction of young people who reported an increase in income;
- **Decent job creation:** number of decent jobs created for young people; percentage of young people reporting satisfactory income and working conditions; number of youth 15-17 years that accessed appropriate training, coaching and employment opportunities under better working conditions due to development of skills (FAO, 2015);²⁶
- **Partnerships:** number of public-private partnerships established to foster youth employment in agriculture value chains;
- **Social capital and agency:** number of strengthened or created youth groups, associations or youth branches in existing producer organizations; number or proportion of youth in leadership positions in local institutions that participate in the monitoring and learning mechanisms established by the programme.

A programme that is not youth-focused can gain a better understanding of its impact on youth, by disaggregating indicators by age group and gender (IFAD, 2020).

26 For more information, refer to FAO, 2015.

B**Establish mechanisms for regular monitoring and learning loops.**

Ensure that the different cohorts of youth beneficiaries and partners can provide feedback through various channels, such as focus groups, interviews, mobile phone applications and social media. Transparent communication with all relevant stakeholders and a commitment to continuous learning throughout implementation will improve the performance of the monitoring process.

Organizations should engage young people in monitoring, evaluation and learning activities (field assessments, data collection and analyses) through internships, volunteer programmes (service learning), or hiring young people onto project teams (USAID, 2014).

C**Establish mechanisms for information sharing, complaints/grievance mechanisms and feedback which can help guide and strengthen programme implementation.**

For example regarding constraints encountered by young women and men, suggestions for adaptation, and proposals for changing certain activities or adding new ones.

D**Brief the project management team and staff on the project commitments related to youth engagement and provide guidance on how to better engage with young women and men.**



How (methods/tools)

- focus groups (separate young women and men where possible), interviews, surveys, multi-stakeholder meetings;
- monitoring and evaluation methodologies, such as "Most Significant Change",²⁷ are participatory and should involve project stakeholders. This methodology is a participatory storytelling technique used for monitoring and evaluation of outcome that can reveal unexpected outcomes of interventions that cannot be tracked through indicators and is intended to answer the following questions: Who did that? When? Why? Why is it important?
- for sharing results: social media; radio; Internet; national, regional and global exchange/learning workshops.

Useful references

- Hinson et al. 2016. *Positive youth development measurement toolkit: a practical guide for implementers of youth program*. Washington, DC.
- ILO. 2013. *Monitoring and Evaluation of Youth Employment Programmes. A Learning Package*. Geneva, ILO;
- OXFAM. 2013. *A Quick Guide to Monitoring, Evaluation, Accountability and Learning in Fragile Contexts*; <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/297134/ml-wws-meal-fragile-contexts-190713-en.pdf;jsessionid=9D05D2A0BD9FD6D43F47D8EEE55C8FE5?sequence=1>.
- Hempel, K. & Fiala, N. 2011. *Measuring Success of Youth Livelihood Interventions: A Practical Guide to Monitoring and Evaluation*. Washington, DC. *Global Partnership for Youth Empowerment*;
- World Bank. 2021. *Solutions for Youth Employment (S4YE) Project Portal*. www.s4ye.org/
- IFAD. 2019. *Framework for operational feedback from stakeholders: enhancing transparency, governance and accountability*; <https://webapps.ifad.org/members/eb/128/docs/EB-2019-128-R-13.pdf?attach=1>.
- World Bank, *A guide to designing and implementing grievance mechanisms for development projects (2008 Compliance Advisor/Ombudsman)*

²⁷ See LM2-Tool12: Most significant change. www.fao.org/fileadmin/user_upload/cap-dev/docs/LM2-Tool12_-_MSC.pdf.

Evaluate and share results for continuity, replication and scaling up

Objective

Evaluate how the programme has affected the lives of young people, and bring together knowledge and evidence which can be used to promote successful practices and proven models and to inform future programmes and policies.



Keep in mind

While organizations typically have their own monitoring and evaluation systems, it is important for the programme to address the following issues: inclusiveness; sustainability of benefits; and socio-economic and gender impacts among different youth groups.

Broadly speaking, evaluations address different types of questions including: Has the programme been implemented as intended? Did it perform as expected? Did its activities address the needs and priorities of young women and men identified at the design stage? What are the unintended impacts – positive and negative? Have young women and men beneficiaries equitably benefited from the results achieved by the intervention? How has the programme affected young women and men differently? Evaluations can highlight successes but also failures; both are important to foster learning.



KEY ACTIONS TO CONSIDER FOR THE EVALUATION AND SHARING OF RESULTS

A

Conduct quantitative and qualitative surveys to compare the baseline situation with the situation at the time of the evaluation. Focus group discussions and interviews with key stakeholders may also be conducted.

B

When deciding on the arrangements for the evaluation, consider:

- the timing of the evaluation: it should be planned to fit with local priorities such as check when young people's labour is needed during particular agricultural seasons;
- the opportunity to include youth enumerators and researchers to help evaluate the programme;
- the best tools to collect data from young people such as SMS and phone apps.

C

Share the results of the evaluation with all stakeholders using a range of communication channels, social media, radio and the Internet, and where relevant, translate the results into local languages.

D

Share the results within existing regional and thematic platforms, networks, including youth-led networks and communities of practices. Support peer-to-peer learning and consider making use of South-South technical cooperation and youth forums as modalities for exchange of best practices, such as the African Union Youth Advisory Council, the Youth Network of the Comprehensive Africa Agricultural Development Programme and the Pan-Africa Youth Forum.

E

Support the establishment of youth platforms, or youth sections in producer organizations to ensure their participation in the formulation and implementation of future investment programmes in agrifood systems.



KEY ACTIONS TO CONSIDER FOR CONTINUITY, REPLICATION AND SCALING UP

A

Partner with the government and other stakeholders to assess the viability of replicating or expanding the programme to cover another geographic area or at a different scale, and determine who has the capacity to do or support this:

To what extent and under which circumstance could a successful pilot or programme be scaled up or replicated with different youth groups in a different context?

B

Discuss with the government and other stakeholders ways to integrate successful approaches into nation-wide programmes such as the JFFLS that has been replicated by ministries of agriculture in several countries in Africa.

C

Build the capacity of public and private actors, including youth-led organizations and service providers, to take over the interventions that have been assessed as successful. In some cases, interventions will have created sufficient capacity to have a lasting impact without additional financial or technical support. In many cases, however, the activities or services provided are still needed, and follow-up support is required, which can be part of a new programme or supported by other programmes.

D

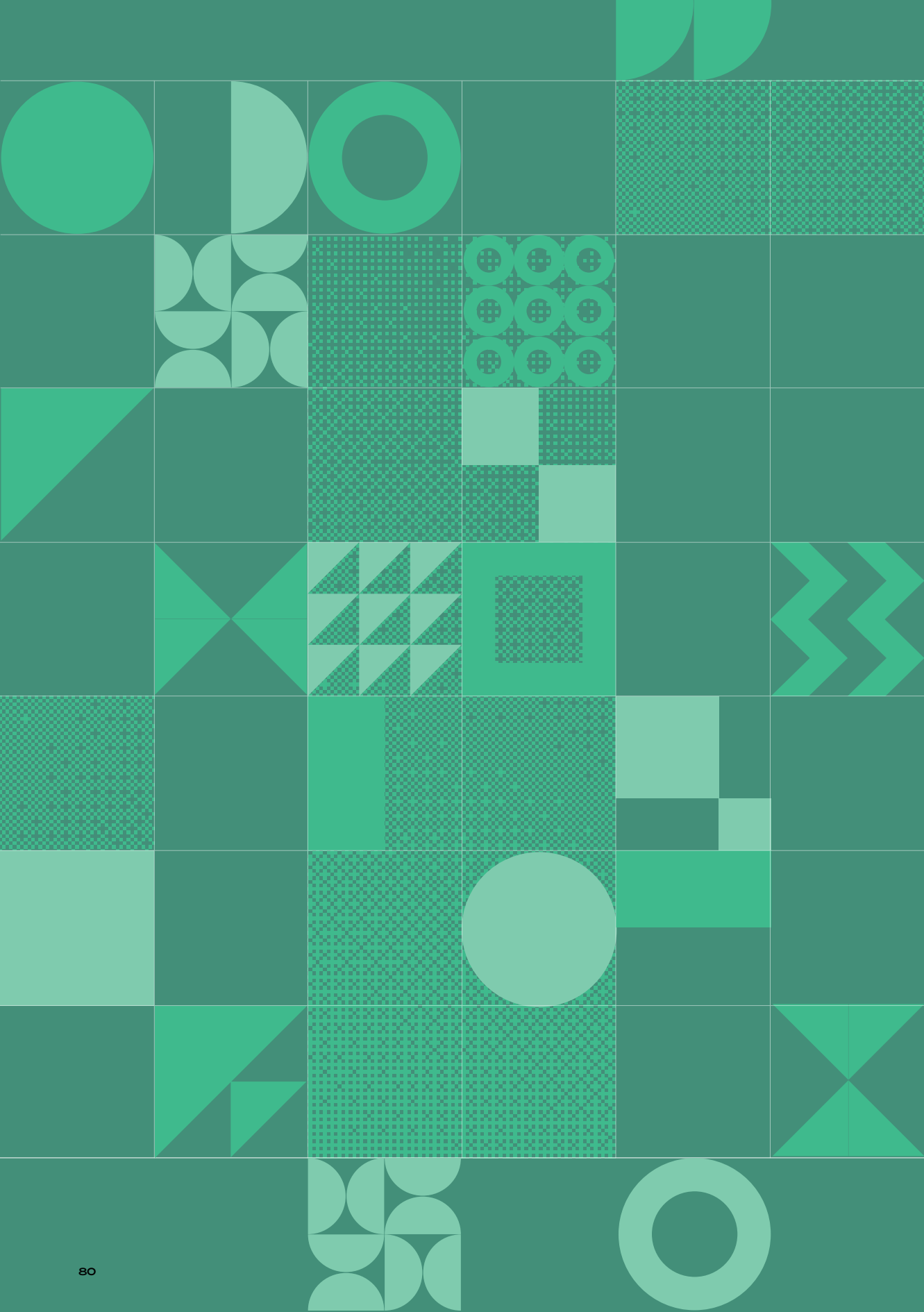
Where possible and relevant, facilitate linkages between youth and other programmes for follow-up support.

Useful references

- See references from previous Step 12







Annexes

Country examples

i

A key feature of the **USAID-supported Feed the Future Advancing Youth programme, United Republic of Tanzania** is its Youth Advisory Council, a youth-led body working at district and national levels. The members of the Council serve as the Feed the Future Tanzania Advancing Youth primary advisers – informing and advising the project to ensure that its activities are youth-centred and address the real-world challenges facing rural youth in the country. Some of the key steps taken to establish the Council were the following:

- identification of young natural leaders in the community through consultations with youth communities and local organizations; and
- a one-week leadership training for youth identified as natural leaders before becoming a member of the Youth Advisory Council.

SOURCE: Blum, Feige and Proctor, 2018a; 2019b

FAO Capacity assessment tool: Empowering youth to engage in responsible investment in agriculture and food systems, Tunisia and Senegal.

FAO has developed a capacity assessment tool to help practitioners such as government agencies, youth organizations and development partners, carry out assessments of existing capacities and gaps, and co-design tangible actions for youth to engage in and benefit from responsible investment in agriculture and food systems (FAO, 2018c). This assessment is adaptable to different country contexts as in the following examples in Tunisia and Senegal:

FAO-supported project "Supporting responsible investment in agriculture and food systems."

In Tunisia, the Tunisian Agency for the Promotion of Agricultural Investments, with the support of FAO, developed a road map through the following process:

- consultations with various stakeholders to assess the barriers to youth investment in agriculture;
- a diagnosis was carried out in partnership with the Rural Economy Laboratory of the National Agricultural Research Institute of Tunisia to identify youth employment opportunities in a specific territory with high development potential (the North-West) and two value chains, the olive oil and dairy goat value chains;
- two multi-stakeholder workshops were organized to develop, fine-tune and finalize a series of tangible recommendations and a road map to make the agriculture and agribusiness sectors more attractive to young people;
- a multi-stakeholder think-tank was established with participants from these workshops to identify pilot-deployed previously agreed recommendations with a group of selected young agri-entrepreneurs.

FAO-supported learning programme "Creating an enabling environment for responsible investment in agriculture and food system."

In Senegal, FAO supported a learning programme "Creating an enabling environment for responsible investment in agriculture and food systems" in collaboration with an NGO initiative, Prospective Agricole et Rurale. The following steps were taken to implement the programme:

- a capacity needs assessment workshop with key stakeholders or ministries, government agencies, youth organizations and civil society representatives from four countries (Guinea, Mali, Mauritania and Senegal). The objective of workshop was to gain a better understanding of the key factors impeding youth investment in agriculture and to develop national action plans;
- the development of an action plan for the period 2020-2023 for Senegal to enhance responsible investment for youth in agriculture focusing on three main areas: strengthening investment approval and facilitation processes; ensuring that inclusive and effective consultations during the investment design and approval phases; and maximizing the impact of public investments for young agri-entrepreneurs;
- a national mapping of young agri-entrepreneurs' networks and youth-led very small, small and medium enterprises;

- FAO and Rikolto, an NGO, organized a workshop to strengthen the capacity of young agri-entrepreneurs' networks and organization and enhance youth-sensitive responsible investment in agriculture. The workshop participants included 15 young agri-entrepreneurs and 22 representatives of different organizations including youth organizations, government agencies, financial institutions, and research and training institutions. The workshop allowed young agri-entrepreneurs' networks and organizations to identify common priorities. As a result, nine technical working groups were created to advance key strategic themes that are pivotal in designing actionable solutions.

The whole process was country- and demand-driven, therefore allowing for complete adoption by the participants and a higher commitment to implementing the action plan developed. These activities were carried out under the FAO Umbrella Programme Supporting Responsible Investments in Agriculture and Food Systems using the responsive agriculture investment assessment tool, and in partnership with the Integrated Country Approach for promoting decent rural employment.

SOURCES

FAO. 2018. *Empowering youth to engage in responsible investment in agriculture and food systems: Rapid capacity assessment tool*. Rome, FAO. www.fao.org/publications/card/en/c/CA2061EN

FAO RAF. 2022. Learning programme results in action plans to enhance responsible investments in agriculture in the Senegal River Basin Region. www.fao.org/africa/news/detail-news/ar/c/1300382/

FAO. 2022. Supporting Responsible Investments in Agriculture and Food Systems (RAI) – A roadmap to promote young agri-entrepreneurial investments in Tunisia. www.fao.org/in-action/responsible-agricultural-investments/news/detail/ru/c/1287806/

iii

National Strategy for Youth Involvement in Agriculture, United Republic of Tanzania. To attract youth to work in the agricultural sector, the Ministry of Agriculture Livestock and Fisheries developed the National Strategy for Youth Involvement in Agriculture, with the support of ILO and FAO. The formulation process included participation from youth representatives and other ministries such as the Ministry of Industry and Trade, the Ministry of Labour and Employment; the Tanzania Agricultural Development Bank; the Rufiji Basin Development Authority, crop boards, the Tanzania Cooperative Development Commission; and academic and research institutions, such as the Sokoine University of Agriculture and the University of Dar es Salaam. The following steps were taken to complete the process:

- An assessment of youth participation in the agriculture sector was carried out.
- The results of the assessment were presented in a first planning workshop of participants from different ministries and youth representatives. The feedback received from participants led to the preparation of a draft strategy.

- National youth involvement in agriculture forums were organized across the country to collect inputs from public and private stakeholders and youth.
- A national planning workshop was organized to review the final draft of the strategy. This workshop involved youth focal persons from Ministry of Agriculture Livestock and Fisheries, the Tanzania Cooperative Development Commission, the National Irrigation Commission, the Rufiji Basin Development Authority, the University of Dar es Salaam and the Sokoine University of Agriculture.

SOURCE: United Republic of Tanzania. 2016.

iv

Land loans for young people - Agricultural Investment Promotion Agency, Tunisia. As in many countries, lack of access to land is an important entry barrier for young agri-entrepreneurs in Tunisia. To tackle this challenge, the Tunisian Agency for the Promotion of Agricultural Investment has developed a specific credit scheme to support young agri-entrepreneurs to acquire and develop land. The land loans (prêts fonciers) are a specific instrument under the Tunisian investment code and are accessible to all people under the age of 40 who have graduated from university with degrees in agriculture and related technical fields, or possess a certificate of professional competence. The land itself must have unexploited potential. The total amount for each loan can reach up to Tunisian Dinar (TND) 250 000 (USD 92 000). Each loan has an interest rate of 3 percent, a grace period of 7 years, a self-financing requirement of 5 percent for land acquisition, and 10 percent for land development (including electrification). Young agri-entrepreneurs who have benefited from the land loans are also eligible for other, non-youth-specific investment subsidies (grants complementing private investments), such as those that cover parts of expenses related to investments in water-saving technologies and coaching services, as needed. While the operational modalities (including eligibility criteria) of the land loans have varied over time, this credit scheme is well-established, with data on the total amount of loans provided dating back to 1985. The total number of new prêts fonciers has increased continuously over the last few years.

SOURCE: Fieldler. 2020.

v

United Nations Kigoma Joint Programme, United Republic of Tanzania. This area-based programme involves 16 different United Nations agencies and focuses on the Kigoma region, one of the poorest areas in the country. This region carries the burden of a protracted refugee situation, hosting more than 350 000 refugees and asylum-seekers from Burundi and the Democratic Republic of the Congo. The programme applies a comprehensive approach to address a wide range of issues including sustainable energy and environment, youth and women's economic empowerment, violence against women and children, education with a focus on girls and adolescent girls, water, sanitation and hygiene, and agriculture with a focus on developing local markets. It targets refugees and migrants in the region and in the surrounding host communities, enhancing the inclusion of refugees and migrants while improving livelihoods for all.

SOURCE: United Nations. 2019.

Youth-sensitive market analysis – United Nations Joint Programme on Youth Employment, United Republic of Tanzania. The United Nations Joint Programme on Youth Employment identified the need to conduct this analysis, which was implemented by the ILO, UNIDO, FAO and UN Women. The following steps were taken to implement the programme:

- A sectoral mapping of United Nations interventions related to value chains and youth employment in the United Republic of Tanzania was conducted. It indicated that engagement occurred in ten sectors, with only limited direct focus on employment; and that various interventions were implemented in the same value chains and geographic areas with limited coordination. Under the technical guidance of the ILO, the United Nations agencies agreed to refocus on fewer value chains.
- A sector section study was conducted using the ILO guidelines for value chain development for decent work as a basis. Six sectors were suggested for evaluation with selection criteria and a grading scale was developed to assess the sectors related to their relevance to youth and gender, opportunity for inclusive growth and feasibility for United Nations agencies to effectively implement the programme in such sectors. Based on this assessment, the sectors were ranked with the three highest ranking sectors which are horticulture, tourism and apiculture.
- The result of this study was shared with United Nations agency stakeholders and feedback was provided to validate the findings.
- Rapid market assessments on the three shortlisted sectors were made to identify market systems constraints, growth potential and potential opportunities for interventions. These assessments included a review of secondary data, consultations with key stakeholders, including youth in the three sectors, and a final validation workshop.
- The results of the workshop informed the formulation of the value chain project for youth employment under the United Nations Development Assistance Plan II.
- Follow-up in-depth value chain analyses were conducted to fine-tune the interventions.

SOURCE: ILO. 2017. *Cracking Tanzania's youth employment conundrum: using rapid market analyses to identify potential in the horticulture, tourism/hospitality and apiculture sectors*. August 2016. Geneva www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---ifp_seed/documents/publication/wcms_545992.pdf

German Development Agency-supported Promotion of Sustainable Agriculture and Rural Development programme, Tunisia.

The programme focused on young rural entrepreneurs. The approaches used and steps taken to implement the programme were:

- Twenty-seven bus-caravan visits to rural areas were organized by successful agripreneurs, to motivate young people and promote their upcoming agricultural activity support programme. The youth were encouraged to sign up for ideation workshops to generate and discuss business ideas before responding to the call for proposals of the programme.
- A business-opportunity study was conducted to frame the ideation workshops around viable business opportunities within specific regional agricultural value chains and service needs.
- Ideation and concretization camps in rural areas were set up to help rural young people conceive and develop business ideas in preparation for a call for proposals. This allowed young rural entrepreneurs to develop business ideas responding to real market needs.
- A call for proposals was made and best business ideas were selected. A cross-disciplinary regional jury evaluated the applications. The evaluation included an verbal pitch element and the final results were validated by a national jury.
- Incubation: selected youth received à la carte capacity-building support and personalized coaching from 31 local coaches and grants. Additional entrepreneurial and technical skills training sessions were held as required.
- A financial matchmaking phase was established to link successful agripreneurs and potential investors.

SOURCE: Knobloch and Pirzer. 2019.

Youth-focused results-based framework

The table below presents some of the main components of the RBF of two youth-focused programmes: the **IFAD-supported Rural Youth Agripreneur Support Project (Agri-jeunes Tekki Ndawñii), Senegal** and the **AfDB-supported ENABLE programme, Kenya**.

Table 1
Youth-focused results-based framework

Country	Senegal	Kenya
Title	Rural Youth Agripreneur Support Project (Agri-jeunes Tekki Ndawñii) IFAD	ENABLE Kenya
Time frame	6 years (2020–2025)	6 years (2017–2023)
Target	150 000 rural young people (Senegal)	Young graduates
Expected end result	Improved and sustainable livelihoods of rural young people and reduced rural poverty.	Improved youth livelihoods, food security and reduced vulnerability to climate change.
Expected outcomes	Rural youth are engaged in family farms and profitable ventures with a decent income and sustainable jobs in agro-sylvo-pastoral and fisheries value chains. (1) Rural youth have the capacity to manage their activities in a sustainable manner.	(2) Increased youth employment for young women and men along priority agricultural value chains. (3) Increased agribusiness ventures for young women and men along priority agricultural value chains.
Outcome indicators and targets (disaggregated by gender)	<ul style="list-style-type: none"> • Number of young people integrated into or having received support to start up a sustainable profitable activity: 45 000 young people (50 percent female). • Number of viable businesses created or strengthened: 25 000 viable businesses that will have created 35 000 decent jobs (50 percent female). • Percent of youth adopting appropriate technologies and management practices: 80 percent. • Percent of youth declaring increase in their income: 85 percent. 	<ul style="list-style-type: none"> • Number of skilled and unskilled jobs created for youth: 8000 jobs. • Number of business plans developed: 1955 business plans. • Number of business proposals approved for financing: 1200. • Number of youth agribusinesses established: 1200 agribusiness created (50 percent female).
Assumptions	Main external barriers to rural youth engagement/access to employment opportunities are removed; appropriate supply of training and support services available.	Youth are attracted to agriculture; adequate capacity of service providers.

SOURCE: Developed by authors.

For further information on the programmes and their activities, please visit: Senegal - IFAD. 2019. Rural Youth Agripreneur Support Project (Agrijeunes Tekki Ndawñii). [online] www.ifad.org/en/web/operations/-/project/2000002342; Kenya - ENABLE Youth Program. 2020. [online] <https://enableyouth.kilimo.go.ke>

Youth-sensitive results-based framework

The table below presents some of the main components of the RBF of an agricultural programme that included youth as a target group: the **IFAD-supported Development and Market Access Support Project (PADAAM), Benin.**

Table 2
Youth-sensitive results-based framework

Country	Benin
Title	Agricultural Development and Market Access Support Project (PADAAM) IFAD
Time frame	6 years (2018–2025)
Target	Rural households, 40 percent of women and 30 percent of youth of the target group.
Expected end result	Improved food and nutrition security, and incomes of smallholder farmers in the cassava, maize and rice value chains.
Expected outcomes	<ul style="list-style-type: none"> • Increased income of rural low-income people, in particular women and youth. • Increased productivity/ha and added value in maize, rice and cassava value chains.
Outcome indicators and targets (disaggregated by gender)	<ul style="list-style-type: none"> • Rural inhabitants that have increased their income: 240 000 low-income people, of which 40 percent of women and 30 percent of youth; at least 30 percent income increase for 80 percent of the beneficiaries. • Percent increase in yield/ha of maize, rice and cassava. • Number of young people with entrepreneurship skills. • Number of young people developing business in the three targeted value chains: 1100 youth.
Assumptions	Youth are interested in engaging in the three value chains selected; quality agricultural inputs are available.

SOURCE: Developed by authors, based on information provided by FAO Investment Centre.

For further information on the programme and its activities, please visit: IFAD. 2018. Agricultural Development and Market Access Support Project. [online] www.ifad.org/en/web/operations/-/project/2000001073.

IFAD-supported Agricultural Value Chains Support Project (PAFA), Senegal.

One of the target groups of the IFAD-supported Agricultural Value Chains Support Project (PAFA) (2010-2016) was underemployed youth 18-30 years. The objective of the project was to improve the livelihoods of smallholder farmers in the Groundnut Basin of Senegal, where young people comprise more than 60 percent of the total population. The project used an innovative targeting approach to engage youth. It encouraged local sports and cultural associations to prepare project proposals. Youth groups benefited from a series of support services, including equipment, training on best agricultural practices and improved inputs. The project assisted the groups in accessing market information and signing contracts with market operators. Youth were engaged in roundtables on value chains organized to bring together key value chain actors and foster dialogues. In addition, some youth were trained as

”family farm advisers”, and others (mainly young women) were trained in processing and cooking techniques to promote the consumption of local products; linkages between trainees and hotels and restaurants were facilitated.

SOURCE: IFAD. 2008. *Projet d'appui aux filières agricoles*. Dakar [online]. <https://www.ifad.org/fr/web/operations/-/projet-d-appui-aux-filières-agricoles-pafa>

xi

Programmes supporting youth entrepreneurship with an integrated approach.

The FAO-supported Public-Private Partnership model for youth employment in agriculture targets rural youth and adopts the JFFLS methodology to build the capacity of young people, while developing partnerships with local authorities and producer organizations. The model was implemented in the United Republic of Tanzania, Zanzibar. The JFFLS methodology provided knowledge that is adapted to rural contexts. The private (producer organizations) and the public sectors (ministries of agriculture, labour and vocational training, youth) played a role in facilitating young women and men’s access to land, inputs, finance and markets.

The AfDB-supported ENABLE Youth Programme in Kenya targets youth graduates. The objective of the programme is to help them develop skills and capacities to start and manage successful agribusinesses through incubators, while facilitating peer-to-peer learning and mentorship. The programme also facilitates youth access to finance through start-up seed grant funds, risk-sharing mechanisms (guarantees, mentoring) and by building the capacity of financial institutions to design youth-friendly products.

The Youth Employment in Agriculture Programme (YEAP) in Nigeria (2014–2016), aimed to empower two subsets of youth: young medium-scale agripreneurs (acting as intermediaries between farmers and larger industries) and young farmers interested in market-oriented agriculture and small-scale processing. The programme provided young people with tailored agricultural, business and life skills, assisted them in efforts to set-up agriculture enterprises along the value chain and improved their access to land, credit windows, and agriculture inputs.

xii

MIJA platforms, rural incubation and service provision for youth agripreneurs, Senegal. The MIJA platforms model (Modèle d'insertion des jeunes dans l'agrobusiness) is a network of rural hubs for training, incubation and agribusiness support for youth promoted by FAO. The model was developed with the following process:

- An in-depth policy analysis and consultations were conducted with key stakeholders and youth, supported by FAO in collaboration with the Ministry of Youth, in particular with the Agence Nationale pour la Promotion de l'Emploi des Jeunes. The FAO Integrated Country Approach was used for the analysis, which was instrumental for national buy-in.

- Based on the analysis, a dedicated strategy on rural youth employment was developed, which is expected to be integrated into the new National Employment Policy.
- Design and piloting of the MIJA model is one of the initiatives proposed in the strategy.

The MIJA model expands the scope of the existing youth integrated farms developed by the Agence Nationale pour la Promotion de l'Emploi des Jeunes by providing young women and men with training in agricultural production, marketing and business aspects. It also supports youth in group cooperation and mentors them on the economic viability of their business activities.

xiii

Sokoine University Graduates and Entrepreneurs Cooperative Ltd. (SUGECO), United Republic of Tanzania. SUGECO aims to promote agribusiness innovation and develop creative mindsets, ingenuity, and inspirational success in the field. The cooperative trains young people in basic business skills, financing, mindset transformation and developing a business plan. The cooperative has developed a five-step entrepreneurship value chain development model:

1. **changing mindset:** a course tailored to the age, qualifications and experiences of each group of participants to identify their aspirations and needs and what is required to be successful;
2. **technical capacity-building:** courses that add value to agriculture production. These courses cover the following topics: fruit and vegetable processing; juice making; beekeeping; goat fattening, horticulture; greenhouse construction and production; and rabbit and poultry farming;
3. **entrepreneurship and business planning:** provided in tandem with the technical component of training on business plans, production costs, pricing and marketing;
4. **internships and apprenticeship:** on local farms or in Israel or the United States of America;
5. **incubation:** provides the time and space for selected entrepreneurs to develop and test their business ideas with peer-to-peer coaching.

SOURCE: SUGECO (n.d.)

xiv

African Agribusiness Incubators Network, Ghana. The African Agribusiness Incubators Network provides business development and mentorship support for youth and start-ups. (AAIN, N.D.).

SOURCE: African Agribusiness Incubator's Network. Accra [online]. <http://new.africaain.org>

xv

French Development Agency-supported flagship C2D programme to upgrade vocational training centres, Cameroon. A network of one hundred training centres were upgraded in Cameroon to promote apprenticeship programmes. The project is financed through a debt cancellation contract signed between Cameroon and France, through which EUR 40 million (USD 49 million) are earmarked for agriculture and rural training.

SOURCE: Agence Française de Développement. 2019. L'AFD et le Cameroun: dynamiser la croissance et améliorer la gouvernance [online]. www.afd.fr/fr/page-region-pays/cameroun

xvi

FAO-supported project Youth mobility, food security and rural poverty reduction (RYM). The FAO-supported project RYM facilitated linkages between the Tunisian diaspora and young entrepreneurs. This was made possible through awareness-raising and knowledge-sharing events supported by the Office of Tunisians Living Abroad (Office des Tunisiens à l'Étranger). Youth were encouraged to ask members of the diaspora from their community to sponsor them through donations in cash or in kind, and/or technical support. More than half of the youth-led agriculture enterprises supported by the project benefited from a financial contribution from the diaspora.

SOURCE: FAO. 2019b.

xvii

Babyloan Mali platform, a crowdfunding platform to support young entrepreneurs, Mali. The Babyloan Mali platform (created with IFAD support) enables the Malian community in France to lend money, even very small amounts, to rural micro-entrepreneurs supported by the IFAD-supported project FIER (Rural Youth Vocational Training Employment and Entrepreneurship Support). Through the IFAD project, the diaspora is confident that the funds will be used to support small development activities that ensure a better income in the longer term.

SOURCE: IFAD. 2017.

xviii

IFAD-supported Agricultural Value Chains Support Project (PAFA), Senegal. Under the IFAD Agricultural Value Chains Support Project and the Extension Project, state-owned plots were allocated to young rural residents. Women comprised 50 percent of the project beneficiaries. The project supports youth to organize in groups to access state-allocated land and to receive project-supported group loans, through banks, to raise productivity on the land.

SOURCE: IFAD. n.d. Agricultural Value Chains Support Project [online]. www.ifad.org/en/web/operations/-/project/1100001414

xix

MFarm, youth-led agribusiness software company, connecting buyers and farmers, Kenya. MFarm is an agribusiness software company founded by three women entrepreneurs to address the lack of market information accessible to farmers. It uses short-code SMS text service to supply farmers with real-time crop prices and market information, connecting them directly to food buyers and, most importantly, to each other, so that they can pool their output and access larger markets.

SOURCE: M-Farm. 2022. [online]. Nairobi. www.mfarm.co.ke

xx

UN Joint programme "Market Value Chains Relating to Horticultural Products for Responsible Tourism Market Access", United Republic of Tanzania. An innovative project anchored in the Ministry of Industry, Trade and Investment. Under its output 1, regular procurement of safe high-quality Tanzanian products by the tourism sector increased. The programme partnered with a youth-led organization, the Sokoine University Graduate Entrepreneurs Cooperative, and provided farmers with greenhouses managed by young people, to facilitate a linkage with hotels and restaurants. The hotels and restaurants were made aware of the importance of local foods and the nutritious aspect of horticulture products. The youth group generated about USD 2125 over five months, and is now helping other farmers copy the production system and to manage the supply to hotels and restaurants.

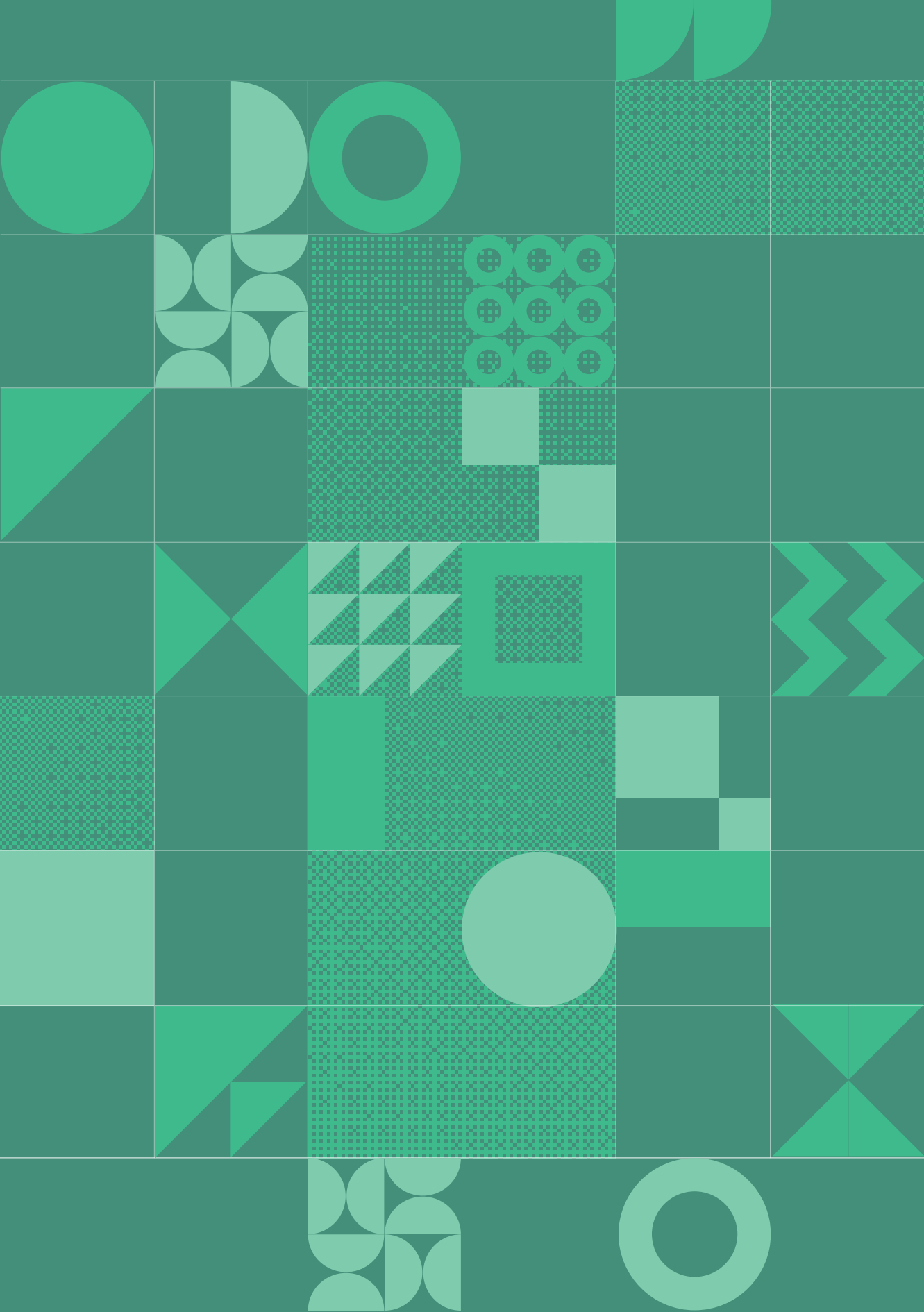
SOURCE: United Nations Inter-Agency Cluster on Trade and Productive Capacity, n.d.

xxi

Farmerline, youth-led social enterprise, supporting cocoa farmers, Ghana. Farmerline was established in 2013 as a social enterprise in Ghana. Thanks to the support from the Hershey Company, Farmerline developed CocoaLink 2.0, an informational application that targets cocoa farmers. Through gamified and interactive content in a variety of digital media such as video, pictures, interactive quizzes, and chatbots, CocoaLink 2.0 is intended to inspire, train and incentivize the next generation of Ghanaian cocoa farmers. The target group for CocoaLink is youth aged 18–35 years. Farmerline reaches out to them through churches, universities and agriculture courses, predominantly in the Ashanti region. One of enterprise's outreach strategies is Farmers Field Days, which is conducted in partnership with university agricultural programmes. For this initiative, Farmerline takes students to the field, introducing them to cocoa farming and teaching them about the CocoaLink application, harnessing the power of in-person communication and mentorship. Farmerline has also elected university campus ambassadors to support marketing and collect feedback from young users.

SOURCE: Brand and Galdeva. 2019.





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Glossary

Concept/Terms	Definition	Reference
Agrifood systems	<p>Agrifood systems. Encompass the entire range of actors, and their interlinked value-adding activities, engaged in the primary production of food and non-food agricultural products, as well as in storage, aggregation, post-harvest handling, transportation, processing, distribution, marketing, disposal and consumption of all food products including those of non-agricultural origin.</p> <p>Food systems. Comprise all food products that originate from crop and livestock production, forestry, fisheries and aquaculture, and from other sources such as synthetic biology that are meant for human consumption.</p>	<p>FAO. 2021. <i>The State of Food and Agriculture 2021. Making agrifood systems more resilient to shocks and stresses.</i> Rome, FAO. www.fao.org/documents/card/en/c/cb4476en</p>
Blended finance	<p>Blended finance is the strategic use of development finance and philanthropic funds to mobilize private capital flows for emerging and frontier markets.</p>	<p>OECD. 2018a</p>
Decent work	<p>In line with the four pillars of the ILO Decent Work Agenda, decent rural employment refers to any activity, occupation, work, business or service performed for pay or profit by women and men, adults and youth, in rural areas that:</p> <ol style="list-style-type: none"> 1. respects core labour standards as defined in ILO conventions and therefore is not child labour, is not forced labour, does not entail discrimination at work, guarantees freedom of association and the right to collective bargaining; 2. provides an adequate living income; 3. entails adequate degree of employment security and stability; 4. adopts sector-specific minimum occupational safety and health measures; 5. avoids excessive working hours and allows sufficient time for rest; and 6. promotes access to adapted technical and vocational training. 	<p>ILO</p>
Green job	<p>A green job is defined by the United Nations Environment Programme (UNEP) as work in agriculture, manufacturing, research and development, administrative or service activities that contributes substantially towards preserving or restoring environmental quality (FAO, n.d.b) It includes jobs that reduce energy, materials and water consumption through high efficiency strategies and minimize, or altogether avoid the generation of waste and pollution. Examples of agriculture-related green job areas are organic farming, composting, beekeeping, water conservation, agro-processing and agroforestry; production of biogas from animal manure or crop residues; landscape maintenance and biodiversity protection; and eco-/agro- and sustainable tourism.</p>	<p>FAO</p>
Impact investment	<p>Impact investment is an investment that aims to to generate a measurable, beneficial social or environmental impact alongside a financial return, in most cases such investments have focused on financial returns—however minimal.</p>	
Incentives	<p>Incentives are targeted measures provided by a government to or for the benefit of an investor (including small-scale producers) for a new or expanded investment with the goal of influencing the size, location, impact, behaviour, sector or another characteristic of the investment. They can broadly be categorized as follows: financial incentives; technical and business support incentives; tax (fiscal) incentives; and regulatory incentives.</p>	

Integrated approach	An integrated approach usually combines measures to support youth in skills development and access to productive assets and services (information, finance, land, technology and markets), matchmaking services (linking job-seekers with employers), and in some cases, activities to strengthen youth participation in policy processes. The constraints and priorities of different youth groups can be addressed by offering menus of options or phased approaches.	
Intersectionality	An intersectional approach acknowledges that young people's experiences vary on aspects of their identity, including age, gender, race, social class, ethnicity, religion, disabilities, sexual orientation and other social dimensions. This approach helps to gain an understanding on how intersecting identities can affect access to resources and opportunities.	
Multisectoral approach	A multisectoral approach addresses different dimensions of youth employment and empowerment in a concerted and coordinated manner. This approach entails designing programmes for young people that can cover a number of different sectors such as educational and vocational training, finance, land, social protection, nutrition education, and relevant agricultural sub-sectors and requires collaboration and coordination among the stakeholders.	
Youth	Youth is defined in the African Youth Charter as every person between the ages of 15 and 35 years. In the context of these guidelines, the focus is primarily on young women and men already engaged or interested in working in the agriculture sector, food value chains and, more widely, the food system.	
Youth-focused and youth-sensitive programmes	A youth-focused (or youth-specific) programme intentionally targets young people exclusively. A youth-sensitive (youth-inclusive or youth-friendly) project is designed to reach young people as part of a broader target group by removing or accounting for barriers that may prevent or diminish their participation	See IFAD. 2020; USAID. 2018a; Blum, Feige and Proctor. 2018



The *Investment guidelines for youth in agrifood systems in Africa*, developed jointly by FAO and the African Union Commission (AUC) through a multi-stakeholder and participatory process, highlight the importance of youth as change agents and key stakeholders contributing to sustainable agrifood systems. The guidelines aim to accelerate investments in and by youth in agrifood systems by providing practical guidance - including tools and examples - to design, develop, implement, monitor and evaluate youth-focused and youth-sensitive investment programmes and to engage youth fully as partners in the entire process.

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