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### PROCEEDINGS

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➤ [www.fao.org/fsnforum/forum/discussions/rural-youth-employment-15to17](http://www.fao.org/fsnforum/forum/discussions/rural-youth-employment-15to17)

**Youth – feeding the future.  
Addressing the challenges faced by rural  
youth aged 15 to 17 in preparing for and  
accessing decent work.**



**Collection of contributions received**

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## Topic note

Rural youth are the future of food security and rural poverty reduction. They are also the present as there are more young people today than ever before – 1.8 billion between the ages of 10 and 24 – most of them living in less developed countries and in rural areas. However, youth in rural areas of developing countries face enormous challenges in preparing for and accessing decent work, including in agriculture. These challenges are even greater for youth under the age of 18.

This online consultation invites you to help identify the solutions that can address these challenges. Your contributions will inform the policy and programme recommendations issued by the international expert meeting “Youth – feeding the future: Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work” that will be held by FAO later this year. Selected contributors to the online consultation could also be invited to participate in the expert meeting. (See concept note and participation request form).

*Why are we concerned, and what opportunities do we see?*

Many youth are working poor, and the youth underemployment situation will continue to worsen if left unaddressed, as millions of young people enter the labour market. At the same time, there is the problem of child labour, with 59% of all child labour taking place in agriculture. Many youth in rural areas see few income and employment opportunities ahead of them. Hence, many are leaving agriculture and their communities to migrate, in search of opportunities in urban areas or abroad.

Yet, with ageing farm populations worldwide, agriculture needs young people. To make agriculture and livelihoods sustainable and achieve food security, better and more environmentally friendly practices need to be introduced. Youth can be the drivers of agricultural and rural transformations that create more inclusive and sustainable food systems. Yet, youth need to see agriculture-related activities as viable and attractive livelihoods that are profitable and match their aspirations for a better future.

*What are the challenges facing rural youth aged 15-17?*

Rural young people in agriculture face challenges in accessing 1) knowledge, information and education; 2) land; 3) finance; 4) decent jobs, including green jobs; 5) markets; and 6) participation in policy dialogue and rural organizations. These challenges apply broadly to all rural youth in developing countries. Youth under 18 face additional, or different, challenges in accessing decent jobs or becoming successful entrepreneurs. For example, their status as minors can lead to discrimination in hiring and impede access to productive resources and services, such as finance, or their membership in representative organizations. Adequate vocational training is often not available in rural areas and support for the school-to-work transition is weak. Many in this age group work in agriculture and often are exposed and vulnerable to health and safety hazards. When youth aged 15-17 are engaged in hazardous work, this work becomes child labour according to international and national law.

- **Based on your experience, what are the specific challenges rural youth aged 15-17 face (different from those over 18) in making a (current or future) living in agriculture and related activities?<sup>1</sup>**

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<sup>1</sup> In “agriculture and related activities” we are including farming, livestock, fisheries and aquaculture, forestry, and natural resource management and green jobs, financial and extension services, and transport, processing and marketing within the agrifood system.

*How can these challenges be addressed?*

Particular attention needs to be paid to youth under 18 who have reached the minimum age for employment as this stage in life is typically decisive in how youth will transition from school to work and for the likelihood of transiting out of poverty. Many others are already out of school and are trying to provide for themselves and their families. Yet, youth under 18 are often excluded in the design or implementation of policies and programmes supporting youth employment.

We invite you to share your experience on how policies and programmes can address the challenges faced by rural youth, in particular those under 18.

- **How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply them to support those under 18? Please share relevant examples and lessons from your experience.**
- **What are the most binding capacity constraints that you or your institution/organization encounter when designing, implementing and evaluating policies and programmes aiming to address the issues affecting rural youth under the age of 18? What are the data gaps regarding the challenges affecting rural youth employment and livelihoods that you periodically encounter?**
- **How can education and vocational training in rural areas be improved to support rural adolescents and youth to productively engage in agriculture or related activities? What are the skills and support they need? What does the school-to-work transition for rural youth aged 15-17 look like and what works to effectively support rural youth during this transition?**
- **What approaches are most effective in overcoming the additional challenges rural youth under the age of 18 face in accessing decent jobs, including (decent) green jobs (e.g. skills mismatch, health and safety conditions, discrimination, exclusion) or becoming entrepreneurs (e.g. barriers in access to finance, producers organizations and markets)?**

We are particularly interested in policies and programmes that have demonstrated results and achieved scale, and in the role that specific stakeholders can play.

We look forward to a lively and stimulating discussion!

*Jacqueline Demeranville*  
Decent Rural Employment Team  
FAO



## Contributions received

### 1. Dosse Sossouga, Amis des Etrangers au Togo (ADET), Togo

#### Original contribution in French

\* La jeunesse rurale a de sérieux problèmes en matière de travail décent. Ils sont souvent confrontés aux problèmes de changement climatique, aux problèmes de mévente en cas de bonnes saisons. Problème de non professionnalisation du secteur agricole.

\* Il y a de problème de données des jeunes et de politique de professionnalisation du secteur agricole. Ce qui décourage et jusqu'à présent mon institution se recherche.

\* La croyance que "aller à l'école pour rester au bureau est solidement enraciné dans les habitudes de la jeunesse. Pour le changement de leur mentalité, il faut des actions concrètes sur le terrain: lutte contre le changement climatique, la professionnalisation des activités agricoles, l'assurance vie des jeunes ruraux, leur formation, leur sensibilisation et partir des jeunes qui ont la passion pour l'agriculture. Développer l'agriculture Namas etc...

\*Financer les activités des groupements agricoles, les former, les sensibiliser sur les méthodes innovantes de cultures et surtout l'agriculture intelligente avec une politique inclusive et entrepreneuriales.

#### English translation

*\* Rural youth has serious problems in terms of decent work. Youth is often confronted with problems of climate change, of slump in sales in the case of good seasons. Problems of non professionalisation of agriculture.*

*\* There are youth data problem and professionalisation of agriculture politics. This discourages and so far my institution is doing research.*

*\* The belief that "go to school to stay in the office is firmly rooted in the habits of youth. To change their mentality, concrete actions on the ground are needed: the fight against climate change, the professionalisation of agricultural activities, life insurance of rural youth, training, awareness and identification of young people who have the passion for agriculture. Developing agriculture Namas etc .*

*\* Financing the activities of farm groups, training them, educating on innovative methods of culture and especially on intelligent agriculture with an inclusive and entrepreneurial.*

### 2. Anna Yeritsyan, Armenia

For developing countries with high unemployment rates and low incomes, it is very important to keep young people in rural areas, a very challenging task to cope with. Wider opportunities for employment and higher salaries in urban areas drive rural to urban migration rates, leaving no youth involved in food production and creating food security issues.

This situation perfectly describes the case of Armenia, where young people do not want to be engaged in agriculture-related jobs, because they do not see high payoff possibilities in the agriculture. Armenian National Agriculture University had conducted a survey of graduates in 2015, and the result show that although about 60% of students come from the regions of the country, only 13 % of male



and 9% of female students prefer to work in agriculture related fields (agribusiness, veterinary, agronomy). This tendency had already led to the situation, when for finding good agronomy specialists, greenhouse management has to contract European specialists or winemaking plants have to employ experts from Argentina or France. Needless to say this is very costly, and the businesses would prefer to have local specialists, if education system was capable of training those.

The most effective and cost-saving approach in the given situation is improving education via targeted vocational programs in the given narrow field with heavy emphasis on internships and on-the-field trainings supported by agribusiness companies. The examples of EVN wine academy and the Agribusiness Teaching Center in Armenia prove that the industry-academia collaboration leads to the best results. EVN wine academy is an 18 month wine specialists and winemakers vocational training program where the in-class education (that heavily involves industry professionals and best international expertise) is complemented with lab tests, field work during vine pruning season, and internships during grape collection and procurement season. This approach leads to the fact that all students are being employed prior to graduation and get salaries about 2-3 times higher than the industry average.

Similar programs can be held in any field of specialization (ex. agronomy, plant growing, veterinary e.t.c) during high school years in rural areas. One subject on a field of interest (let's say in Agronomy) can be added to high school curriculum. Schools in villages usually have plot of land around the school that can be utilized for practice trainings and each student will have own plants to take care of. The cost of this project is one-time teacher training and a salary for one additional class to be paid to the teacher (20 USD per month). In this case by the age of 17-18 when they graduate from the school, the young people will have a skill that together with the available resource– family land, will provide profitable employment, hence keeping the youth in rural areas and contributing to food security.

### **3. Christopher Manyamba, Institute for Food, Nutrition and Well Being, University of Pretoria, South Africa**

Policy framing and policy responses to the 'problem' of these young people and agriculture in Africa is hampered by a lack of theoretically and conceptually sound research and evidence that is contextually sensitive. Most national surveys do not explicitly separate those 15-17 but bundle them together in the 15-19 years age group in the adolescent bracket (for SRH projects). It is therefore important that analyses from agricultural surveys e.g. the Living Standards Measurement Study (LSMS) tailor make some questions for this age bracket, for targeted interventions. The interventions for this age bracket with regards to accessing decent work may vary geographically depending on the economic status of a country. For example, most rural youths aged 15-17 years in Malawi will have dropped out of school and entered into wedlock and had children, while in South Africa they would still be in school and getting a social grant if they (girls) had a child. While some have argued that agricultural transformation is the key to reducing poverty in sub Saharan Africa, some have argued that higher education levels have the greatest impact. In Malawi entrepreneurship in agro-products can provide career options for young people by unleashing their economic potential.

Christopher Manyamba

PhD Finalist: University of Pretoria, Institute for Food, Nutrition & Well Being. South Africa

#### 4. Mahmood Bill, Ghana Muslim Mission, Ghana

Education is said to be a mechanism to transform the intellectual capacity of man to better his lots and hence promote total development of his environment. Thus vocational education is visualized as a mechanism that ensures the human transformation through the utilization of the mind and hands for production of goods and services. Relating this to promoting agriculture in the rural youth especial those under the age of 18 stimulates the formulation and implementation of educational policies that entices the youth to engage in agriculture. That is those that breaks the barriers of rural-urban migration which is a phenomenon that has to do with lack of basic social amenities and employment opportunities in the rural areas.

To overcome this fundamental challenge, Agric must be given its utmost priority thus abiding by the signatories of international protocols which commits government to spending at 10% of the total budget to agribusiness. in so doing model social amenities should be provided in the communities with much processing factories establishment in these areas to tie these youth with employment thus keeping them in the communities. Again, scholarship and micro finance schemes should be considered to cater for intellectual good students and also those who show brilliance in micro agric businesses.

In all these, state recognition for dedicated youth in agric could also serve good for curbing problems of rural youth.

#### 5. Meredith Maynard, Relief International, United States of America

There seems to be a disconnect between traditional education programming and livelihoods programming. It is invaluable to teach youth technical skills (including TVET programming & non-traditional education skills, because we ultimately want these youth to have sustainable livelihoods through employment. Increased attention to vocational skills needs to be given to education curriculum development to increase the likelihood of youth providing sustainable livelihoods for themselves. This includes climate-smart agriculture training, value chain and market analysis training, entrepreneurship and/or business management, as well as financial literacy.

#### 6. N. Parasuraman, M.S. Swaminathan Research Foundation, India

Dear Sir

I am very happy to send my paper on Youth in Agriculture. I am from M.S.Swaminathan Research Foundation, India

Attracting and Retaining youth in Agriculture (ARYA) (Creating enabling factors through Youth Cadre to achieve Agriculture productivity, Nutrition security and livelihood opportunities at door step)

Introduction

ARYA delivers solutions for sustainable agriculture and the enabling environment. This livelihood promotions program is based on training. It has interest to create young cadre who will be gaining hand on experience in farm mechanization and repairing, reduce fertilizers doses, organic practices and crop production with integrated pest and nutrient management, soil nutritional management and human health. This program has also aim to contribute our tangible to address climate change issues, zero hunger challenge and International year of Soil, which may help to produce enough to contribute towards food security and livelihood opportunity, required for the growing youth world population.

### About the Program

The design program, package of practices, ICT tool and R&D unit will be part to attract and retain youth in sustainable agriculture. It will carry out livelihood opportunities as focus activities for the agriculture where soil and zero hunger challenge are two essential factors that need to be addressed urgently. The interest of youth need to be supported through new profitable agriculture applications and concepts, which provide solutions to the value chain and to end-users practices to adopt sustainable agriculture as livelihood option.

Another focus is to develop tools and services around the agri-products and business, farm mechanization and handling technological issues, value chain, communication, market strategy etc. which can be adopt as enablers to support the state and agriculture missions.

The theory cum practical training for a month will offer within real life agribusiness environment. Candidates will be guided during the training program about the key sectors and the ways to get engage with them.

### Responsibilities of training

- Develop modules and solutions for Livelihood and decision support systems for improved crop production, nutrition and farm mechanization in agriculture and horticulture
- Working in a multidisciplinary team and give support to other agricultural research activities
- Net-working with experts in MSSRF and Agriculture line departments and participate in co-operations with external partners state/National agency.

### Eligibility

The Year 2015 marks the beginning of mobilising science and integrated efforts by all nations to ensure that by the year 2025 no child, woman or man goes to bed hungry and that no one's physical or mental potential is stunted by malnutrition. These were also the goals of the World Food Congress held in Rome in 1974 but they remain until today just desirable goals for over 800 million children, women and men who will go to bed hungry tonight. How then are we going to meet the Zero Hunger Challenge by 2025?

Hunger has three dimensions. First, a majority of the hungry suffer from under-nutrition, mainly due to inadequate purchasing power. Second, large numbers suffer from protein hunger due to insufficient consumption of pulses, egg, milk and other protein rich foods. Third, over 2 billion, many of them being pregnant women, suffer from hidden hunger caused by the deficiency in the diet of iron, zinc, iodine, Vitamin A, Vitamin B12 etc. The Zero Hunger Programme involves concurrent attention to all these three forms of hunger.

The extent of prevalence of hunger and malnutrition also depends on the availability of food at affordable prices, economic and social (particularly gender), access to food and absorption of the food in the body, which is a function of access to clean drinking water, sanitation and nutritional literacy. Thus, there is need to take a holistic view of the zero hunger challenge, taking into account both the food and non-food components of food availability, access and absorption.

The UN has identified the following five major components of the Action Plan for achieving the elimination of hunger

These are

- 100% access to adequate food all year round

- Zero stunted children less than 2 years of age
- All food systems are sustainable
- 100% increase in smallholder productivity and income
- Zero loss or waste of food

All the above require intensive scientific research and support. For example, food availability needs research on the ever-green resolution methodology, so that increases in productivity can be achieved in perpetuity without associated ecological harm. Economic access will need a biovillage approach to rural development so that both on-farm income and market driven non-farm employment opportunities are maximised.

2016 has been designated as the International Year of Pulses. We should make a major effort to bridge the demand-supply gap in pulses, so that protein hunger can be addressed.

To overcome hidden hunger, we need a major effort in biofortification, so that agricultural remedies can be provided to the major nutritional maladies.

2015 marks the beginning of the UN Decade for Sustainable Development. Sustainable human wellbeing cannot be achieved without meeting the zero hunger challenge. Therefore, scientists should intensify their work in the areas of environmentally sound ever-green revolution, pulses production, biofortification and improved post-harvest management. In addition, there is need to pay attention from the scientific angle to the issues related to the Swachh Bharat initiative of our Prime Minister. For its success Swachh Bharat will need intensification of research in the areas of bioremediation, biodiversity conservation, biomass utilisation and biohappiness

Candidates with 12th Pass / Fail or 10th Pass /Fail are eligible for this Course. Priority will be given to the candidates coming from Rural Areas and having direct hands-on experience in agriculture and related field.

Instruction language

- Tamil / English

Proposed Program

The proposed program will be taken in month of April/May for 30 days in house training. Each section of program has divided in theoretical and practical cum hands on training activities. The aim of proposed program to make youth eager to take a sustainable agriculture as a career opportunity within local environment perceptive, and then we will be happy to receive their application in English with mentioned details such as your possible starting date and expectations on proposed program. Suggested ideas coming by the participants will be included in the list or refine in the program.

Please apply via our application system: [www.mssrf.org](http://www.mssrf.org)

Sl. No.	Program	No. of Days	
		Theory	Practical/ Exposure visit
	Climate Change and Zero Hunger Challenge		
1	General Agriculture and Climate change issues and adaptation strategies	1	2
2	Nutrition – Food & Soil & Testing	3	2
3	Dietary – Health Management	1	

	Water and Soil - Health & Nutritional Management		
4	(A) Water Efficiency and Use, (B) Soil	1	2
5	Standards and Certification (Organic & Inorganic)	1	2
6	Food Production and Processing (Organic & Inorganic) & Marketing of Products (Organic & Inorganic) Farm Mechanization and Livelihood promotion	1	2
7	Agriculture Mechanism and Products – hands on training		3
8	ICT in Agriculture Project development & Communication	1	2
9	Project development and linking to Support institutions	1	2
10	Communication - Written & Spoken	1	2
	Total	11	19

#### Impact Evaluation Questions

The impact evaluation will be designed to answer the following questions:

- Will this training lead to increases retention of youth in agriculture activities?
- Will this training lead to the use of higher quality inputs, such as farm mechanization, seed banking, agrochemicals, organic application, value addition, market strategy etc?
- Will this training change the value or provide source of soft loans that can be obtained as a livelihood options by the youth?
- Will the training increase crop income and yields and create livelihood options?

#### Measuring Results of Program

MSSRF uses multiple sources to measure results. After each above tabular section the output data will be used during compact training workshop. Independent evaluations will be taken as post-compact. Monitoring data will be generated by the program implementers and specifically covers the formed group of youth who will be received training under the program. The program will also consider the youth adoption exercises precisely to monitor who have adopted with/without the training. MSSRF and Agri-department will invests in independent impact evaluations, which estimate a counterfactual to assess what will have happened in the absence of the investment.

Regards,

Dr.N.Parasuraman

## 7. Rabi'u Auwalu Yakasai, Ministry of Agriculture Kano State, Nigeria

In Kano State, northern Nigeria, rural youth of the 15-17 age range seriously face agriculture-related problems with profound negative consequences on their livelihood.

### **Suppression**

The Youth suffer minority maltreatment particularly regarding active participation in the activities of producer associations/cooperatives. They are considered naïve. This suppressive attitude is mainly coming from dominant elders within the farmers groups many of whom are close relatives to the youth as typified in rural setting. By tradition, local producer association or cooperative societies are heterogeneous comprising age groups, size of farm holding and type of farm operation (crop, livestock, irrigation, fishery, processing etc). This suggests the youth considered here are resourceful in terms of production factors (land and water). Some of the youth exhibit great potentials for good leadership roles while others are undergoing training in computer-based entrepreneurship for self improvement. Possible solution to youth suppression in producer groups is to identify and regroup youth that exhibit high potentials for intensive training in decentralized agribusiness development. Every local government area of the state should have at least an apex youth producer association (AYPASS) that is highly empowered in leadership, financial and agric-venture management in rural setting.

### **Blocked opportunity**

Practicing youth farmers are clearly blocked from accessing agricultural programs designed to benefit and uplift their agric entrepreneurship status. Blocking youth opportunity is practiced by unruly officials as well as highly placed politicians in the corridors of power. Suitable upcoming youth practicing farmers are replaced by relatives and loyalists of the powers that be. Under this trend the affected youth are rendered frustrated, helpless and agriculturally incapacitated and left with no option than to increase the population of rural-urban migrants. Possible solution to blocking agribusiness opportunity for rural youth is to mobilize participants through AYPASS.

### **Lack of unity of purpose**

This is a continuous hereditary problem that is been passed from old to new generation in rural areas. The rural farming communities do not have sense of unity for collective drive to tackle problems that bedeviled their farming occupation. This is worse during farm produce trading and farm inputs procurement as individuals preferred to do it alone and not in group thereby reducing their profit potential due to increased cost of transaction. The situation explains reasons behind collapse of several pilot intervention agricultural projects in the area. Without farmers operating in unison scaling up and replication of project successes within the focal point farming communities cannot be possible. Possible solution is to organize scaling and replication of successful intervention projects through AYPASS.

### **Mismanagement of group fund**

Fundraising in producer organizations seizes to be successful simply because of leadership mismanagement of fund and the culprits normally get away with it unpunished. In fact, whistle blowers in the group end up taking the bashing that which the offenders ought to have received. The awful trend has seriously poisoned the minds of fresh upcoming youth in the system to the extend some of them believe that it is universally an accepted norm while it is not. The cumulative effect is lost of confidence and trust between members of the producer group and most unfortunate among the upcoming youth themselves. Possible solution is to build AYPASS on standard accounting practice together with provision of broad based connection to finance institutes for funding organizational and business programs.



## Vanity

Another killing hereditary problem that is continuously passed to new generation youth is disregard to new knowledge that which concerns their traditional way of farming. Most valued items in life as upheld by rural farmers are land, livestock and traditional knowledge of farming passed from ancestors. An agricultural specialist who comes to assist them is gauged on this bigheaded belief and so there is a limit to penetrating their minds with new knowledge and skill brought to them. To break this problem there is need for continuous field demonstrations on commercial farm operations by AYPASS in the local government area. AYPASS can be supported with ICT devices for effective participation, coverage and outreach and AYPASS office complex can also serve as centre for Open Data exchange, digestion and dissemination for local use.

## Girl youth of 15-17 age range

Traditionally girls of this age range are either under preparation for marriage soon or are considered approaching expiry time for marriage as it all depends on many social considerations. Major farm activities they engage upon include post harvest operations such as maize picking, cereal winnowing but certainly not crop management in the field. They are not accepted to participate in producer organizations even when the organization is exclusively for women because of their tender age and the family development role expected of them. Before the marriage and in many cases in post marriage, girl youth of 15-17 have active role in home-bound food business for selling to various outside customers. Examples include boiled/roasted maize, traditional snacks, roast peanut, boiled cassava, and cooked Moringa leaf, fresh vegetables, in front of the house, house to house or in schools, maternity clinics, ministries, Motor Park etc. Girl youth food hawking is a long tradition that can descend to great grand children in a family. Girl food business in food value chain consists of value addition; marketing and servicing that could be refined to benefit wider community members in the rural setting. Because it is a long time tradition with a market value and very important means of stable income to matrimonial women the girl food business has significant potentials to reduce household level poverty and increase self-reliance jobs if properly organized.

In an attempt to reduce the negative impact of these social and economic problems facing Kano state youth, the government introduced new program in 2011 tagged: Empowerment for Youth-Driven Commodity Chain Development (EYDCCD). The program started with camping youth (both gender) in various institutes for three months intensive training on different food commodities that are locally produced.

Case study on the government program will be posted soon. Thank you.

## 8. Adams Peter Eloyi, YPAED Cooperative Society, Nigeria

My name is Adams Peter Eloyi; National Programme Director Youth Agriculture and Entrepreneurship Development [YPAED Cooperative Society] and a Mentor to the Tony Elumelu Foundation Entrepreneurship Programme (TEEP).

My experience on the specific challenges young people faced in rural communities in Nigeria are as follows.

1. Marginalization from Government Employment initiative.
2. Corruption in the implementation of Government policies and programme on rural youth employment.
3. Lack of Access and awareness of information on Government Employment programmes.
4. Lack of capacity and training opportunities on decent work.



5. Lack of Access to market.
6. Lack of quality input.

#### HOW TO ADDRESS THIS CHALLENGES;

1. Increasing transparency in the implementation of youth employment programmes.
2. Enforce rural youth participation and merit based recruitment.
3. Participatory approach in the design and implementation of youth employment.
4. Increase awareness in rural communities on youth employment in Agriculture and decent work.
5. Introduce anti corruption and monitoring and evaluation measures on youth employment.
6. Improve access to finance and market for rural youth.
7. Establish vocational training centers in rural communities.
8. Publicity and wide dissemination on government policies and programmes in rural communities.
9. Lack of Data on rural youth;conduct annual needs assessment of rural youth.

#### OUR ORGANIZATION MOST BINDING CAPACITY CHALLENGE.

1. Institutional capacity development in Monitoring and Evaluation.
2. Infrastructure development.

#### WHY WE ARE CONCERNED.

1. The rising rural youth unemployment is affecting food security and socio economic development of Nigeria. Therefore our concern to compliment the effort of government and the international community to bridging the gap and access of information and education of rural youth in descent work.

### 9. Olivia Muza, Consultant, Zimbabwe

Ideally, rural youths between 15-17 years have just completed their secondary education (Form 4). Some enroll for high school education, while others consider apprenticeships or colleges of career choice.

However, because of poverty and lack of entitlements, the majority are caught up at that level. They have not reached the majority age (18 years) and are considered as minors and this determines their ultimate choices.

An understanding of place is one way to inform the design of effective interventions for the 15-17 age group. Rural areas can be places of problem (challenges of health,, education and food security etc), privilege (opportunities of recreation and renewal) and possibility.

The challenge is how to transform rural areas from places of problem to possibility (Budge, 2006).

Rural-urban migration has historically absorbed the excess population of the countryside, as pressure for farming land worsens-leaving rural areas depopulated- and few employed in agriculture, fisheries and forestry. The impact of climate change on the already vulnerable 15-17 age group threatens to significantly reduce their opportunities.

The discourse of green jobs has overtaken the development agenda- with hopes for widespread development and poverty reduction, creation of new and more vibrant economies based on clean technologies and securing an increasingly greener world.

One obvious gap is how can the vulnerable 15-17 age group can be considered as key players in the green economy:

- How best can we narrow the green jobs and technical training/vocational gap?

- What is the role of formal/informal institutions in providing the relevant career choices or support in a green economy?
- How can we raise awareness of the changes happening 15-17 age group locales (their spaces) and elsewhere and how prepared and equipped are they for these changes?
- How can local policies be made inclusive to the 15-17 age group in a green economy?

Potential interventions/best practices could address technical knowledge in green technologies, facilitating existing entrepreneurial cultures, opportunities for financing and demonstration and deployment of new technologies. Balancing new technologies with local knowledge is key to the success of the green economy/jobs.

In the words of one farmer who has practical experience in the farming industry "My generation started with a solid foundation of knowledge and work ethic learned from our parents who learned the food and feed production skills from their parents. They sent us to school to learn new ideas and make new connections while we worked with them on the land and then it was our turn to take what we had learned and began the process of trying to improve - sometimes failing but ever moving forward".

#### **10. Rabi'u Auwalu Yakasai, Ministry of Agriculture Kano State, Nigeria (second contribution)**

Hello everyone, kindly check the attachment as promised earlier on regarding 15 to 17.

The youth can be source of problems to their own survival when they fail to harness their potential resources together. Typical example is trust, confidence and unity among themselves. In a setting where production factors (land, water, climate) and government support work in favour of the youth it is only the youth's attitude and ability to grab the opportunities would salvage them from bad policy, political polarization and misrepresentation in development programs mostly designed for them. Youth input through advocacy for program planning, execution and monitoring is vital to ensuring maximum benefit.

In a situation where government is providing strategic support and creating opportunities for the youth, time and accuracy of implementation of the target program often becomes a means to its conclusive end. General elections cut short political administrations while running good youth program which if the gestation period is not reached in time the required impact would never materialize. Accuracy of program implementation is dependent on community specifics and to lesser extent local environment from start to finish which makes it highly critical in accessing youth chances for improved agro-based livelihoods in the rural areas.

More details in the attached case study on Empowerment for youth-driven commodity chain development (EYDCCD) program

Thank you.

Link to the case study:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Case\\_Study\\_EYCVCD\\_Kano\\_State.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Case_Study_EYCVCD_Kano_State.pdf)

### 11. Manuel Moya, International Pediatric Association (IPA), Spain

Dear Ms. Demeranville,

From the medical field, I'm afraid that there is little can be done to this important and perhaps neglected action of 'Youth- feeding the future'. Nevertheless let me express that:

The selection of ages 15 to 17 years is appropriate because corresponds to middle and late adolescence (17 to 18 yr.) This latter period is characterized, apart from biologic maturation, by a psychosocial development in which peer values go down in favor of individual thinking. This point is crucial because it encompasses the steps of breaking away (family model separation), career decision and realistic planning for economic independence. All this, in the frame of changes in affection and idealism is, let me say, the most favourable scenario for the proposed action.

The six precise challenges (paragraph 3 of the topic note) are most appropriate, but from my own adolescence point of view, the first (Education) and the third (Finance) deserve special dedication because they would attach youths to the agriculture way of living.

Due to possible gender discrimination, I would suggest to stress a special consideration for females.

Yours Sincerely

Manuel Moya

Catedrático E/ E Professor & Head

Editor in Chief of the Newsletter. International Pediatric Association (IPA)

Chair of the IPA Technical Advisory Group on Nutrition

Board of Directors of IPA Foundation

Academician of the Real Academia de Medicina

Pediatric Dept. University Miguel Hernández

Ctra Valencia s/n, 03550 S.Juan. Alicante. Spain

### 12. Martine Dirven, Chile

Dear moderator,

I enclose a contribution to the discussion from a Latin American perspective. It is essentially based on work with and for the FAO Regional Office for Latin America and the Caribbean in Santiago, in close collaboration with Sergio Faiguenbaum of that office.

Martine Dirven

Introduction

This is a contribution from the perspective of Latin America, based upon a recently published electronic book: Juventud rural y empleo decente en América Latina.<sup>2</sup>

As the FSN Forum team states from the very beginning, there are relatively few studies and data on the 15 to 17 age group. In Latin America, it is estimated that in 2015, there were 6, 3 million young rural

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<sup>2</sup> <http://www.fao.org/3/a-i5570s.pdf>

people in this age group. In addition, 16% of the male workers in the primary agricultural sector of this age group are urban residents and 11% of the female workers. They have been included in graph 2, as many policies also (should) apply to them.

As can be observed in graph 1, around 2012, 75% of the rural 15 to 17 years old women and 44% of the men were “inactive”, that is, they reported that the week before the Household Survey they did not work for more than an hour in an activity that is considered “economic” as per the National Accounts definitions. A relatively high percentage of them (87% of the men and 62% of the women) reported being inactive because of studying full-time, while the reason given by another 34% of the women and 5% of the men was their work at home: cooking, cleaning, washing, looking after young siblings or older or sick family members, usually daily and for long hours each day. In practically all age categories, including the 15 -17 years old, the percentage of rural people declaring being inactive because of illness or disability is higher than among their urban peers. The rest of the inactive in the 15 to 17 age group -6% of the men and 2% of the women- are “real” NEET<sup>3</sup>, meaning that they declared neither to study, work in an economic activity or looking actively to find work and, additionally, did not work in household chores, nor had disabilities or an illness preventing them to work. These are part of a potential hard-core group of youth in danger of falling -or already engaged- in illicit activities (gangs, paramilitary groups, drugs, among others). These, together with the unpaid family workers (in economic activities or household chores) plus those engaged in menial, ill-paid and/or informal jobs, may find it difficult to build a decent work path in the future.

Of the total population in the 15 to 17 age group, 39% of men and 12% of women worked in the primary agricultural sector<sup>4</sup>, while 14% of men and 11% of women worked in a large array of activities outside the primary agricultural sector (trade, construction, tourism, agro-industry, personal services, etc.), usually referred to as RNFE (rural non-farm<sup>5</sup> employment). Some of them combine work and study<sup>6</sup>. Finally, 3% of the young men and 2% of the young women reported being unemployed, meaning that they had not worked but had been looking intensely to find work during the week previous to the Survey.

#### Graph 1

Latin America (11 countries), 2012: Rural young people (15 to 29 years) occupied in agriculture, in RNFE, inactive and unemployed, per age groups and sex (as a % of the total rural population in each age group)

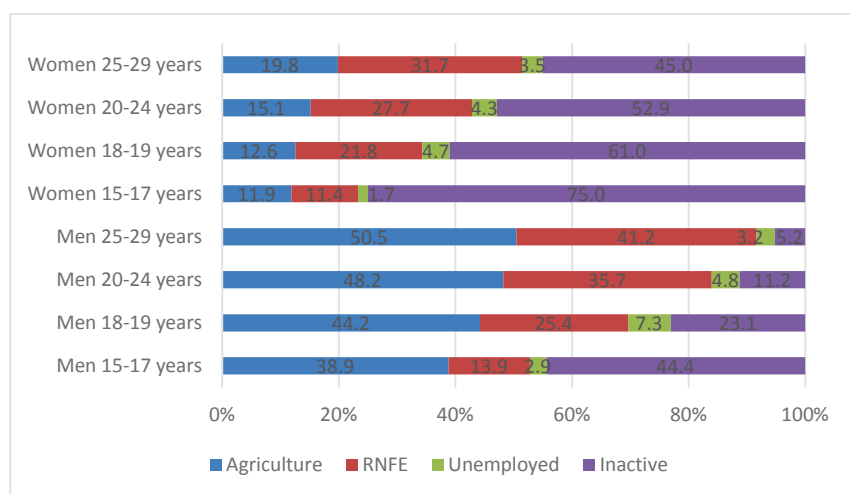
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3 Not in Education, Employment, or Training (Ni-Ni in Spanish).

4 Including, as per the National Accounts and labour definitions: agriculture, animal husbandry, hunting and recollection, as well as forestry and fishing in most countries.

5 The Spanish term is clearer: “empleo rural no agrícola” (ERNA) or non-agricultural rural employment, where “rural” refers to the place of residence of the worker and not the place of work.

6 Some 15% of the 15 to 24 age group were both working and studying (national level figures based upon data of ten countries around 2010). (Source: Viollaz, Mariana, 2014: “From the classroom to the workplace: Three decades of evidence for Latin America”, ECLAC Review, N° 112, p. 49).

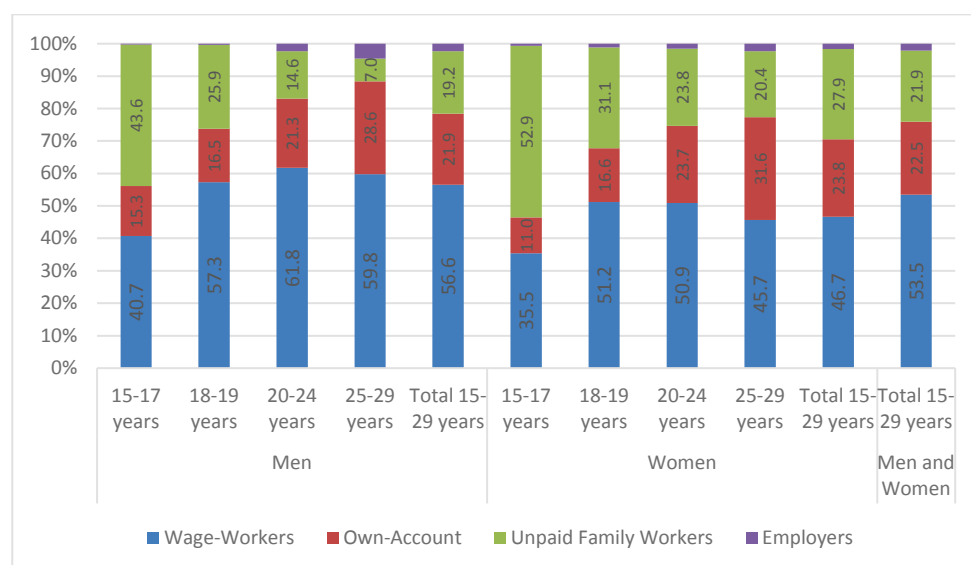


Source: Dirven (2016): Juventud rural y empleo decente en América Latina, Graph 5a, p. 19, based upon the Household Survey data of Bolivia (2011), Brazil (2012), Colombia (2012), Costa Rica (2012), Dominican Republic (2012), Ecuador (2012), El Salvador (2012), Honduras (2010), Mexico (2012), Panama (2010) and Peru (2012).

Of the occupied (including the urban residents working in the agricultural sector), 41% of the men and 36% of the women of 15 to 17 age group worked as wage workers and another 44% of the men and 53% of the women worked as unpaid family workers. In contrast, the own-account workers in this age group were relatively few (15% of the men and 11% of the women) (see graph 2).

Graph 2

Latin America, (11 countries), 2012: Young people (15 to 29 years) per occupational category in agriculture (rural and urban residents) and in RNFE, per age group and sex



Source: Based upon Dirven (2016): Juventud rural y empleo decente en América Latina, Graph 11a, p. 31, and the Household Survey data of Bolivia (2011), Brazil (2012), Colombia (2012), Costa Rica

(2012), Dominican Republic (2012), Ecuador (2012), El Salvador (2012), Honduras (2010), Mexico (2012), Panama (2010) and Peru (2012).

## Discussion

Although there are many important issues, we will only tackle four here. The first one, are the efforts to extend school-going versus the local employment possibilities. When objective 2 of the Millennium Development Goals were discussed at the UN-Economic Commission for Latin America and the Caribbean, full coverage of primary school was found to be little challenging, because this goal had already been virtually reached in most countries of the region, including their rural areas. Instead, other goals were suggested, including attaining full coverage of the secondary educational cycle.<sup>7</sup> Situations among countries are very different though. In Chile, for example, the twelve-year cycle of education is compulsory as is its starting age at six. Thus, youngsters of the 15 to 17 age group should be attending school. The Law permits them to work in light jobs and with parental permission, as from 15 years of age and not more than 30 hours a week during the school year.<sup>8</sup> On the other hand, in Bolivia, the Union of Boy and Girl Workers of Bolivia (Unión de Niños y Niñas Trabajadores de Bolivia, UNATSO) played an important role in reducing the minimum legal working age.<sup>9</sup> The new Child and Adolescent Code of July 2014 permits children of 10 to 12 years of age to work as own-account workers, with the authorization of the municipal Childhood's Ombudsman (Defensoría de la Niñez), and to work as wage workers with the authorization of their parents and of the Ombudsman, except for 21 types of work considered too dangerous or demanding. One of the problems (or blessings in this case?) is that several rural areas do not have an Ombudsman.

Most countries have social programmes aimed at improving the human capital of the poorest children and youngsters (a high percentage of which are rural) through conditional transfers, one of the conditions being remaining at school. Several of these programmes consider secondary school-going and, some, finalizing the secondary cycle. The evaluations show that these programmes have been successful at retaining children and youngsters for several additional years in the school system, but there hardly any studies on the impact of the additional years of school attendance on their labour prospects or on the local labour market. The scant evidence shows a lack of absorption capacity in the local labour market.<sup>10</sup> This in turn leads to migration and/or disappointed youths and their families, or outright frustration with -possibly- ensuing disruptive behaviour, or entering into illegal activities. Action therefore needs to be focused on invigorating the local (or national) (decent) employment alternatives.

A second point is that decent work -in all or most of its aspects- is hard to come by in most rural areas. In fact, inspired by the unmet basic needs approach (necesidades básicas insatisfechas, NBI, in Spanish) we developed an unmet decent work table (empleo decente insatisfecho, EDI) with entries for: contract, salary, risk at work, social security coverage (for health and pension), unionization, social dialogue and working hours. Although information to fill the different entries is scant, the results obtained are “unacceptable” for a region where most of the countries are classified in the middle- to

7 [http://www.cepal.org/MDG/noticias/paginas/2/40012/ODM\\_2.pdf](http://www.cepal.org/MDG/noticias/paginas/2/40012/ODM_2.pdf), pages 7 to 10.

8 <http://www.dt.gob.cl/1601/w3-article-95599.html> accessed on 30 April 2016.

9 <http://www.senado.bo/noticia/> accessed on 11 June 2014.

10 See CEPAL/OIT (2014): “Los programas de transferencias condicionadas y el mercado laboral”, Coyuntura laboral en América Latina y el Caribe N° 10 and, particularly, Rodríguez-Oreggia, Eduardo and Samuel Freije (2011), “Long term impact of a cash-transfers program on labor outcomes of the rural youth”, CID Working Paper, N° 230, Center for International Development (CID), Harvard University.



higher middle-income category. Thus -without differentiating for age nor sex- in the region as a whole, around 80% of agricultural wage-workers do not have a contract<sup>11</sup>; 30% of the occupied earn less than the minimum salary; 62% of wage workers are not covered by social security; more than 90% are not unionized; 45 or more hours of work per week is the norm; and social dialogue is virtually non-existing. For the same type of work, young people usually fare worse on all scores than the rest of workers, and the youngest among them fare even worse. However, because a growing percentage of young people work in formal RNFE, overall, they tend to score better than the rest of the rural population on several elements of decent work. Although the foregoing is true for the 15 to 29 age group, it is less true for the 15 to 17 age group, because the younger are much more engaged in unpaid family labour, but also in (often seasonal) agricultural wage work or low-paying and/or informal non-farm work, all scoring low with respect to the decent work elements.

A third point is that, compared to the population overall, a higher percentage of the rural population works in own-account or micro-enterprises (including farming). Therefore, an effort must be made to adapt the concepts of decent work to that environment and to convince the people involved - including policy makers, extension workers, etc.- that changes can and have to be made. Examples of changes that could (or should) be made at the level of the family and microenterprises: listen to the views of the rest of the family members or workers (a proxy for social dialogue), treat them well (without verbal or physical violence), envisage giving unpaid family members a salary for the hours worked and a participation for innovative ideas (with good results), separate a plot of land or animals for the independent work of grown-up children, etc.. Although these issues are usually considered to pertain to the family domain, they are also of public interest, in that young people are less likely to remain in their locality or in family farming if conditions are worse than they could be. Worldwide and in Latin America there are interesting experiences of awareness-raising on child-labour that could be used as an inspiration for increasing decent work conditions in rural family- or microenterprises. Uruguay has organized a set of workshops with farmer families to discuss the ageing of farmers and the possibilities of co-working, co-managing, early retirement cum inheritance and/or progressive transfer of activities and responsibilities to grown-up children (some within the 15-17 age group, but mostly older). In countries with lots of too-small-to-be-divided farms and little possibilities to absorb the rural young in the rural or urban labour markets, schemes for accessing fiscal or other land should be envisaged. Otherwise, instead of feeding the future with food, the young may well feed the future (or the present) with unrest.

One last point: the bias of policies and programmes, possibly in response to the demands of civil society (including rural youth organizations) toward own-account or microenterprise entrepreneurship (agricultural or RNFE) while the statistics clearly show that those groups are a minority. This bias leads to insufficient efforts to improve wage workers' conditions. In most countries there is no lack of adequate Laws and norms, but it is their enforcement which is lacking and thus, the main requirement.<sup>12</sup> As to the already mentioned intra-family working relations, conditions and decisions: when "pushed", adolescent and young adult children of small farmers usually come to admit that they feel that their families consider them as cheap labour with no say in the family business. This is hardly a good start to retain them on the family farm, in agriculture or in their locality. Low incomes, high risks, working for long hours and putting up with wind and weather, no free days nor holydays, etc., add to the lack of attractiveness of agriculture. In fact, different

11 In some countries -Peru is an example-, a verbal agreement is accepted as lawful for agricultural workers (comment made by Emilio Klein).

12 See FAO/ECLAC/ILO (2010 and 2012): *Políticas de mercado de trabajo y pobreza rural*, FAO, Santiago de Chile.



workshops with rural youth interested in agriculture<sup>13</sup> point to the same conclusions: these youths are an enthusiastic minority, with innovative ideas, very much oriented toward environmental concerns, and they want to work and live on the land, but differently from their parents, with less hard work, less risks and higher incomes, and ... connected to information and communication technologies (ICTs)!

Attachment:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Contribution\\_Dirven\\_Martine.docx](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Contribution_Dirven_Martine.docx)

### 13. Diana Lee-Smith, Mazingira Institute, Kenya

Although my information offered to this discussion is based on urban youth employment in agriculture I think it is relevant to the topic. A recent (2016) book *Youth Unemployment in Kenya, a Ticking Time Bomb*, edited by Helmut Danner et al addresses key questions also relevant to rural youth unemployment in the sense of preparedness and conditions in developing economies. I and Mwima George Echessa contributed chapters on agriculture. I attach my chapter on urban agriculture as a WORD file. I also attach the book as a PDF. It is also available in Kenya through Lonhorn.

Food and nutrition insecurity are prevalent in Kenya's urban slums as in many rural areas. Hunger and need for incomes drives poor youth to food production but they meet many obstacles. The education system does not promote agriculture as an income-earning opportunity, which it is, especially in urban and peri-urban areas. Youth cannot access land even that belonging to their parents due to their status as youths. Parents and families have to change their attitudes and the schools have to stop using farmwork as a punishment. One or two cases of overcoming such barriers are given.

Attachments:

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Youth%20unemployment%20book.pdf>

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Youth%20unemployment%20book%20chapter.docx>

### 14. Emile Hougbo, Agricultural University of Ketou (UAK), Benin

#### Original contribution in French

La problématique de la mobilisation des jeunes pour le développement agricole est cruciale. Car, la jeunesse est la couche qui regorge de plus d'énergie et qui constitue de ce fait l'avenir de tous les pays, les pays africains notamment. Dans le même temps, la jeunesse manque souvent de moyens. Elle est la tranche d'âge qui n'a pas encore réussi à accumuler suffisamment de ressources de production. Du coup, le premier obstacle qui freine l'installation des jeunes en agriculture est le niveau élevé de risques qu'ils doivent encourir. Mobiliser les jeunes en agriculture suppose (ou impose) alors que les risques soient amoindris dans le secteur pour eux. D'où la nécessité de procéder à des investissements

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<sup>13</sup> With IFAD/Land Coalition and Procasur with young people from Latin America in April 2016; with the Ministry of Agriculture (INDAP) of Chile, FAO and other partners with Chilean youth in 2015; with CONTAG, the Brazilian labour union for agricultural workers, and young people from several countries of the region, although most came from Brazil, in October 2013, etc.

publics importants, notamment en matière d'aménagements fonciers et de sécurisation foncière pour la maîtrise de l'eau, l'organisation opérationnelle pour la valorisation optimale de ces aménagements (question de coopératives) et la mise en place de plateformes d'innovations inclusives pour se pencher spécifiquement et constamment sur les réalités agricoles tant aux niveaux nationaux qu'aux niveaux transfrontaliers. Ceci suppose l'organisation efficiente de certaines filières d'importance régionale dans lesquelles les jeunes devront s'investir: riz, banane plantain, datte, manioc, igname, pomme de terre, mangue, tomate, oignon.

### English translation

*The issue of mobilization of young people for agricultural development is crucial. Because youth is the stratum that is overflowing with energy and is for this reason the future of all countries, specially the African countries. At the same time, the youth often does not have sufficient means. It is the age group that has not as yet managed to accumulate enough production resources. As a result, the first obstacle hindering the entry of young people into agriculture is the high level of risks that they have to take. To mobilize the young into agriculture assumes (or makes it necessary) that the risks in the sector are lessened for them. From which stems the need to instigate important public investments, in particular in terms of land management and security for the water control, the operational organization for the optimal development of these land improvements (a matter of cooperatives) and the implementation of platforms of inclusive innovations in order to address the realities of agriculture specifically and constantly, both at national and cross-border level. This supposes the efficient organization of certain sectors of regional importance in which the young should invest: rice, plantain, dates, cassava, yam, potatoes, mangos, tomatoes, onions.*

### 15. Ranila Jayasinghe, University of Peradeniya, Sri Lanka

Most of rural youth are refusing to enter in agri-business due to poor income. Most of the intermediates are earning a lot without any contribution given to the performance of the industry. So, creating a market for the production is the must to capture the youth for agriculture. A very interesting success story that I have seen in Sri Lanka is poly-tunnel vegetable production in Welimada, Sri Lanka. Most of yourth engage in polytunel business and they directly send their products to super markets and earning lot and that is a kind of profitable business. They are very interested to do this due to high tech involvement, decent, good recognition and most of motivational factors have their. So, we have to identify motivational factors for the youth and answer to those.

### 16. Alpha Sennon, WHYFARM, Trinidad and Tobago

Please allow me to introduce a dynamic Youth Organization that is interested in partnering and giving consultation on **Youth – feeding the future**.

My name is Alpha Sennon, I am a 29 year old "**Farmerpreneur**" from Trinidad and Tobago. I am currently pursuing an MPHIL degree at the University of the West Indies in Agricultural Extension. I recently launched an organization in the island of Tobago at last years' Tobago World Food Day Celebrations. Start-up entitled WHYFARM.

We are interested in any opportunities that may be available for us to work or partner with FAO.

Looking forward to hearing from you soon as to possible prospects how WHYFARM **can work with FAO**.

Please find attached some information about WHYFARM.

*Best Regards*

Alpha Sennon  
Founder and Executive Director  
WHYFARM  
We Help You-th Farm  
Trinidad and Tobago.

Attachment:

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/WHYFARM.docx>

### **17. Karin Reinprecht, CGIAR CRP Dryland Systems, Jordan**

**Contribution posted on the FSN Forum in Europe and Central Asia**

**Russian version below**

During an evaluation of a training programme for rural women and youth in Tanzania, Uganda and Kenya in 2015, I observed that one of the biggest problems of the age group 15 - 17 is dropping out of school - mostly without a realistic livelihood plan. Especially, dire is the situation of girls getting pregnant and dropping out of school because of their pregnancy. They often have no possibility to earn a livelihood for themselves, or be supported by the father of their child or their parents - and end up truly destitute.

One intervention, which seemed to be working well for female school drop-outs of this age group has been providing girls with a small plot for growing vegetables plus with inputs needed plus with mentoring during growing, selling and processing of vegetables. About 30% of the girls could earn their own livelihood (and their child's) after 1.5 years ...

**Russian version**

В 2015 году в ходе оценки программы подготовки сельских женщин и молодежи в Танзании, Уганде и Кении, я отметила, что одной из самых серьезных проблем для возрастной группы от 15 до 17 лет является то, что многие бросают школу, по большей части не имея реалистичного плана заработка на жизнь. Особенно остро эта ситуация проявляется среди девушек, которые бросают школу по причине беременности. Зачастую у них нет возможности самостоятельно обеспечивать себя или находиться на обеспечении отца своего ребенка или родителей, в конечном счете они живут в нищете.

Одной из интервенций, которая показала свою эффективность для девушек данной возрастной группы, бросивших учебу, стало обеспечение девушек небольшими участками для выращивания овощей и необходимыми факторами производства, а также наставничество в процессе выращивания, продажи и переработки овощей. Около 30% девушек смогли обеспечить себя (и своих детей) спустя 1,5 года...

### **18. Charlotte Goemans, International Labour Organization, United Republic of Tanzania**

Dear Jacqueline,

Thank you for giving us the opportunity to share our views. The points that I will share below are based on my experiences working for FAO and IFAD on youth employment in agriculture as well as working for ILO on child labour and youth employment in the African Great Lakes Region.

### **Targeting of development programmes/projects**

Many people in rural areas of developing countries do not have birth certificates so often it is difficult to be sure of someone's age. When designing a project or programme we might indicate an age range of people to be targeted but in practice these criteria might be difficult to apply. Hence it is advised to be flexible in applying these criteria to make sure that the right people are benefitting from the project.

An IFAD project for the [Promotion of Local Initiatives for Development in Aguié \(Niger\)](#) created a unique targeting system which enables community members to participate in the planning of the project activities. The project created a system of establishing four different groups in the villages identifying problems among the young men, young girls, elderly women and elderly men. Each group point out the needs and problems and possible project supported activities as solution. This approach could be adapted to specifically identifying problems in the category of youth aged 15-17 and then also following these youth over the years as they become adults.

### **Artificial divide between child labour and youth employment interventions**

In a number of cases, development projects either focus on child labour or on youth employment. Too often the linkages between both are not made. However, dividing both is artificial and at field level we have to simply address both groups together. In this forum, people aged 15-17 are called youth. We can also call them children. It leads us to the definition of what is a child in the context of rural Africa and what is considered child labour. Too often, children are forced to grow up quickly and work. Children between 15 and 17 are allowed to work if the conditions are not hazardous. This is challenging in practice. For example in Tanzania, children aged 15-17 work in tobacco plantations. The companies who employ them, pay them a lump sum from which they are also supposed to cover their occupational safety and health (OSH) precautions (such as buying boots and gloves to protect them while picking tobacco leaves). In practice, they will be reluctant to spend part of their salary on OSH.

### **Data gaps**

Trying to get specific data on youth aged 15-17 can be difficult. The UN defines children as those under the age of 18; adolescents are considered those between 10-19 years; and youth are those between 15 and 24. So how can we track what is happening with youth aged 15-17 at both global, national and local levels?

ILO is trying to overcome these data challenges through a number of data-collection processes at national level such as [school-to-work transition surveys](#), and linking a child labour module to the [integrated labour force surveys](#). In this way, specific data on the 15-17 age group can be more easily captured. At the same time, ILO is building the capacity of National Bureaus of Statistics and Ministries to collect and analyse these data.

### **Rural vs Urban**

Much has been said about trying to refrain rural youth from migrating to urban areas and abandoning agriculture. Even more has been said about developing countries having to invest in agriculture since this is in many cases still the main contributor to the GDP. If we really want developing countries to transform and 'graduate' to middle-income countries we cannot only focus on agriculture and we cannot only focus on industrialization. We have to focus on both at the same time.

In rural areas, agriculture is still the main driver of the economy and other rural-based activities will only thrive if agriculture as such is thriving. Agriculture has to be modernized or as a colleague adequately put it ‘moving the hand hoe from the field to the museum’. Youth (including those 15-17) will not be interested in backbreaking agricultural work that is only for subsistence. They want to work with modern equipment such as tractors and achieve economies of scale which can be achieved through joining cooperatives and sharing inputs. Leasing equipment is also an option, i.e. [hello tractor](#). An interesting example on this from a young producers organization in Togo been shared in an [FAO/IFAD/CTA publication on Youth and Agriculture](#).

We should further explore rural-urban linkages and add value to agriculture produce. It is mind blowing that in most supermarkets in East African countries you can only buy juice imported from South Africa while fruits are locally grown in abundance. Youth can be mobilized to engage in various links of the value chain such as transportation, processing, packaging etc.

With increasing globalization, rural areas are becoming more connected and ICTs are really transforming the (rural) economy in Eastern Africa. They modernize the image of agriculture, link operators in various links of the value chain, have revolutionized rural banking through ‘mobile money’ and so much more. This [AGRA publication](#) gives many examples. Development actors can no longer ignore the way ICTs are revolutionizing the agriculture sector and should invest more in incorporating them in their programmes and projects. [CTA’s ARDYIS project](#) is a good example on how this can be done. The ‘[Digitalizing for Development \(#D4D\)](#)’ initiative from the Belgian Government is another example of how the digital revolution can help us achieve the SDGs. Youth have an important role to play in using ICTs for development.

### **Vocational training**

In Tanzania, students can only access State Vocational Training if they have a Form Four Certificate. This means usually attending school up to the age of 17. This Vocational Training provided by the State is delivered in English. Needless to say that many youth are excluded from this opportunity and specifically those between 14-17 years.

ILO has been trying to address the skills mismatch through different initiatives which include ‘recognition of prior learning’. In many cases youth that are informally trained never received a certificate of recognition for this training. This initiative formally recognizes the skills and knowledge that a person already possesses against competencies in the National Training and Vocational Qualifications Framework. Hence this increases the employability of youth.

### **19. Jacqueline Demeranville, facilitator of the discussion, FAO, Italy,**

Thank you to everyone who has provided comments and shared ideas and case studies so far!

Many of you have pointed out the need to engage youth in agriculture and the importance of this life stage in terms of careers and development as well as the challenges they are facing. Some of these challenges relate to agriculture in general (risk management, professionalization of the sector, climate change and value chain organization etc.) and some specifically to youth (such as data, blocked participation in agricultural programme and producers’ organization and access to insurance, finance and resources to name a few). We have also received a number of suggestions to support youth in agriculture, related to microfinance, producers’ organizations, deployment of green technologies, participatory approaches, dissemination of information on government programmes, among other ideas). Thank you for these and your other rich contributions!

Thinking about some of these actions raises a number of questions for me on how to ensure that youth under 18 are engaged. For example, can youth under 18 access financial services, join producers' organizations and participate in national youth and agricultural programmes?

How can we ensure that youth under 18 benefit from such initiatives? Is it in the policy and programme design, or implementation? What approaches have worked to reach this age group with these services and resources or to support their access to decent work in agriculture?

Several of you have also raised the issue of the importance of education and vocational training in rural areas, highlighting cases where theory is linked with hands-on activities and students are linked with the private sector for practical experience. Please keep these cases coming! It would also be interesting to know if there are any examples of ministries of agriculture joining up with ministries of education and youth to do so.

Looking forward to our continued discussion!

Best regards,

Jacqueline

## 20. Stephen Adejoro, Zartec Limited, Nigeria

Dear Moderator

Thank you again for exploring this societal challenges after the recent discussion on farming system and nutrition, and now, to address this topic and the relevance of youth in the age bracket of 15-17. We need to have a global view of their situation analysis, in respect of availability of jobs, good education and their contribution to any national, regional or global productivity especially in their capacity in feeding the future.

The background study presented by the organizers adequately focused on the challenges facing this segment of youths in the world and most especially in the rural set up of the developing countries; we have seen from the report, that youths of ages 10 to 24 years constitute about 30% of the world population of 6 billion of which 47 million in this age bracket are engaged in hazardous jobs or child labor jobs.

It is worthwhile for us to note that the various challenges well identified in this document constitute the aetiology of the present scenario of most African youths of this age bracket (15-17) mostly pre-punderance in Africa rural set up, where most of Africa farming population and natural resources like crude oil, minerals, livestock and cash crop are mostly found, and this set of youths can be characterized as:

- Restless, mostly vulnerable to poverty and insurgency.
- High level of joblessness and truancy for lack of financial support in their education.
- Easily recruitable to cause insurgencies (like Boko Haram) and found involved in cattle theft or as armed robbers and nuisance in most local areas of Africa.

We need to also project the future population of these youths by the year 2050, when the world population will show a further increase of 3 billion with a heavy decline in the present farming population. By this year, additional youth of this age bracket may constitute almost 1 billion.

Who will produce global food of plant and animal origin for human consumption? and what will be the assessment of the Africa food security by the year 2050? if we do not immediately target this youth segment and decode them of their present perspective and orientation.



I believe that every African state must evolve a National youth policy to encourage youth in agriculture of both plants and animal for food profitability and gainful employment.

These Government policies must address reformation, re-orientation, training, mentorship, soft loan provision, land allocation and classification of youths to preferred agricultural sectors.

I believe Government Public-private partnership is required to make the new agenda a success.

What I mean here, is that it will be unproductive to train this youths and send them directly to the farming system of their choices without attaching them to mentors, and this is where my views about the public-private involvement in the programme calls for attention.

In Nigeria today, where we have some of the challenges of youth like restlessness and unemployment, and where the Government is initiating a return to land to curb Boko Haram and other insurgencies such as the cattle rearers and arable farmers imbroglio, we need the co-operation of many private agricultural initiatives that are still very sustainable in Nigeria and other African countries to mentor these youths selected by government to return to sustainable farming of plant and animal food.

While Government identifies such successful agricultural enterprises they must be co-opted to allocate government land to these youths under the coverage of their organization as mentors.

The organization may be motivated by government to retain the allottees and provide technical support for their project to succeed.

Besides, the youths may grow crops that could be bought back by such organization to complement their annual stock requirement thereby providing regular income and market platform for their end products.

I also believe that the many Government parastatals currently holding idle lands can accommodate these youths and provide them with extension services and technical ideas, these youths can be engaged in horticulture, animal husbandry, poultry and many valuable agricultural ventures. For example, it is very obvious that cattle fattening as a farming enterprise is profitable and viable when raised on small plots of land intensively fed and restricted from roaming in many regions of Nigeria. A survey recently conducted by this author showed that a 20 herd of cattle weighing average market weight of 150kg can be achieved within 6-8months fattening of the heifer or poorly fed cattle bought from pastoralists. The Northern region of most south western states and other states in the south of Nigeria can economically practice this ranching system as a style of life for many youths of this region. Our studies show that a return on investment of 35-40% is achievable in 8 months. This kind of farming system is highly recommended in Oke-Ogun region of the Oyo State, Yewa region of Ogun state, Ila region of Osun state, Ikole region of Ekiti state as well as the Akoko region of Ondo state all in south western Nigeria.

Similar venture can be recommended in all eastern and south south states of Nigeria. This can also be established in the river basins of the northern part of Nigeria with encouragement of grass plantation to restrict roaming tendency of pastoralists.

The success of Youth feeding the future, will primarily depend on market accessibility and introduction of value chain to diversify product marketing and possibly generate foreign exchange to Developing countries with declining foreign reserve.

While I believe that this idea is laudable it must be widely debated with concrete strategic output as recommendation to the vulnerable developing countries of the world.

Dr. Stephen Adejoro is currently the Head of Marketing of Research and Marketing of Zartech Limited and a co-founder of AFRICA LIVESTOCK INDUSTRY SUSTAINABILITY



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## 21. John Weatherhogg, Italy

Further to Charlotte Goemans interesting contribution, as well as leasing of agricultural equipment hire-purchase can also be a way of creating decent rural employment for rural youth. While the tractor may provide security for the loan some additional guarantee is normally required which may be met by the family, There are great advantages in getting youth involved in small contract work in areas where casual labour has become scarcer due to urban drift. Such youth are motivated and prepared to work long hours. Farmers therefore get their land prepared at reasonable cost and contractor services can also cover other operations including harvesting and threshing,

Such hire-purchase schemes can be valuable in providing a 'market' for youth labour. The problem with vocational training is that often there is only a weak or non-existent rural market for anything half-way 'decent'. In this situation vocational training becomes a very much two-edged weapon and can in fact speed-up the process of urban drift. Any agricultural or fishery college certificate is all too often used as the passport for a job in the city.

## 22. Rabi Auwalu Yakasai, Ministry of Agriculture Kano State, Nigeria (third contribution)

Dear Jacqueline, the Moderator

There is one approach that provides inbuilt answer to the interesting rather 'digging out' questions that you set

Youth under 18 accessing financial services, joining producer associations and participating in national youths and agricultural programmes?

How youth under 18 benefit from policy, programme design or implementation?

The answer could be embedded in the third inquiry you made on education and vocational training and you was searching for cases? How about this

### Typical Case

Education and agricultural vocational training used to go hand-in-hand in young farmers club (YFC) program that was famous and effective in Nigeria from colonial era to post independence years spanning up to the 80s when the YFC started disappearing in primary and secondary schools. YFC is collaboration between ministry of education (curriculum management and garden site) and ministry of agriculture (agriculture policy and expertise input) is typical case where policy and programme design deeply rooted. But policy, design and implementation in today's dispensation all need to be redesigned to accommodate contemporary social and economic changes in society.

The new changes will bring in students of tertiary institutes (universities, poly-techniques, colleges) to prepare the youth towards accessing financial services, join or form producer associations and participate in national agricultural programmes. Thus, in tertiary institutes there is need to have Students Agribusiness Club (SAC) to complement members of the YFC that are on the rise in the education system.

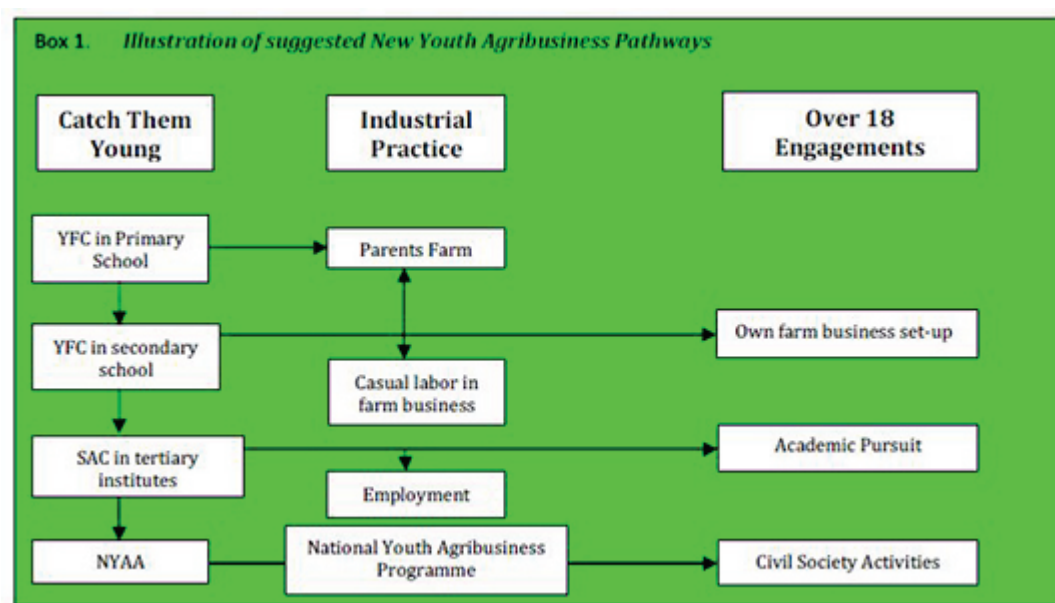
## The Required Changes

New policy together with incentives, grants, development fund to revive YFC in primary and secondary schools in Nigeria

In tertiary institutes there is need to float and or strengthen Student Agribusiness Club (SAC)

Programme design for YFC and SAC should focus on vertical and horizontal development of commodity value chains in the country in full coordination with NYAA

National Young Farmers Association (NYFA) to be headed exclusively by members of the SAC that were democratically elected from the bottom-up youth organizational structures in the states



Attachment:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Education and Agribusiness for youth.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Education%20and%20Agribusiness%20for%20youth.pdf)

## 23. Veronica Kirogo, State Ministry of Agriculture, Livestock and Fisheries, Kenya

Dear Moderator,

Thank you for the informative online discussion.

Find below my contribution to the current discussion.

Regards

Veronica Kirogo  
Coordinator, Urban and Peri-urban Agriculture Project (UPAP)  
Ministry of Agriculture, Livestock and Fisheries  
Nairobi, Kenya

### ***Challenges faced by rural youth aged 15-17 in making a living in agriculture and related activities***

Kenya is rapidly urbanizing at the rate of 4.4 percent annually and it is estimated that 54 percent of the population will be residing in urban areas by 2030. This is attributed to increasing urban-rural migration as more people from rural areas relocate to urban centres in search of better livelihoods. In most cases, people who migrate are aggressive and enterprising in nature and would be good role models for the youth age 15-17 years who are still undertaking their basic education. Therefore one of the key challenges facing the youth is lack of role models of persons who have made a living from rural agriculture. In addition, farming in Kenya is majorly subsistence and majority of the rural youth have grown up seeing their parents and community struggling to make a living and would therefore take up agriculture as a last resort. Infact, in the past cultivating or ploughing was a common punishment given as a disciplinary measure in schools. This has also translated to fewer youth taking up agriculture as a subject in secondary schools since it is not a mandatory subject. Limited access to mechanized agriculture makes it unattractive to the youth as they associate agriculture with toiling and limited or no returns. Lack of skills and productive resources such as land and finances are also key challenge among the youth.

### ***How can these challenges be addressed***

Including agriculture as a life skill option in basic education and delivered in most exciting ways. For example, according to Consumer Insight (2009) 47 percent of youth aged 15-17 in Kenya are computer literate; computer agricultural programmes including games could be developed and this would entice the youth in engaging in agriculture in real life.

Promotion of youth-friendly agricultural technologies such as multistorey (vertical) vegetable gardens, vegetable and tree nurseries, and small livestock rearing. In 2014 and 2015, I coordinated capacity building youth in Nairobi slums on multistorey vegetable gardens and the response was very encouraging. The youth were very excited because the gardens provided them with fresh vegetables, income from sale of the surplus produce and consultation fee gained from constructing the gardens requested by members of their community!

Another opportunity would be in mobile-marketing of agricultural produce and products. This could be offered as a unit in Agricultural Technical and Vocational Education Training (ATVET).

Identifying role models in agriculture and related activities to be giving motivational talks to the youth on their role in sustainable agriculture

Support for agricultural clubs in secondary schools including exchange tours and competitions

The youth could also be allocated idle but productive public land on temporary basis to refine their skills in commercial agriculture.

## **24. Adam Gerrand, FAO, Italy**

Dear Ms Demeranville,

I follow the FSN Forum and I thought you may be interested in a paper that was submitted to the World Forestry Congress last year that has some links to you and food security.

Regards,

Adam

Adam Gerrand  
Forest Officer UN-REDD  
Food and Agriculture Organization of the United Nations  
FAO Regional Office for Asia and the Pacific

Links:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Looking inside the household- Children%E2%80%99s reliance on forests for food Pouliot\\_WFC2015.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Looking%20inside%20the%20household-Children%E2%80%99s%20reliance%20on%20forests%20for%20food_Pouliot_WFC2015.pdf)

## **25. Rabi Auwalu Yakasai, Ministry of Agriculture Kano State, Nigeria (fourth contribution)**

Dear Jacqueline, the moderator

Please find attached an article on what Buhari [*Muhammadu Buhari, President of Nigeria, Ed.*] said about Youth employment.

I just came across it in my inbox. Take the relevant part of the information on youth, agriculture, stakeholders, productivity etc and throw away the rest. What a timely coincidence, FSN Forum on youth empowerment and Nigeria's verbal insinuation search of solutions and direction. Please intervene ASAP

Happy link reading

Rabi

Link:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Youth\\_Employment\\_Nigeria.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Youth_Employment_Nigeria.pdf)

## **26. Jean Marius D'Aleixandris, Lyseconcept, France**

Je développe un concept de revalorisation des eaux usées pour une agriculture agronomique productive.

Le principal défi pour un agriculteur c'est la rentabilité de son outil de travail, la terre.

Avec les connaissances actuelles il sait ce qu'il va pouvoir semer quand récolter et vendre. Il manque un élément très important les intrants. Sauf que l'enrichissement des sols ne pouvant se faire qu'avec de la Matière Organique celle-ci se fait rare surtout dans certaines régions comme l'Afrique, endroit où je travaille sur le sujet.

Les agriculteurs du monde entier font appel à la chimie. Hors celle-ci a des défauts que beaucoup peu d'agriculteurs connaissent. 1 l'engrais chimique coûte cher et grève sérieusement le budget de mise en semence. 2 c'est un intrant et comme tout intrant qu'il soit biologique ou chimique il lui faut de l'eau pour se dissoudre. 3 le chimique aura tendance à brûler les racines si la quantité d'eau n'est pas suffisante 4 l'agriculteur sait très bien qu'il vend des produits contaminés et cela ne l'incite pas à se donner à fond dans le travail 5 quand il fait les comptes à la fin de la saison la rentabilité est minime au vu du travail effectué

L'ensemble décourage n'importe quelle bonne volonté

Quand je propose la revalorisation des eaux usées tous les ingénieurs agronomes, les agriculteurs sont intéressés. Mais pour mettre en place le concept il faut de l'argent et bien entendu aucune banque ne lui avance les fonds.

A ce jour en Afrique une banque va soutenir à minima un agriculteur s'il donne la preuve qu'il a signé un contrat de garantie d'achat avec un acheteur.

De partout on met des freins au développement agricole. Après on va implanter des grandes fermes maraîchères dont la production n'est pas garantie mais qu'un acheteur aura cautionnée.

Sauf qu'une fois la vente effectuée, c'est seulement à ce moment là que l'agriculteur touchera de l'argent. la question qui se pose alors est celle ci: la vente couvrira t elle toutes les dépenses contractées auparavant? Si le champ de production a subi des attaques parasitaires la production est en dessous de la prévision et le système se retrouve endetté. au bout de quelques années le système ferme. En plus ce système ne résout pas deux problématiques: la fixation de la jeunesse sur les terres ancestrales, l'exode de cette jeunesse vers les banlieues des grandes villes à la recherche d'argent facile.

Au contraire notre concept apporte une solution globale

- 1 il fixe la jeunesse au pays car cette jeunesse obtient une rentabilité très importante.
- 2 le concept procure du travail à de nombreuses familles locales
- 3 il enrichit le village
- 4 il réduit l'exode rurale
- 5 il apporte une réelle solution au traitement des excréments du village
- 6 le concept fournit à l'agriculteur un élément contenant de l'eau dans laquelle est dissoute la fertilisation de son sol le tout prêt à l'emploi en illimité à profusion
- 7 Le concept favorise le développement de la biodiversité et supprime l'érosion des sols
- 8 le concept supprime la pollution des nappes phréatiques par le chimique, nappes phréatiques dans lesquelles de nombreuses populations du monde puisent pour vivre
- 8 le concept réduit les maladies pandémiques

## 27. Courtney Paisley, Italy

I work with Young Professionals for Agricultural Development (YPARD) and while we focus on youth active in the agricultural sector from the age of 18, we understand that the decisions and attitudes towards disciplines are formed at an earlier age.

**Our experience with secondary schools:** Some of our members who have made successful careers in the agricultural sector have been supported to go to secondary schools in their country to tell their story. We know that not only is there is minimal and negative education on farming and the agricultural sector, but there is also little coverage on what the different possibilities are in this sector; such as opportunities further along the value chain or how to bring value addition closer to the farm. This approach is meant to provide a measured understanding of what is possible - not agriculture is wonderful for everyone and everyone should do it, but this is what you could do, if you so choose. Feedback we receive is that the students appreciate learning about what the different opportunities are and these are largely new for them.

**Our experience on what rural youth want:** I do think that initiatives that look at youth employment in agriculture also need to work with rural development programmes. Research that we conducted recently in Morocco on the aspirations of young rural people revealed that instead of identifying key critical skills that they need for the job of their dreams, they were still asking for better roads and schools as their top priorities. Thus, our approaches should work within context specific realities as well as with other programmes addressing some of the root causes of poverty.

Thanks for the discussion.

Courtney Paisley, YPARD Director

### 28. Anna Yeritsyan, Armenia (second contribution)

In addition to very interesting contributions, I would like to add that unfortunately young people in many countries of the region may not even have opportunities to volunteer in agribusinesses, if they wanted to, unless they are of the working age (that is- over 18). That is why it is very important to provide them with opportunities to somehow use their potential or knowledge. I really like the model utilized by Junior Achievement project in Armenia. Many of us must be familiar with the model of JA operations. In Armenia they work with the 15-16 y. old schoolkids, teaching them how to establish own business (theory), then the kids actually do that - they select the board of directors, assign positions, issue shares and raise money, then they actually start producing whatever they want - most of the time a craft, handmade something, dried fruit, or herbs. After this they sell the product and generate some profits that are further used to implement a social project. Currently school classes have a very high stress on theory, and there is very little implementation and learning -through-doing, that is the reason why the kids just love this program.

Ministry of Agriculture does not have any projects involving young people, whereas there are groups of young people that are ready to take over some tasks, if we succeed in empowering them.

### 29. Mahamadou Sani, NGO APOR NIGER, Niger

#### Contribution posted on the FSN Forum in West Africa

##### Original contribution in French

Les jeunes peuvent bien participer à l'augmentation de la production agricole à conditions de prendre un certain nombre de dispositions dont :

- \* La formation et l'éducation des jeunes;
- \* l'organisation des jeunes;
- \* Formation des jeunes à l'éducation financière;
- \* L'appui à la recherche de financement;
- \* L'organisation du marché des produits agricole;
- \* Appui des organisations des jeunes dans le développement des activités culturelles et sportives.

Notre ONG APOR a déjà participé à l'exécution des projets des jeunes qui ont donnés des résultats satisfaisants comme le projet PASADOP, Arziki et le REGIS ER.



### English translation

*The youth could very well take part in the raising of agricultural production provided that a certain number of measures are taken, as follows:*

- \* Training and education of the young;*
- \* Organization of the young;*
- \* Preparation of the young by financial education;*
- \* Support in the search for financing;*
- \* Organization of the market for agricultural products;*
- \* Support for youth organizations in the development of cultural and sport activities.*

*Our ONG APOR [Action pour la Promotion des Organisations Rurales, Action for the Promotion of Rural Organizations] has already participated in the execution of projects for the youth which have given satisfying results, such as the projects PASADOP, Arziki [a local word in Niger meaning 'prosperity'] and the REGIS ER [Resilience and economic growth enhanced resilience].*

## 30. Dosse Sossouga, Amis des Etrangers au Togo (ADET), Togo (second contribution)

### Contribution posted on the FSN Forum in West Africa

#### Original contribution in French

- Vous savez, la jeunesse a été dérouté depuis, avec l'idée que gagner sa vie c'est "aller à l'école pour devenir un Ministre, un Magistrat, un Président, un haut fonctionnaires de l'Etat etc.. Cela faisait mépriser le secteur agricole au profit des pauvres paysans et paysannes qui utilisent des moyens traditionnels pour les cultures vivrières et autres. La course à l'instruction conduit jusqu'à présent à acquérir de gros diplômes pour être au sommet de la hiérarchie pré-établie par l'administration.

Maintenant, la jeunesse, la future génération fera face à d'énorme difficultés de subsistance, vu que la démographie des jeunes est galopante.

Les jeunes ruraux, face aux conséquences désavantageuses des changements climatiques, à la rareté des terres cultivable héritées des parents, les Etats doivent orienter la production agricole vers sa professionnalisation:

- Regrouper les jeunes en groupement, les former, les recruter avec toutes les garanties d'assurance, de pensions à la retraite tout en s'attaquant à l'atténuation des enjeux climatiques avec l'utilisation de l'énergie solaire, des cuisinières solaires, des véhicules hybrid.

La lutter effective contre la désertification et la promotion effective de la reforestation. La protection de la biodiversité, l'aquaculture et l'élevage doivent être des priorités dans les politiques. Alors le cadre propice pour changer la donne est l'école et la valorisation du secteur agricole en créant de débouchés pour les produits et promouvoir l'agro-alimentaire. Des mesures incitatives vont drainer les jeunes vers le secteur si l'avenir les rassurent.

- Les contraintes sont souvent techniques , financiers et l'incertitude des jeunes d'avoir un avenir meilleur avec l'agriculture.

- Le meilleur temps d'éducation est quand on est à l'école ou en apprentissage. c'est pourquoi la jeunesse doit être encadrer à ces moments pour éviter qu'ils perdent leur temps de travail après pour cette cause. Des activités agricoles doivent être couplé de l'instruction. Des ingénieurs agronomes



doivent être formés et répartis dans les établissements solaires. Alors il faut une réformes dans le programme scolaire. Ces techniciens agricoles peuvent détecter les talents des jeunes et les orienter vers leur professionnalisation entre 15 et 18 ans. A défaut, on peut leur organiser des formations professionnelles en saison sèches s'ils n'ont pas d'activités contre saison.

- Souvent les jeunes ruraux ne maîtrisent pas les mécanismes de prêts bancaires et si certains le font c'est au risque d'endettement en cas d'une mauvaise saison liée soit aux catastrophes naturelles, aux effets du changement climatique ou à la mévente. Alors il faut les former, les équiper (adaptation climatique, irrigation, agriculture Nama, l'agriculture intelligente, la gestion des produits des océans et d'eau douce etc.). En plus il faut une politique d'énergie pour tous, une modernisation des moyens de cuisson pour déconnecter la population de l'utilisation du carbone forestier (bois, charbon de bois) dans les ménages. Promouvoir les industries de transformation des produits agricoles avec l'expertise des spécialistes en la matière.

L'Afrique dispose de 60% de terre cultivable contre 40% répartie dans le reste du monde entier. Pourquoi le riz doit être importé en Afrique? La plus forte population des jeunes dans le monde se trouve en Afrique. Il est temps de changer de mentalité pour renverser la tendance mais qui doit changer la donne? C'est moi, c'est toi, c'est le gouvernement, c'est nous tous avant qu'il ne soit trop tard.

### English translation

*- You know, the youth have been for long pushed off course, with the idea that earning their living means going to school to become a Minister, a Magistrate, a President, a high level civil servant, etc. That led to a disregard for the agricultural sector to the profit of the poor farmers, both men and women, who use traditional means for food producing and other crops. The race for education up until now leads to the acquisition of grand diplomas in order to be at the top of the hierarchy pre-established by the administration.*

*Now, the youth, the future generation, will have to face enormous difficulties with subsistence, given the soaring demography of the youth.*

*Since the rural youth are faced with the dire consequences of climatic change and the scarcity of cultivable lands passed down by parents, The States should redirect agricultural production towards more professional methods:*

*- Form the young in groups, give them training, and win them over with guarantees of insurance and retirement pensions while fighting for the mitigation of climate risks through the use of solar energy, solar cookers and hybrid vehicles.*

*The successful struggle against desertification and the effective promotion of reforestation. The protection of biodiversity, fish farming and livestock rearing must be prioritized in policies. This being so, the appropriate framework in order to change the situation is the school and the validation of the agricultural sector by creating outlets for products and promoting agro-food business. Incentives will draw the youth towards the sector if the future looks re-assuring.*

*- The constraints are often technical, financial and the uncertainty of the youth that they will have a better future with agriculture.*

*- The best time to learn is when one is at school or apprenticed. This is why the youth must be supervised at these times to avoid the loss of their working time later due to this. Agricultural activities must be coupled with instruction. Agricultural engineers must be trained and spread out among school establishments. Next it is necessary to reform the school program. These agricultural technicians can find out the talents of the youth and guide them between the ages of 15 and 18 years old towards becoming*

professionals. Failing that, they could receive professional training during the dry season if they do not have out of season activities.

- Often the rural youth do not understand the mechanisms of bank loans and if some of them do, it is at the risk of becoming indebted should there be a bad season whether linked to natural catastrophes, to the effects of climate change or to a slump in sales. So, it is necessary to train them, equip them (climate adaptation, irrigation, Nama [Nationally Appropriate Mitigation Action] agriculture, intelligent agriculture, the management of sea and freshwater products, etc. ...). Additionally, an energy policy for all is needed, a modernization of the means of cooking to break the population away from using forest derived carbon (wood, charcoal) in their homes. Promote the agricultural products transformation industries with the expertise of specialists in the field.

Africa has 60% of the arable land against the 40% in the rest of the world. Why is it that rice has to be imported into Africa? The world highest youth population is in Africa. It is time to change our way of thinking in order to reverse the trend but who will change this situation? It is I, it is you, it is the government, and it is all of us before it is too late.

### 31. Boucary Togo, Cellule Nationale de Lutte contre le Travail des Enfants, Mali

#### Original contribution in French

J'aborde la discussion sous l'angle de la lutte contre le Travail des Enfants dans le secteur de l'Agriculture.

Dans les pays en voie de développement, l'Agriculture est le secteur qui emploie le plus grand nombre d'enfants travailleurs, alors que leur économie est essentiellement dominée par le secteur agricole qui occupe plus de la moitié de la population active. Cette situation soulève l'urgente nécessité de lutte contre le travail des enfants dans ce secteur qui comporte des risques chimique, biologique, ergonomique, physique etc...

Cette lutte doit être articulée autour de trois principales stratégies.

#### 1-La prévention:

Il s'agit, entre autres, d'aborder et de faire face aux causes de la mise au travail précoce des enfants dans le secteur agricole rural avant l'âge minimum d'accès à l'emploi à travers la mise en oeuvre d'Activités Génératrices de Revenu (AGR) au profit des parents d'enfants les plus démunis, la promotion de l'accès et du maintien des enfants à l'école ou dans une structures de formation professionnelle ou d'apprentissage, enfin, le renforcement des capacités, l'information et la sensibilisation des populations des zones rurales sur les risques et contraintes liés au travail des Enfants dans l'Agriculture et le droit des enfants à l'éducation et à la formation professionnelle.

La prévention consiste également à:

- offrir des opportunités d'études adaptées, notamment la vulgarisation agricole et la formation dans les secteurs et métiers ruraux porteurs;
- améliorer les contrats de travail et de location pour les adultes;
- étendre la couverture de la protection sociale en l'adaptant au contexte agricole et rural;
- identifier et promouvoir les travaux non dangereux pour les enfants en âge légal de travail;
- promouvoir et vulgariser en rendant accessible les machines agricoles afin minimiser l'implication des enfants dans les travaux agricoles.

## 2-Le retrait:

Il s'agit de retirer les enfants des situations de travail dangereuses, les offrir des soins et de l'aide pour leur réhabilitation et leur réinsertion sociale.

Le retrait doit cibler prioritairement les enfants engagés dans le travail en appréciant la faisabilité de la démarche dans un contexte rural car tout travail des enfants n'est pas une exploitation dans la pratique socio-culturelle africaine. La famille est la meilleure source du bien-être des enfants.

Il faut s'assurer de la disponibilité et la proximité d'infrastructures éducatives, de formation professionnelle et d'apprentissage pouvant accueillir les enfants retirés. Le retrait nécessite la sensibilisation préalable des parents et des enfants.

## 3-La protection:

Il consiste à réduire l'exposition des enfants du milieu rural aux dangers des travaux agricoles en veillant à:

- la fourniture et l'utilisation de matériels de protection individuelle et collective contre les dangers mécaniques et chimiques afin de minimiser le risque des dangers;
- la sécurisation et la sûreté du lieu de travail;
- les horaires de travail bien adaptés.

Ces mesures peuvent contribuer à parvenir à un travail décent pour les enfants de 15 à 17 ans du secteur agricole.

## English translation

*I approach the discussion from the angle of the fight against child labour in the agricultural sector. In the developing countries, agriculture is the sector employing the greatest number of child workers, while their economy is essentially dominated by the agricultural sector, occupying more than half of the active population. This situation gives rise to the urgent need for the fight against child labour in this sector which includes chemical, biological, ergonomic, physical risks, etc. This fight must revolve around three main strategies:*

### *1. Prevention:*

*It is a question, among others, of tackling and facing up to the causes of children being put to work early in the rural agricultural sector before the minimum age of employment, through the implementation of income generating activities that will benefit the parents of the most deprived children, the promotion of access to and maintenance of children at school or in some system of professional training or apprenticeship, in fact the strengthening of the competence, information and awareness of the people in rural zones on the risks and constraints related to children working in agriculture and the right of children to education and professional training.*

*Prevention also consists in:*

- offering opportunities of study compatible with in particular the popularization of agriculture and training in productive rural sectors and trades;*
- improve the contracts for work and leasing for adults;*
- extend the social protection coverage by adapting it to the agricultural and rural context;*
- identify and promote non-dangerous work for children of legal working age;*
- promote and popularize by making agricultural machinery accessible so as to minimize the involvement of children in agricultural work.*

*2. The withdrawal:*

*It is a question of removing the children from dangerous work situations, offering care and help for their rehabilitation and social reintegration.*

*The withdrawal must target as a priority children engaged in work while assessing the feasibility of the approach in a rural context because not all the work done by children is exploitation in African socio-cultural practice. The family is the best source of well-being for children.*

*We must ensure that educational infrastructures, professional training and apprenticeships are available and accessible and able to accommodate the children withdrawn from work. The withdrawal needs parents and children to be made aware first.*

*3. Protection:*

*Consists of reducing the exposure of children in rural areas to the dangers of agricultural work, by ensuring:*

- The supply and use of individual and collective protection equipment against mechanical and chemical dangers, so as to minimize the risks involved;*
- The safety and security of the workplace;*
- The most suitable working hours.*

*These measures could contribute to achieving acceptable work for children aged between 15 and 17 in the agricultural sector.*

## **32. Kristi Tabaj, Save the Children, United States of America**

All,

Many thanks for sharing your experiences particularly those on peri-urban/urban challenges and opportunities (Dr. Diana Lee-Smith and Ms. Veronica Kirogo), the need to examine the barriers faced by young men and young women (mentioned by Ms. Goemans in her description of the IFAD project in Niger), and the disconnect between elders and youth as described by Mr. Rabiw Auwalu Yakasai.

Mr. Chris Manyamba stated "The interventions for this age bracket with regards to accessing decent work may vary geographically depending on the economic status of a country." I'm sure, Mr. Manyamba, you would agree that there are also variations between regions of the country as well as between communities and households. Context is an important factor to consider as well as targeting. As pointed out by many contributors, young women will have different needs and goals compared to young men. Youth with little formal education will have different skills than those who have completed schooling and vice versa. Internships and other types of on-the-job training, as discussed by Ms. Anna Yeritsyan, provide the hands-on experience those with formal education may lack.

With regards to access to finance, the YouthSave program has yielded positive results but not without its challenges. Save the Children was part of the consortium, working with partners in-country to bring savings products to youth. A 2015 research report outlines data on youth savings habits: <http://csd.wustl.edu/Publications/Documents/RR15-01.pdf>

Many thanks, Ms. Kristi Tabaj

### 33. Robert Kibaya, Kikandwa Rural Communities Development Organization, Uganda

**Based on your experience, what are the specific challenges rural youth aged 15-17 face (different from those over 18) in making a (current or future) living in agriculture and related activities?**

My Organization Kikandwa Rural Communities Development Organization (KIRUCODO) is operating in rural communities of Uganda and we who usually move around the villages this is what we see on the ground:

In Uganda, most of the elderly people live in rural communities. Their main job is to look after their grandchildren (left behind by their deceased children or by their children who cannot afford to look after them) and growing food for home consumption. Most of the children begin to stay with their grandparents at a tender age and when they reach age 15-17 they are unruly as their grandparents are too weak to always be on their neck or simply are (grandparents) very busy looking for food for the family. This age range (15-17) of the youth is mostly unserious with life simply because they grow up having all the liberty and decide on what to do even if it is not helpful. They are unserious in that at times you find their grandparents busy in gardens but for them are just relaxing busy betting, etc. Not all the youth are like that but majority in our villages are like that. In rural Uganda the problem is not land (land is available and most of the people of all ages have access.) but unserious youth who don't want to work yet they need to have good life. This is like this because in Uganda most of the youth falling under this age group (15-17) are usually helped by their parents or guardians. So you find that most of the youth cannot think beyond being helped by their parents but always to wait to be provided for by the same.

Majority of the rural households are small-scale farmers and they mostly grow food for home consumption. Though most of the rural household farmers are always busy in the field, majority of them are still living in poverty. To the youths who have been watching their parents struggling with life, they always distance themselves from any agricultural-related activities. On the other hand, some of the youths between 15-17 years attend school and they have no time to engage in agriculture because they always keep at school from morning up to evening.

**How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply them to support those under 18? Please share relevant examples and lessons from your experience.**

Now that majority of the rural youths under 18 years usually don't get proper guidance while growing up, there is a need for governments to begin creating Youth Community Recreation Centers at every sub-county. These centers can be utilized to offer life skills, mentorship and leadership programs to the youths with a focus of helping them to change their mindsets and begin to look at things in a different way. This can be initiated by engaging area Members of Parliament, and youth Members of Parliament. The youths themselves can be mobilized to forward in their petition to the parliament through their respective area Members of Parliament, youth groups and youths Members of Parliament.

What are the most binding capacity constraints that you or your institution/organization encounter when designing, implementing and evaluating policies and programmes aiming to address the issues affecting rural youth under the age of 18?

- \* Lack of necessary key skills in advocacy
- \* Lack of required exposure to the policy environment
- \* Lack of financial resources



**What are the data gaps regarding the challenges affecting rural youth employment and livelihoods that you periodically encounter?**

- \* In Uganda, it is hard to find data on the number of unemployed rural youths in a particular village, parish, sub-county or county.
- \* In Uganda, it is hard to find data on the number of rural youths who don't live with their real parents.
- \* In Uganda, it is hard to find data on the number of rural youths who have no access to land.
- \* In Uganda, it is hard to find data on the number of youths who lost their parents.
- \* In Uganda, it is hard to find data on government employment opportunities.

**How can education and vocational training in rural areas be improved to support rural adolescents and youth to productively engage in agriculture or related activities?**

Though Agriculture is one of the subjects taught in secondary schools in Uganda, it is more theory than practical. There is a need of creating an Agricultural Demonstration Field (ADF) at every Primary and Secondary school. The skills gained by the youths from such ADF need to be implemented practically by youths themselves and it is from this implementation that a youth in school can be examined. The implementation does not require a youth to own land but to have where he or she stays. For example at my Organization we usually train youth how they can plant tomatoes in plastic bottles and be able to earn a

living: (<https://www.facebook.com/photo.php?fbid=10153591330298212&set=pcb.510449005809379&type=3&theater>)

Marks awarding can be based on: innovation exhibited while implementing, field organization and management, implementation costs verses anticipated profits, etc. So in this case, the respective educational institutional curricular need to be changed in a way which encourages hands-on learning for that particular youth.

**What are the skills and support they need?**

- \* Agricultural extension skills
- \* Agribusiness and entrepreneur skills
- \* Profitable Small-scale Agriculture management skills

**What does the school-to-work transition for rural youth aged 15-17 look like and what works to effectively support rural youth during this transition?**

The guiding principal need to work towards changing the mind-sets of the youths and begin to look at Agriculture as a profitable venture for any youth anywhere in the world. Schools need to prepare the youths in the direction they should confidently take from that moment not to wait till they finish school. For this to happen, there is a need for new policy directions to be undertaken and a strong political will. Lastly, there is a need of preparing the youth before and in respect to the new life-changing directions they need to systematically follow.

**What approaches are most effective in overcoming the additional challenges rural youth under the age of 18 face in accessing decent jobs, including (decent) green jobs (e.g. skills mismatch, health and safety conditions, discrimination, exclusion) or becoming entrepreneurs (e.g. barriers in access to finance, producers organizations and markets)?**

There is a need to sensitize the youths under 18 and to equip them with key information they need while accessing decent jobs or becoming entrepreneurs. This needs to be done right from schools, then at the Community Youth Recreation Centers, etc.

With sensitization I base on our practical experience at KIRUCODO with our small-scale profitable poultry keeping. With this project, before engaging any youth, we first sensitize him or her on how to keep chicken as a business not as their parents used to do with the free-range poultry keeping system



which was more of keeping chicken with no major commercial objective. From this experience and based on the tangible results on the ground, we now know that a properly sensitized youth is far better in business than unsensitized one.

### **34. Rabi Auwalu Yakasai, Ministry of Agriculture Kano State, Nigeria (fifth contribution)**

Dear Moderator, I hope I am not getting to the nerves by appearing to be making excess inputting into the forum. If so, please bear with me for I cannot help it because as per as I am concerned the issue on hand is equivalent to designing new molding machine to produce building blocks for rebuilding the failed Nigerian state. I am so happy to be part of it all with the hope things will pick up for better of future Nigeria.

I concur with Mr Robert Kibaya of KIRUCODO Uganda on youth lacking seriousness. You see, In Nigeria youth negative attitude to agriculture is also a product of 'LIVE GOOD WORK LESS' system that was perpetrated by unpatriotic corrupt leaders. Generally, youth of the age in focus are at two-barrel social-gun point. One barrel is leadership system that flourish corruption of the highest order and it radiates from petroleum fortunes of the country but not agriculture or taxpayer's. The second barrel is life style demonstrated by off-springs of the corrupted leaders and their cohorts. The effect on up-coming youth is loathing agriculture, its practitioners and advocates alike. Corrupt leaders are all over the place rural and urban hence their off-spring too who cannot hide their gaudy life style of riding latest car models at under 18, dressing in exquisite movie-styled local attire, distorting marriage folk norms and living in electricity wired tall concrete fenced house often referred to as 'private prison' by victims of the system.

Poisoned minds of 'normal youth' suddenly develop into a rush to make money and live similar pseudo life style. In school they pursue accountancy and banking courses with the intension to become cashiers in secured employment but certainly not interested in pursuing agriculture-based courses or become owners of farm business. Those that failed to continue schooling because the social disease has become serious canker worm boring deeply inside them, such youth can list all the team members of Manchester united football club off-head with no mistake. But for sure ask them to differentiate maize and bean at germination stage you will be disappointed.

Whether we like it or not, these youth will by next 30 years be children bearers and leaders by design or mistake, let us work towards the positive. Majority of all religious disaster in the country have large youth content. Just recently, youth of the lower post 18 are found involved in kidnapping for a ransom (emerging fast money making industry in Nigeria), latest involving woman senator that which has now prompted national and state assembly debate to pass a bill with heavy penalty - to hopefully contain escalation of the crime?

The challenge is herculean. Restoring youth mindset on agriculture, give them knowledge and skill, encourage legitimate productivity, create sustainable opportunities for them and strategize to retain them on the job to the point they become mentors and advocates of agribusiness to new upcoming youth generation.

Thank you.

### **35. Boucary Togo, Cellule Nationale de Lutte contre le Travail des Enfants, Mali**

**Original contribution in French**

Cheres toutes et chers tous,

J'ai lu avec un grand intérêt les contributions des différents intervenants.

Je pense qu'il est temps que les pays en voie de développement fassent de l'Agriculture un véritable moteur de développement comme les dirigeants aiment à le dire dans leur discours à travers notamment les actions cocrètes suivantes:

- l'allocation d'une part imputable du budget national au secteur de l'Agriculture;
- la mécanisation de l'agriculture;
- la création de petites unités de transformation des produits agricoles;
- l'incitation des jeunes à se tourner vers l'Agriculture par des mesures attractives (exonération, accès au crédit, allocation de terre, de matériels agricoles et d'intrants agricoles etc...);
- la promotion de la formation professionnelle et l'apprentissage adaptée au milieu agricole;
- la promotion d'une éducation de qualité accessible à tous
- la lutte contre le travail des enfants.

Par rapport à ce dernier point, le Mali avec l'appui de ses partenaires a élaboré une feuille de route pour lutter contre le travail des enfants dans l'Agriculture suite aux constats suivants:

- la perception du travail des enfants dans l'Agriculture;
- les problèmes liés à l'éducation en milieu rural;
- l'insuffisance du revenu et la vulnérabilité socio-économique des ménages en milieu rural;
- les difficultés liées au système de production agricole;
- la traite et l'exploitation des enfants dans l'Agriculture;
- les difficultés d'application du cadre juridique;
- la faible prise en compte du travail des enfants dans les stratégies et politiques de développement agricole et rural;
- l'insuffisance de la concertation entre les différents acteurs concernés par le travail des enfants dans l'Agriculture;
- la compréhension de la problématique du travail des enfants.

Suite à ces constats, la feuille de route porte sur sept (07) axes suivants:

1. La sensibilisation et la mobilisation communautaire sur le travail des enfants dans l'Agriculture;
2. L'accès à une éducation gratuite, de qualité et obligatoire;
3. L'amélioration des revenus et la réduction de la vulnérabilité des ménages agricoles;
4. L'appui aux exploitations agricoles familiales;
5. L'amélioration des cadres juridique, politique et institutionnel pour lutter contre le travail des enfants dans l'Agriculture;
6. L'amélioration de la compréhension du concept travail des enfants dans l'Agriculture;
7. La mobilisation des ressources pour lutter contre le travail des enfants dans l'Agriculture.

Pour que les jeunes puissent jouer leur partition afin de nourrir l'avenir, les pays en voie de développement doivent les protéger dès l'enfance, leur proposer des alternatives meilleures. Ces mesures contribueront à empêcher les jeunes de s'engager dans des aventures sans lendemain en allant grandir le long des côtes ou en prenant le chemin de la migration vers l'Europe avec son cortège de morts sur les océans.

## English translation

*Dear all*

*I have read with great interest the contributions of the different participants.*

*I think that it is time that the developing countries make Agriculture a real driving force of development, as the leaders love to say in their speeches, in particular through the following concrete actions:*

- *the allocation of an important part of the national budget to the agricultural sector;*
- *agricultural mechanization;*
- *creation of small units of transformation of agricultural products;*
- *encourage the youth to work in agriculture with attractive incentives (exoneration, access to loans, allocation of land, agricultural materials and farming inputs, etc...);*
- *promotion of professional training and apprenticeships adapted to the agricultural environment;*
- *promotion of quality education accessible to all*
- *the fight against child labor.*

*In relation to this last point, Mali with the support of its partners has developed a roadmap to fight against child labour in agriculture in response to the following appreciations:*

- *the perception of children working in agriculture;*
- *the problems related to education in the rural setting;*
- *the insufficient income and the socio-economic vulnerability of rural homes;*
- *the difficulties related to the agricultural production system;*
- *the trafficking and exploitation of children in agriculture;*
- *the difficulties of applying the legal system;*
- *the inadequate taking into account of the work of children in strategies and policies of agricultural and rural development;*
- *the insufficient co-ordination between the different actors dealing with child labor in Agriculture;*
- *the understanding of the problematic nature of child labor.*

*Following these findings, the roadmap is oriented towards the following seven (07) axes:*

1. *Awareness and mobilization of the community towards child labor in agriculture;*
2. *Access to free, good quality and compulsory education;*
3. *Improvement of income and re-education for vulnerable farming households;*
4. *Support for family farming;*
5. *Improvement of legal, political and institutional frameworks to fight against child labor in agriculture;*
6. *Improvement of understanding of the concept of child labor in agriculture;*
7. *Mobilization of resources to fight against child labor in agriculture.*

*So that the youth may play their part in providing food in the future, developing countries must protect them from infancy, offering them better alternatives. These measures will help to restrain the youth from engaging in adventures with no future by going to help the terrorists or by taking the migration road towards Europe with its trail of dead in the seas.*

### **36. Shahzad Hussain, Bunyad Literacy Community Council, Pakistan**

Food insecurity is looming on to developing countries especially of South Asia, where climate change is hijacking the lives of the poor, be it in rural or urban centers, the issue of older children (ages 15-17) is that, they are largely out of school, and have little access to skills training's. Bunyad believes that education & literacy are the best solutions to make a difference in the lives of the rural youth, as education and literacy promote peace in the communities, enhance their skills for social development and prevent them from being involved in conflict, which ultimately leads them to positive thinking and use their energy for constructive work. Buyad's approach is multi-sectoral, where in—literacy/ education programmes are linked up with—livelihood, environment, health & sanitation, and believes

in working in partnerships with local communities, Districts, Provincial & Federal Governments and others.

## 1. Challenges that rural youth face

### A. Policy dissonance: more support needed for rural youth

More than 65% population of Pakistan is living in rural areas, and agriculture sector employs about 45% of the labor force, contributing to about 24% of the GDP, but the pace of urbanization is rapid, as the rural youth is not keen to live in rural areas, due to dearth of employment opportunities. Skill developments facilities are mostly in the urban areas, in rural areas are very rare, and where there is an opportunity in rural areas, the approach of implementation has itself a question mark. Though, the programmes for youth are designed, but they mostly benefit to the urban youth not the rural, as the access to the urban youth is easy for government personnel's, institutions and organizations as compared to the rural youth, and there are also inconsistencies in Government policies. As the consultation workshops and conferences for policy making are mostly held in the big cities, only the academia, experts, and youth from the urban areas are invited, but the major portion of the rural youth is neglected in the consultations. In some cases, if the rural youth is invited to share their experiences, they have not much exposure, silent during the conversation; sometimes the working language of the workshops and conferences creates a major barrier in communicating and expressing the views by the rural youth. The local political leadership in the rural areas, who are the major stakeholders in policy making, have no interaction with the rural youth, the local politicians have interaction only with the heads of the families not the youth, as all the decisions in the rural areas are mostly taken by the heads of the families to support candidates in general and local bodies elections, but the situation in big cities is different, though the youth under the age of 18 have not the right to cast their votes, but their movements to support the candidates in general and local bodies elections makes a difference during election campaigns, and the political leaders also consider the voice of the urban youth.

### B. Market demand: catering to needs with adequate supply

The current skill development courses are not according to the market demand, and also not futuristic, the females have the opportunities of skill development courses in embroidery & stitching, they are not considered to adopt another occupation, male members also not allow their females to join such a profession which also become a place for male members. More than 40% population of Pakistan is illiterate, mostly are women from rural areas, and has less information of youth skill development programmes, those who work in factories, agriculture field, not know the exact terms and conditions of employment, the employer exploit them specifically in the agriculture field, women are in worst condition, as they have to face the harassment from the agriculture employer and, delay in payments from the factories & stipend from skill development institutions/organizations.

### C. Legality: the importance of literacy

Specifically to agriculture, some major issues are; no advance research in agriculture, rural areas have less access to laboratories for testing of soil for better yield, lack of appropriate education & experience and opportunities, in rural areas, those who are engaged in agriculture labour have not written document with their employers especially in agriculture and livestock sectors, they are appointed verbally, in some cases, they are given some advances, for which they are bound to employment, which leads in less chance to change their jobs. The age 15-17 is the most crucial, as the birth registration of most of the children in Union Council offices is not documented due to illiteracy of their parents, the age for Computerized National Identity Cards (CNICs) is 18 years, the youth is deprived to make any legal document with their employers, as the CNIC is the most important document to make any agreement between the two parties.

Not only education & literacy aware the people about their rights but also enforce to rethink about the importance of legal documents. Bunyad has strong linkages with the line departments and try to ensure the Computerized National Identity Cards (CNICs) of those who are 18 years of age, who are below 18 years, their birth registrations in the Union Councils (local administrative units) concerned are ensured, so that they can get form-B from their respective union councils, form-B is a legal document which is also useful for legal formalities to some extent.

D. Gender disparity: making full use of Pakistan's female labour force in agriculture

No country can move out of poverty unless half the populations, the women are given their place in the development process of their country. As more than half our populations live in the rural areas, where deprivation abounds, worse is the condition of women, whom the development process rudely bypassed. Gender disparity is the most critical thing in Pakistan, as misinterpretation of religion and intolerant behaviours poses a threat to women participation in the economy, women do work mostly in agriculture & livestock sectors, but their works are not recognized. In paid activities, mostly women are engaged in agriculture field specifically in cotton picking and labour in vegetables growing fields, but they are engaged without any written agreement, they are paid low wages, sexual harassment by the employers, no proper measures for health safety, long working hours and mental torture are the common issues of women. Rural women have little access to cities, transport is the major concern for them, and also not feasible for them to spend time in traveling for gaining of skill courses for decent work, they have to work in their household and look after their children, the average family is more than 6 in Pakistan, in rural areas, there are an average 8 to 10 children per couple.

## **2. The role of education and vocational training to help youth engage in agriculture activities**

For better livelihood, prior skill and technical education from class 6 to 10 (the age of students in that period is between 10 to 16 years) must be included in the syllabus as an optional subjects. The young girls must be given training in agriculture, livestock sectors parallel to stitching and embroidery. Not only the counseling of the rural youth, not to leave their native villages, but also their training in relevant field must be focused, in the designing of skill development programmes, a specific % for the rural youth must be a part of the programmes so that the programme should not cater only the urban youth. Once the programme is designed for youth, its implementation and finance must be ensured, without consistency of programmes, sustainable development will only be a nightmare.

Bunyad's literacy curriculum includes components of Health, Life Skills, Personal Hygiene, Numeracy, and Conflict Resolution in social family settings and functional literacy, and in addition skill development orientations/trainings are also included as value added activity in literacy programmes.

In addition literacy, Bunyad is also currently implementing another project under a title "Economic Empowerment of Rural Women", the major components of the project are; basic literacy, household technology, kitchen gardening, livestock keeping, enterprise development & financial management training. The rural youth under Bunyad's literacy, child rights and livelihood projects are linked up with Public District technical training institutes for their certification in different skills, certification by the public department, ensures their capabilities in technical skills which supports them in getting employment. 3 Mobile Rickshaw Libraries have been introduced by Bunyad, to promote reading habits and life skills among members of the communities especially the youth, these are fully equipped with Information Communication Technology (lap top, multimedia & projector screen) for e-learning, along with conventional printed reading materials. The tasks of the Mobile Rickshaw Libraries are; move in the targeted areas along with books of different fields; children magazines, women empowerment, youth, livestock, agriculture and financial literacy etc., give orientation to youth and other members of the communities through multimedia on women empowerment, youth, kitchen gardening, agriculture and financial literacy to develop their interest in reading, improve their skills and access to information.



### 3. Effective approaches in overcoming challenges in rural employment

#### A. Value-added chains: two-track approach for subsistence and income generation

Bunyad implemented child rights & protection and livelihood projects, but kitchen gardening and livestock promotion are the part as a value added activities in Bunyad's education & literacy programmes, which encouraged young women to start Kitchen Gardening, initially to give them a feel of their activity which saw improved nutritional levels in there girls. Lest we forget TB, and malnutrition coupled with stunting, women face a very negative conditioning in their environment, thus Kitchen Gardening is a practical activity to improve their nutrition & give them a skill for the local market. As excess of vegetables are sold by their girls to their neighbors. Bunyad is working to improve the stock of the livestock by improving the milk yield of these animals by artificial insemination, better fodder & more diligence's in improving the lives of the animals. On an average, a buffalo gives 6 kg per day, but with proper management----- it can rise to 10 kg daily.

Kitchen Gardening for food security, must be promoted at household level. Government departments, International and Non-Governmental organization should design programmes for training especially women in Kitchen Gardening, agriculture and livestock. Use of Information Communication Technology (ICT) should be promoted, CDs can explain a large number of illiterates, how to work in livestock & vegetable farming, to improve & then forward with entrepreneurship skills.

#### B. Local partnership: virtuous cycle of comprehensive rural development

Bunyad also has a strong network with its local resources, which not only allows effective implementation of the programmes but also provides a lasting, sustainable solution to the challenges the youths and disadvantaged females face. Through such ties, the local government can become more involved and actively incorporate policy suggestions from the organization's facilitators and managers, which permits better aligns policy efforts from the field to papers. It also provides empowerment to those who serve in the field, as their efforts are recognized and further supplemented with support of external institutions.

Bunyad has also developed liaison with academia i-e Departments of Social Work, University of the Punjab and Lahore College for Women University and Gender & Development Studies Department, University of the Punjab. An MOU was signed between University of Agriculture Faisalabad and Bunyad; the salient features of the collaboration/ MOU are; distance learning, short courses for community development especially kitchen gardening, internships of students in Bunyad's field area, participatory development approaches, training of staff and clients, entrepreneurship start up and applied/ on form research. The internship of the students of the academia are arranged in Bunyad's programmes/projects so that the students can acquire hands-on experiences of the issues that the youths face, while participating in the education and development programmes to reach out to their own communities. In return, the students who were beneficiaries of the education programmes provided by Bunyad become teachers and facilitators providing education to the successive students, thereby creating a healthy cycle of education that leads to more education of others and increasing employability of the student.

### 4. Policies and programmes that can support rural youth

The youth between the ages 15 to 17 years, those who have skill, should also be given a chance of decent work for income generation, as the employers do not give employment opportunities to those who are below the age of 18 years, or they do not make an agreement with them. An amendment may be made in the international and national conventions/policies that if the youths between the ages of 15 to 17 have skill, should be given skill certificate by the competent authority; it should be considered a legal document for employment of youths between the ages 15 to 17. The International community



must understand the difference of socio-economic conditions of developed and underdeveloped countries while developing the policies.

### 37. Komlan Assignon, ITRA/CRAL, Togo

#### Contribution posted on the FSN Forum in West Africa

##### Original contribution in French

Je pense que la gestion sociopolitique des jeunes Etats africains pose véritablement des problèmes fondamentaux auxquels viennent se greffer tous les autres. Pourquoi ?

Les jeunes de moins de 18 ans sont encore mineurs et n'ont de responsabilité que celle de leurs parents, or ces derniers sont confrontés eux-mêmes aux problèmes tels que :

1. Famille nombreuse : les villageois sont souvent fortement polygames avec une pléthore de progénitures qu'ils sont incapables de supporter correctement en termes d'éducation tout court.
2. Dans un système d'exploitation agricole très peu rentable, difficile à appliquer et qui paraît être une corvée, les jeunes voient en l'agriculture un métier déshumanisant, salissant rabaissant et dévalorisant, d'où leur refus d'aller vers l'agriculture. De ce fait, la main d'œuvre agricole manque cruellement dans les milieux ruraux, ce qui oblige les agriculteurs et surtout les agricultrices à intensifier le labour chimique par application d'herbicide total dans nos régions. D'ailleurs, la situation désastreuse de l'agriculture africaine s'est aggravée aujourd'hui avec les effets pervers du changement climatique dont les impacts sont évidents pour tout le monde, ce qui décourage davantage. Au Togo, cette tendance a amplifié l'exode rural et le système de transport en taxi moto communément appelé « zémidjan » dans les contrées les plus reculées du territoire et qui procure tranquillement le minimum de revenu à ces jeunes de moins et aussi de plus de 18 ans.
3. Le chômage endémique des frères aînés de ces jeunes également les décourage à poursuivre leurs études ils se disent : « à quoi ça sert d'aller loin dans les études pour revenir conduire zémidjan ? »
4. Pour les jeunes, les conséquences de tout cela sont d'ores et déjà l'oisiveté, le vol, la tendance à la drogue, la divagation sexuelle avec une propension à devenir polygames comme leurs parents, la prison etc.

##### ***Approche de solution.***

Les différents régimes politiques en Afrique doivent changer leur mode de gestion du territoire et aller vers une bonne gouvernance socio-économique par :

L'élaboration et la mise en pratique d'une politique de natalité dans nos pays.

L'inclusion dans le système éducatif scolaire des programmes d'éducation sexuelle dans un cycle convenable (primaire ou secondaire). Certes, en Afrique c'est un tabou de parler de sexe mais il est temps de faire entorse à la règle, en tout cas je crois que le résultat attendu est de voir les IST sensiblement diminués, d'appliquer un planning familial pour éviter de faire des enfants de manière intempestive, bref c'est de voir les familles africaines bien réglementées.

La revalorisation du métier agricole en allant vers une professionnalisation, une mécanisation de l'agriculture et une maîtrise de l'eau.

La déconcentration des structures éducatives en créant des collèges, des centres de formation et d'apprentissage non seulement dans les villes mais aussi dans les préfectures et les grands centres ruraux capables d'accueillir et de former les jeunes ruraux *in situ*.

En conclusion, les gouvernants des pays africains doivent impérativement aller vers un changement radical de mode de gestion de leur territoire en appliquant une bonne gouvernance, en organisant au mieux la société civile et en tirant meilleur profit des aides bilatérales et multilatérales par une gestion judicieuse, collégiale et transparente des ressources de nos États.

**ASSIGNON Komlan**

**Biotechnologue, Assistant de Recherche**

Laboratoire National de Référence  
de Biotechnologies et de Biosécurité  
ITRA/CRAL, BP 2318 Lomé, TOGO

**English translation**

*I think that the socio-political administration of young African States in reality presents fundamental problems on to which all others are grafted. Why?*

*The youth of less than 18 years of age are still minors whose parents remain responsible for them, and these latter are themselves confronted with problems such as:*

- 1. Large family: the people in the villages are often very polygamous with abundance of offspring which they are incapable of supporting adequately in terms of a too short education.*
- 2. In a system of agricultural exploitation which is not very profitable, difficult to implement and which seems to be drudgery, the youth see agriculture as a dehumanizing profession, dirty, denigrating and discredited; therefore they refuse to go into farming. Hence, there is a cruel lack of an agricultural manpower in the rural areas, which obliges the farmers and especially the women farmers to intensify the use of chemicals by the application of non-selective weed killers in our countryside. Incidentally, the disastrous situation of African agriculture is made worse today by the perverse effects of climate change whose effects are evident to everyone, which is yet more discouraging. In Togo, this trend has amplified the rural exodus and also the motorbike taxi transport system, commonly called "zémidjan", in the most remote areas of the country and which easily procures the minimum income to these youths of under and over 18 years old.*
- 3. The endemic unemployment of the elder brothers of these youths equally discourages them from continuing with their studies, saying to themselves: What is the good of studying for a long time if in the end you will be a driver of zémidjan?*
- 4. For the youth the consequences of all this are already idleness, theft, tendency to drugs, sexual promiscuity with a tendency to become polygamous like their parents, prison, etc.*

*An Approach to a Solution.*

*The different political regimes in Africa must change their way of administering their territories and move towards good socio-economic governance, through:*

- The development and implementation of a policy on the birth rate in our countries.*
- The inclusion in the school education system of sexual education programs at an adequate age (primary or secondary). Admittedly, in Africa it is a taboo to talk about sex, but it is time to break the rule, in any case, I believe that the expected result is to see the STDs noticeably reduced, to apply family planning to avoid having unplanned children, in short, to see African families well regulated.*

- *The upgrading of the agricultural occupation towards a professionalization, a mechanization of agriculture and a system of control over water.*
- *The decentralization of educational structures by creating colleges, training and apprenticeship centers not only in cities but also in the prefectures and the big rural centers able to receive and train the rural youth in situ.*

*As a conclusion, governments of African countries really must move towards a radical change in the way they run their lands by applying good governance, organizing civil society as far as possible and taking advantage of bilateral and multilateral aid with a wise, collaborative and transparent administration of our States' resources.*

### **38. Vaishali Joshi, India**

India has one of the youngest populations with about 600 million younger than 25 and more than 60% residing in the villages. With this India is facing the biggest challenge of employment generation as the economy will generate jobs for only half of this population as estimated by the UNDP.

As urban India strives to emerge as the next superpower, rural India continues on a never-ending journey of poverty, exploitation and in some cases extinction. The ground realities add unpleasant hues to an otherwise shining picture of India's progress. To make India's growth story a truly inclusive one, it becomes imperative to help 833 million people residing in rural India, overcome their developmental challenges.

Rural India continues to suffer in the absence of access to adequate productive assets, connectivity, intellectual and financial resources. More than 85% of rural families own less than 2 hectares of land, which are sub-divided and scattered in several locations. These small holdings coupled with inability to invest in necessary agricultural inputs and adoption of advanced technologies means lower productivity leading to poverty which serves as the basis for various social problems.

We are working in the aquaculture sector as the employment generating activity. This sector has witnessed a threefold increase in the last decade with just 15% utilization of resources. There is ample scope to generate employment through this sector as there is a dearth of manpower in this sector. Aquaculture is the only hope left to fulfil the protein requirement of the world's population. This sector is generating 32 lakh fisheries job opportunities in India and less fisheries graduates and hence industry is facing shortage of manpower.

The main reasons are:

- This form of culture is comparatively new as against the age old practice of aquaculture, poultry etc.
- Poor understanding leads to poor planning and implementation. The government administration itself is less equipped with the technology. Inadequate training programs.
- Lack of vocational training in aquaculture to generate the manpower necessary for the sector.
- The only education in aquaculture is available at the Fisheries Universities which are few for the vast rural population.
- Inability of the Government to popularise this sector.
- Due to lack of knowledge the banks perceive this as a high risk sector thus denying the entrepreneurs financial aid.
- The common resources utilization makes it impossible for the qualified fisheries graduates to take it up as the business enterprise thus denying them with the hands on field experience.

The model that we had tried is meeting the trained fisheries graduates to take up fish or prawns culture with the partnership of the village youth. This helped them university graduates gain field

experience and demonstrated the fish culture practices for the entire crop cycle. This is a scalable model as this way we are generating employment for both the fresh university graduates with scientific knowledge and rural youth.

### 39. Peter John Opio, Food and Agriculture Organizations of the United Nations, Uganda

Dear All,

Attached is a document for your information.

Additional personal opinion.

- **How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply them to support those under 18? Please share relevant examples and lessons from your experience.**
- **What are the most binding capacity constraints that you or your institution/organization encounter when designing, implementing and evaluating policies and programmes aiming to address the issues affecting rural youth under the age of 18? What are the data gaps regarding the challenges affecting rural youth employment and livelihoods that you periodically encounter?**

#### Challenge 1

##### *Exclusion and information gap*

Data and profiling of rural youths between 15-17 years in the 60,000 villages in localities is inadequate and or not accessible. Information on who 15-17 year age group are, who they will be in the near future, what they are doing, what they would wish to do, challenges/opportunities they face and solutions to them are either lacking, inaccessible or not exploited.

##### *National/Regional/Global concerns/dynamics*

Nations/Regions and the world are now global villages where shortfalls in one area are opportunities for another area and vice versa. Understanding such dynamics regularly can also inform policy so as to avoid giving blanket solutions that may trigger more challenges. There is thus need for regular information at different scales to inform the age group on change in opportunities over time and the need to persist even where times are bad. In Uganda a drop in prices of commodities discourages many from engaging on the same in the subsequent production seasons, yet those who persist are rewarded with fair prices.

##### **Remedy**

It would need studies and reports to inform on such questions over time. In Uganda, policy is more focused on how to address unemployment concerns of the 400,000 plus University graduates from public and private Universities. Such discussions on the FSN forum and associated publications may awaken leaders at all levels not to ignore the rural (15-17) age group.

#### Challenge 2

##### *Service delivery concerns*

Advances in ICT and the low cost to access associated services have changed rural areas. Radios, Televisions (DSTV & Star Times-in Africa) that broadcast live football in Uganda among other programs are deep rooted in rural communities. They have exposed the rural folk to the real world of

sport and entertainment. Telephones have also exposed the youths to social media from where they learn a lot more except farming and other employment opportunities! The rural youths now want more, that one cannot access in the rural areas. They wish to enjoy a life more than what a rural area offers, even if it meant sleeping in a makeshift structure in an urban area and having a meal a day.

#### *Remedy*

Deliberate investments in other services including housing, electricity, health, recreation, and transport among others should be improved where appropriate in rural or peri urban areas where that age group is likely to be found, to motivate the youths to keep and work in rural areas. Facilities to inform the age group on good practice, employment among other opportunities may be established where they are with a message, “work in the village, stay where you desire”. The pressure to keep their livestock and or crops from thieves will force them reside next to their wealth.

**How can education and vocational training in rural areas be improved to support rural adolescents and youth to productively engage in agriculture or related activities? What are the skills and support they need? What does the school-to-work transition for rural youth aged 15-17 look like and what works to effectively support rural youth during this transition?**

Climate change and associated impacts in all sectors is known. The curricula in all public and private institutions are not reviewed to include the remedies to climate change and associated impacts on Agriculture. Secondly, entry to vocational institutions has been limited to candidates that meet certain requirements/qualifications. A review of the curricular should be thought of as well as unconditional admission of candidates to selected vocational institutions in the proximity of a mass of 15-17 age groups. Projects may be encouraged to establish demonstrations that are climate smart to address adaptation, mitigation and food security concerns. Most in that age group, drop out schools for a number of reasons. Such should not be ignored. Systems should be put in place to track drop outs wherever they are and reasons for it. Support to them wherever they are may then be tailored to their interests, circumstances and available opportunities.

• **What approaches are most effective in overcoming the additional challenges rural youth under the age of 18 face in accessing decent jobs, including (decent) green jobs (e.g. skills mismatch, health and safety conditions, discrimination, exclusion) or becoming entrepreneurs (e.g. barriers in access to finance, producers organizations and markets)?**

Selected participatory approaches and associated tools including but not limited to seasonal calendars may be applied to understand the activities and challenges faced by the (15-17 year) age group in their farm/food systems. Secondly, though a study may be required to understand the impact of the approach whenever tried out, Junior Farmer Field and Life Schools offer an opportunity to understand the target group, understand their challenges in the community and inform them on remedies to a number of problems they face in the community. The study is centred on a crop or animal around which other livelihood and or life concerns including human health, nutrition are integrated and discussed. Its success is however hinged on the capacity of the facilitators to mobilize, train and follow up youths. Upon graduation in process, follow up actions on farming as a business, cooperatives and marketing of farm products may be addressed with other stakeholders. Its major concern has been the coverage in a locality where the number of vulnerable youths may be high compared to the number of the vulnerable youths (15-17 year) target.

In the event that pests and disease are a challenge to selected crop or livestock enterprise, Plant-wise (Plant clinics and or Animal clinics) targeting youths may offer additional knowledge and skills to youths upon good sensitization on their value to their livelihood activities. It would be great to learn other approaches as innovations are coming up in many locations.



Attachment:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/infosheet\\_26.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/infosheet_26.pdf)

#### 40. Peter Steele, Independent Consultant Agricultural Engineer, Italy

##### Youth – Feeding the Future. Challenges facing rural youth – preparing for the job market

###### Parallel debates in support of young people

The current debate is similar to one held two years back ‘*West Africa – Finding Work for Young People*’<sup>14</sup> – crucial issues in most countries given population growth, limited commercial investment in agricultural production/industrialization and, importantly, the large numbers of young people leaving school and/or college and seeking employment each year. Wherever you are in the job market there will be competition – all sectors, ages and skills/knowledge capabilities.

###### Contribution from Charlotte Goemans

One of the more relevant contributions has come from your ILO correspondent in Tanzania Charlotte Goemans with her well-reasoned references to issues of age definition (and the reality of ‘youth’ that may span 15-24 years), rural versus urban (migration and the modernization of agricultural production) and, equally important, the strategic planning required of governments to encourage young people to consider agriculture as a potential career and, then, to provide them with the resources, facilities and opportunities with which to do so. It may not be sufficient to establish that pipeline if, crucially, the majority are unable to gain access to it and, when they do, then find few resources available after training/education to enable them to enter the industry with a reasonable chance of success.

###### Take the example of Egypt

You can find this paradox everywhere. Working out of an office in Cairo a short time back the easiest means crossing town was to take a taxi; this is where you meet those graduates – sure, people in their mid-20s or older and not your typical 15-17 year olds. Graduates are driving taxis. The young can be seen labouring, running messages, selling on the street and more – donkey carts clutter up the roads with huge quantities of recyclable materials with half-dozen young men managing the load. Each year the output from local universities is of the order 750,000 graduates seeking that personal space in the local economy.

Few young people venture into Upper Egypt to exploit the land and the economic and financial support provided for local agriculture. During the five years since the impact of the ‘*Arab Spring*’ an initial reduction in FDI has bounced back – but at the expense of another military government. With the

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<sup>14</sup> The contribution made earlier is attached; and is based upon a presentation made at a graduation service at Ambo College of Agriculture – part of the University of Jimma, Ethiopia – during a period in which FAO was providing technical support and project funding for ‘*People with Disabilities in Agriculture*’. The presentation highlighted the continuity of competition that existed in limited job markets wherein large numbers of people were chasing the few public and private sector positions available, and where there was little or no experience (and resources available) to provide for young people and enable them to establish themselves in their own appropriate-scale agricultural enterprise. Little has changed for the majority in the interim period to better prepare young people for a working life as an agricultural entrepreneur. This is as much a mind-set limitation for the young people themselves as it is for the society in which they live, wherein traditions and maturity typically take priority over ability and gender – meaning that the young, women/girls and those without connections usually lose out. It follows that the majority people in rural communities remain unsupported – and agricultural production/industries have little or no attraction to young people irrespective of age.



impact of climate change on the horizon – and the delta of the Nile at serious risk of salination, inundation and loss of production, the development of agricultural lands in Upper Egypt becomes essential. With estimated 60% of Egyptians under the age of 29 years, mobilizing them into agricultural production/industries becomes a logical choice for self-survival into the next period. Migration – the #1 choice of the well-qualified – is no answer.

*So far then, an interesting debate, but little that is not already well-known.*

**Peter Steele**  
**Agricultural Engineer**  
**Melbourne**  
**Australia**

Attachment:

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/FSNDebateWestAfricaYoungPeopleAgricultureJan14.docx>

#### **41. Dadji Stephane Serge Bonny, Programme National de Nutrition, Côte d'Ivoire**

I would like first to thank all the team of FSN in addressing this topic as a discussion in this forum. Youth face big challenges in developing countries. First to have access to land as they are seen not to be so much responsible at this age 15-17 in some developing countries. Secondly the lack of education is a factor that plays against them to have access to financial support. I think youth can be supported if we can organize, educate and let them become responsible at this age in term of developing the agriculture sector in rural area. Agriculture policy must be oriented to those rural youth because they can contribute a lot to the development of agriculture, food security and the fight against malnutrition in developing countries.

#### **42. K. Sémanou Dahan, CDEL, Benin**

**Contribution posted on the FSN Forum in West Africa**

**Original contribution in French**

Bonsoir,

Je pense que le problème de la jeunesse actuellement doit être réglé à la base car l'inadéquation entre la formation et l'emploi recherche constitue un vrai frein pour les jeunes. Ainsi il faut un suivi psychopédagogique dès le bas âge pour déceler le talent du jeune pour pouvoir l'orienter normalement car c'est ne pas le fait d'avoir 18 au BAC en mathématique par exemple qui fera que ce jeune sera un pilote après. Aussi il faut plus orienter les formations vers une formation plus pratique, donc revisiter les curricula.

Je pense aussi que les pouvoirs publics doivent mettre sur pied de vrais politiques dans les zones rurales à travers la construction des centres incubateurs dans n'importe quels domaines mais surtout l'agriculture pour accompagner les jeunes déscolarisés car on les trouve plus dans ces zones à cause du manque de moyen pour la poursuite des études. Cela permettra à ces jeunes d'avoir la bonne maîtrise des bonnes méthodes culturale surtout une agriculture résiliente pour pouvoir faire face aussi aux changements climatiques. A travers ces centres il sera vraiment inculqué au quotidien par les formations l'esprit entrepreneurial dans la tête de ces jeunes.

## English translation

Hello!

*I believe that the problem with young people now must be sorted out because the discrepancy between training and the employment looked for represents a real obstacle for the youth. Accordingly, a psycho-pedagogical follow-up is necessary from an early age to detect talent among the young in order to guide them normally, because it is not a question of scoring 18 for the BAC in mathematics, for example, which will later turn this young person into an airplane pilot. It is also necessary to redirect training towards a more practical preparation, which means reviewing the curricula.*

*I also think that the public powers must implement real policies in the rural areas by setting up preparation and development centers in whatever fields, but especially in agriculture to guide children who are not at school, because they are more numerous in these areas due to the lack of means to continue studying. This will enable these youth to have a firm command of good methods of cultivation, in particular of an agriculture that is resilient in the face of climatic changes. Through these centers, a business-like approach will be really installed in the minds of these youth through training.*

### 43. Siryebo Mwesigye, Voices of Humanity, Uganda

It's great that the International Community is coming out to tackle the challenges faced by rural youth aged 15 and 17, we all understand that the agricultural sector is one of the most important sectors in the development of any country. But here in Africa rural youth face a lot of challenges ranging from lack of enough schools, resources used in agricultural activities and lack of proper government policies that can attract them to take up agriculture as real business. A big number of rural youth don't take agriculture as a real business that can help them in uplifting their livelihoods, and because of that, food security is affected and it also affects the development of their communities and that's why we can see a big number of young people migrating from rural areas to urban areas searching out for better opportunities. But if the International Community works together with the government so that they put up agricultural schools, Institutions and organisations that can teach them and also encourage them to take up agriculture as real business that can change the way they live and their families thus fighting hunger and poverty. Thank you.

### 44. Andrew MacMillan, also on behalf of Grace Ochieng Andiki, Formerly FAO, Italy

I am responding on behalf of Grace Ochieng Andiki (Founder and Coordinator of Got Matar Community Development Group, western Kenya) and myself (retained by the Group as its volunteer fund-raiser).

We believe that it may be useful to share with participants a practical example of how one community, without waiting for government to respond to its needs, has sought to address some of the issues being considered under "Youth – Feeding the Future".

We will tell you briefly about an on-going initiative, led and managed by the community, aimed at creating better opportunities in life for young people in a very deprived rural area of western Kenya, hit very hard by the HIV/AIDS epidemic. Around the turn of the century about one third of the adults were HIV positive, and the working age population was dying out, leaving about 30% of the children orphans. Some of the children carried the virus.

It is hard to imagine the sheer scale and depth of the human and economic impact of this blow on a community already living in deep poverty.

Recognizing that “life must continue through odds”, a group of “serious thinkers” set up and registered a Community Development Group. The Group decided that as the community had “lost a generation”, the priority should be to make sure that its children could enjoy a decent education. They focussed first on upgrading facilities and capacity in the 10 primary and pre-primary schools serving the area (2002-2006). In 2006 they decided to build a 600-place secondary school, one block of classrooms each year over 4 years; they allocated community owned land, began planning and fund-raising and, within 4 months, had constructed the first block, employed teachers and enrolled 114 Form 1 pupils!

The new school was intended to cut the “brain drain” by enabling youth to continue their post-primary education within the area rather than have to leave their homes to attend secondary school, and probably never return to live and work in their villages. The core facilities were largely completed in 2010, when the first batch of “graduates” left, many going on to higher education. The community, having built the school, handed its operation over to the Ministry of Education to assure continuity. However, in keeping with its original aims, the Community continues to arrange bursaries for well qualified children, especially orphans, from the poorest families to ensure that they have equal access to good education and a daily school lunch.

The original idea had been to include opportunities for practical skills training in the secondary school curriculum, but this proved impossible. So a third phase of the programme offers young girls and boys training in a range of practical skills, aimed at broadening employment opportunities and accelerating local development processes. In 2011 the Community registered and began to set up an Institute of Technology (IoT) to run the skills training programme, starting it up in rented buildings so as to avoid engaging in major capital expenditure until it was certain of its feasibility. Training in practical skills is of particular importance in a situation in which the normal inter-generational transfer of knowledge from parents to their children has been badly interrupted.

There are now about 100 young pupils (many in the 15-17 year old bracket) in the IoT, 75% of whom are girls. Courses are offered in Tailoring and Dress-making, Food and Nutrition, Wood-work, Metal-work, Computer skills, Masonry, Car Mechanics, Beauty Therapy and Hairdressing. All courses lead to nationally recognized diplomas. These skills are all relevant to local and national development. As part of their apprenticeship, students engage in practical work, off-setting part of their tuition fees – for example in making school uniforms, taking part in building and furnishing the new IoT buildings (as well as the girls’ dormitory for the secondary school).

The immediate aim is to raise the number of courses from 8 to 10, responding to local demand, and to increase the number of pupils to 200. The Institute will eventually have 10 specialised training workshops and an administration block as well as a dormitory. This should allow the Institute to operate on a financially viable footing, with income from tuition fees and bursaries as well as from the sale of goods and services covering its recurrent costs – mainly teachers’ salaries. Two training workshops have already been built and equipped, and funds have been raised for two more to be completed this year. The Community is seeking another US\$135,000 to complete the facilities (see [www.gotmatar.org](http://www.gotmatar.org)).

The Community has raised resources from both external donors and local sources to cover capital costs and the costs of bursaries. Though funds have always been tight, donors have responded well because of the strong commitment of the Community to its children and because of its efficiency in managing the process. Management is entirely local with no foreign presence (except a brief period during which two Norwegian “gap year” students taught in one of the primary schools).

What we can say is that the Community Development Group has gone a long way towards achieving its goals. It has done a lot to widen opportunities for young people from the area, especially girls, to get a decent and accessible education, and the results from the final exams taken by secondary school

leavers are showing a progressive improvement in performance. All of this will, without doubt, improve livelihood and employment opportunities for those who have benefitted.

It is still too early, however, to arrive at an objective judgement of the impact that investing in better education is having on the community and the local economy, let alone specifically on its 15-17 year olds. We don't know whether more will stay within the community or, armed with better knowledge and skills, will seek employment elsewhere. We cannot say for certain that boys and girls who have completed their secondary schooling and stay at home, running the family farm, are better than others in bringing about improvements. What is encouraging is that some of the first students who have already graduated from university are doing volunteer teaching in the schools during their holidays. A number who have chosen to be trained in the health sector are engaged in addressing HIV-related problems, especially the prevention of mother-to-child transmission of the virus. IoT graduates in Tailoring/dressmaking and Wood-work are setting themselves up in business – and so on. The presence of the new educational facilities is helping people, young and old, to take a new pride in their community and to emerge with greater confidence from the profound demoralisation induced by the AIDS epidemic.

The extent to which young better educated people decide to stay in the community where they were born and to contribute to its development, ultimately depends on whether it offers opportunities for them to earn a decent living. The area still suffers from poor health services (though these are getting better), lack of safe drinking water and very limited access to mains electricity supplies. As throughout the rest of Kenya and most of the world, the prospects of making a decent income from farming and fishing – the mainstays of the local economy - will remain unattractive until the urban bias in food policies that favours low consumer prices is changed to ensure that food producers are properly remunerated for their labour and investments.

Andrew & Grace

#### 45. **Jacqueline Demeranville, facilitator of the discussion, FAO, Italy**

Dear All,

Thank you for your many rich contributions and the models and approaches that you are sharing!

A number of you have mentioned the need for role models for youth in agriculture, improvements in rural infrastructure in general to attract youth to want to stay and work in rural areas, and especially the importance for them to see good income opportunities in agricultural activities. How can we support youth under 18 to make a good, secure income in agriculture, addressing the additional barriers they face due to their age? How can we ensure that agricultural interventions also benefit younger youth?

For those contributors who have mentioned they only work with youth over 18, can you tell us a little more about this decision, so that we can understand better the additional support this group might need or the challenges you are facing in reaching this age group?

Some of the contributions have also mentioned the importance of addressing child labour and youth employment together. How can we strengthen the linkages between child labour and youth employment programmes to treat these young people as a continuum and take more of a life-cycle approach? What is being done to promote safe work for youth under 18 in agriculture while avoiding child labour?

Lastly, a number of you have shared initiatives related to providing vocational training to rural youth or work with schools improving agricultural and climate education. How can such initiatives be scaled-up to reach the vast numbers of rural children and youth?

I look forward to our continued discussion, and the approaches you can share on addressing the specific challenges faced by youth under 18 in engaging in agriculture-related activities.

Thank you!

Best regards,

Jacqueline

#### **46. Rhoda Tumwebaze, Lake Victoria Fisheries Organization, Uganda**

##### **YOUTH FEEDING THE FUTURE-ADDRESSING RURAL YOUTH AGED 15-17 IN PREPARING FOR AND ACCESSING DECENT WORK**

##### **1. EMPLOYMENT OPPORTUNITIES AND CHALLENGES FACED**

###### **1.1. EMPLOYMENT IN FISHING ACTIVITIES.**

- a) There are about 200,000 fishers (crew) on Lake Victoria and these include individuals of age 15 to 17. The fishers learn on the job. There is no specialized training in fishing activities.
- b) The fishers are paid a portion of the value of the catch. Payment is on daily basis and most of them have no bank accounts making saving very difficult.
- c) There is no formal arrangement like a contract between the boat owner and the crew. It is just an understanding between the two and they can be dismissed anytime.
- d) The fishing activities are risky but most of the crew are not provided with safety equipment like life jackets although it is a requirement and there are hardly any lifesaving arrangements in case of accidents on the lake.

###### **1.2. EMPLOYMENT IN FISH FARMING ACTIVITIES**

The youth are employed in construction of ponds, cages, making of nets, feeding and harvesting of the fish. There is no formal training for the youth to acquire skills but learn on the job from their colleagues.

###### **1.3. EMPLOYMENT IN PROCESSING/MARKETING ACTIVITIES.**

Youth are engaged in carrying fish from the boats to the drying places, loading into vehicle, packaging and supply of fish to markets. The work arrangement is an understanding between two people. It is informal and may change from time to time.

##### **2. SUGGESTIONS FOR IMPROVEMENT IN EMPLOYMENT AND CONDITIONS OF WORK:**

- a) Awareness creation and making it mandatory to have formal contracts when employing the youth to show conditions of work
- b) Organization of the youth into associations/groups to have a lobbying force, encourage networking to learn from each other and to access financial support as a group
- c) Linking the youth organizations/groups to government/Financial institutions/NGOs for technical and financial support.
- d) Training in fishing and fish farming activities to get a document which shows what they know to bargain for better pay.
- e) Provision of safety equipment to reduce risks while fishing
- f) Promote opening of bank accounts and payments to be done monthly through the bank to encourage saving

g) Training the youth in financial management, investment opportunities, writing of proposals to get funding including project management

Dr. Rhoda Tumwebaze

Director Fisheries Management and Development  
Lake Victoria Fisheries Organization.  
Jinja, Uganda

#### **47. Guljahan Kurbanova, FAO, Russian Federation**

##### **Contribution posted on the FSN Forum in Europe and Central Asia**

##### **Russian version below**

##### **About rural youth employment**

Current situation. Rural youth are the foundation of sustainable development for the agricultural sector and for rural areas. Therefore, the preparation and participation of rural youth in economic activities should be given particular attention, and they should be provided with appropriate support from government agencies at national and local levels and from civil society organizations. More importantly, secondary and university schools, who work directly with young people, should provide vocational trainings and guidance, and educate about the labour market and recruitment processes. These efforts should include young people under the age of 18, most of which are still in school, and yet detached from the labour market (although they are part of the labour market in terms of manpower and resources).

Issues. Employment of rural youth is a very complex task, given the difficulties of employment for youth in general, and the unemployment levels in the country or in the regions. Moreover, rural youth face additional challenges given the problems they face in the agricultural sector and in rural areas; the issues are further aggravated for rural youth aged 15 to 18 years, because:

1. This group is very fragile in terms of their socio-psychological development and thinking, and they are less competitive in terms of skills, expertise and professionalism.
2. In Russia, as in many countries, the right to work is established in the Constitution, as well as in other legal documents. The implementation is supervised at a national level, however, it is challenging to implement and control at local level, and it is even harder in rural areas.
3. There are a number of social and psychological aspects of the market and specific to young people, especially in this age group; including the fact that employers themselves must perceive this group of youngsters as an asset for the labour force.
4. The mechanization of agriculture and automatization reduce labour demand in agriculture. In this case, rural youth employment opportunities lie in non-agricultural activities that provide various types of services or in small businesses that work on processing agricultural raw materials and infrastructure. The private sector case support rural youth in this type of employment opportunities, with the collaboration of the state.
5. In addition to the rural-economy and the population living in rural areas, more and more acute environmental problems are arising, which require the consideration and adoption of measures to conserve natural resources.

What is being done? Addressing rural youth employment issues are integrated in the current youth policy strategy of Russia, until the end of 2016. This strategy includes a set of priorities aimed at young



people, including tasks related to the participation of youth in the implementation of priority national projects. This strategy is focused mainly on Russian citizens aged between 14 and 30 years, including young people who find themselves in difficult situations, as well as young families. In the country, job fairs and open days in enterprises and in higher and secondary specialized schools are being held; access is limited for rural youth, especially for this younger age group, given the geographical distance, as well as for economic and transport reasons.

What needs to be done? At the same time, rural youth employment issues are not fully taken into account in the above strategy. The strategy requires development of special programs to work with rural youth with a clear definition of tasks and responsibilities at all levels (from federal to municipal level, taking into account the characteristics of the regions and the local conditions). Such a program should include special events designed to attract teenagers to work, without prejudice about continuing studies and secondary education.

Support for this young people should be provided to prepare them for work, including activities to develop problem-solving skills, relationship building with professionals, and encouraging them to take responsibility for their future. For instance: teaching the basics of employment in schools, and conducting educational work by specialized institutions with trips to rural areas.

In large rural settlements, effective social structures should be developed and implemented to overcome youth unemployment and to prepare youth for future employment; for instance, youth labour networks and online platforms. The main focus should be on orientation and guidance, to prepare young people for the labour market, promote their employment, and prevent long-term unemployment.

In addition, I would like to emphasize that the designated question on rural youth employment under the age of 18 years, requires research, analysis, evaluation and monitoring. Regular or constant employment of rural youth between the ages of 14 and 18 years is not only unsound but also shows the effects of poverty increase. In order to prepare for employment, this group of young people can be engaged in temporary or seasonal work (for example, during the holidays, or as part-time work), and should focus on career guidance and preparation of the basic concepts of the labour market, including relevant courses at school.

Recommendations. Based on the above, it is recommended to carry out the following measures to solve the problem of rural youth unemployment:

1. Adaptation of the legal framework and developing a strategy for the organization of employment for rural youth;
2. Creation of rural youth platforms or networks to share information and knowledge;
3. Attracting rural youth under the age of 18 to temporary or seasonal employment, through awareness raising efforts;
4. Inclusion of special courses focusing on career guidance and fundamental information about the labour market in education and in specialized institutions.
5. Monitoring and evaluation of the above action, involving a comprehensive study.

### Russian version

#### **Вопросы занятости сельской молодёжи.**

*Актуальность.* Сельская молодёжь является основой устойчивого развития сельского хозяйства и сельской местности в будущем, поэтому их подготовке и вовлечению в

хозяйственную деятельность должно уделяться особое внимание и соответствующая поддержка государственными структурами национального и местного уровней и общественными организациями. Это также направление деятельности для высших и средних учебных заведений и опытно – экспериментальных структур, которые могут непосредственно работать с молодёжью в плане профессиональной ориентации и просвещения о рынках труда и особенностях найма. Причём эта деятельность должна охватывать молодёжь до 18 лет, основная часть которых ещё учится в школах и пока ещё оторвана от рынка труда, хотя уже является её частью с точки зрения перспективы и источников трудовых ресурсов.

*Особенности проблемы.* Занятость сельской молодёжи – задача комплексная и усложнённая так, как напрямую связана с занятостью молодёжи вообще и уровнем безработицы в целом по стране или регионе. Более того, проблема занятости сельской молодёжи имеет свою специфику, отражающая состояние и проблемы сельского хозяйства и сельской местности. Рассматриваемая группа молодёжи в возрасте от 15 до 18 лет ещё более усугубляет проблему в силу следующих причин.

1. Эта социальная группа наиболее хрупкая по своему социально-психологическому статусу и мышлению. Она также менее всего конкурентоспособная по навыкам, специальным знаниям и профессионализму.
2. В России, как и во многих странах, право на труд узаконено Конституцией, а также рядом других законодательных документов. Исполнение их возложено и контролируется на национальном уровне, но сопряжено сложностями на местном уровне и ещё более осложняется в сельских населённых пунктах и территориях.
3. Существует ряд социально-психологических и рыночных аспектов характерных для молодёжи, особенно данной возрастной группы. К ним относятся восприятие этой группы как трудовые ресурсы самими работодателями на рынке труда.
4. Особенности сельского хозяйства и повышение уровня его механизации и автоматизации ведут к сокращению удельного веса занятости в сельском хозяйстве. В этом случае возможность трудоустройства сельской молодёжи возможно путём развития самой сельской местности и увеличения там количества предприятий несельскохозяйственного характера (non agricultural) по предоставлению разного рода услуг или малых предприятий-цехов по переработке сельскохозяйственного сырья или инфраструктуры, что в свою очередь связано с дополнительными инвестициями. Здесь особую роль сможет выполнить частный сектор при содействии со стороны государства.
5. Кроме для сельско-хозяйства и населения, проживающего в сельской местности, всё более остро встают экологические проблем, которые требуют изучения и принятия мер по сохранению природных ресурсов.

*Что делается?* В настоящее время вопросы занятости сельской молодёжи в России являются составной частью действующей стратегии государственной молодежной политики. Она разработана на период, включая 2016 год. Эта стратегия охватывает совокупность приоритетных направлений, ориентированных на молодёжь, включающих задачи, связанные с участием молодёжи в реализации приоритетных национальных проектов. Настоящая стратегия ориентирована преимущественно на граждан Российской Федерации в возрасте от 14 до 30 лет, в том числе на молодых людей, оказавшихся в трудной жизненной ситуации, а также на молодые семьи. В стране проводятся ярмарки труда и дни открытых дверей на предприятиях и в высших и средних специальных заведениях, доступ к которым в силу географических расстояний, экономических и транспортных причин для сельской молодёжи ограничен, особенно для данной возрастной группы.

*Что надо сделать?* В тоже время вопросы занятости сельской молодёжи не учитывают в полной мере изложенные выше особенности. Требуется разработка специальной программы по работе с сельской молодёжью с чётким определением задач и функций на всех уровнях (от Федерального до муниципального уровня, с учетом специфики регионов и местных условий). Такая программа должна предусматривать проведение специальных мероприятий, направленных на привлечение подростков к трудовой деятельности без ущерба в продолжении учёбы и получении специального образования.

Для этой группы сельской молодёжи следует оказание содействия в организации трудовой практики для приобщения молодых людей к труду и развитию подходов по решению задач само обеспечения в будущем. Параллельно проводить мероприятия, направленные на построение эффективных самостоятельных взаимоотношений с участниками рынка труда, стимулирование развития творческой активности молодежи и ее ответственности за свое будущее. Такие мероприятия включают преподавание основ трудоустройства в школах, а также проведение пропагандистской и просветительской работы специализированными учебными заведениями с выездами в сельские районы.

Для крупных сельских пунктов можно и необходимо разрабатывать и внедрять эффективные социальные технологии преодоления молодежной безработицы и их подготовке к будущей трудовой деятельности, к числу которых относится создание молодежных бирж труда или молодежной платформы труда, в том числе в режиме on-line. Основным направлением молодежной биржи или платформы труда должна стать про- ориентационная и профилактическая работа, направленная на подготовку молодёжи к рынку труда, содействию их трудоустройства и предотвращению длительной безработицы.

Кроме того, хотелось бы подчеркнуть, что обозначенный вопрос по занятости сельской молодёжи в возрасте до 18 лет, требует его исследования, анализа, оценки и мониторинга. Регулярное или постоянное привлечение к труду сельской молодёжи в возрасте от 14 до 18 лет является не только неперспективным, но и характеризует последствия увеличения бедности. В целях подготовке к трудовой деятельности, эту группу молодёжи можно привлекать на временные или сезонные работы или практику (т.е. во время каникул и на основе частичной занятости и ответственности), но основное внимание следует уделять профориентации и получению основных представлений по рынку труда путём включения соответствующих курсов в школьное образование.

*Рекомендации.* Исходя из вышеизложенного, рекомендуется провести следующие мероприятия для решения проблемы занятости сельской молодёжи:

1. Приведение в соответствие юридической базы и разработка специальной стратегии по организации работы с сельской молодёжью;
2. Создание сельских молодежных бирж или платформ с подключением on-line информирования и образования;
3. Проведение пропагандистской работы по привлечению к трудовой деятельности сельской молодёжи в возрасте до 18 лет на временной или сезонной основе;
4. Включение в образовательные программы школ и средних специальных заведения спецкурсов по профориентации и основ рынка труда;
5. Организацию на постоянной основе систему мониторинга и оценки вышеперечисленных направлений на основе проведённого комплексного исследования.

#### 48. Maria Mullei, Innovative Agricultural Research Initiative (iAGRI)/SUA, United Republic of Tanzania

Dear Jacqueline,

It is my pleasure to submit my input for this important topic. I have worked with youth throughout East Africa over the course of my career. I have been working in international development for nearly thirty years now. I have seen some fantastic and dramatic changes specifically in East Africa. Although many positive changes have occurred, there are a number of areas for improvement to equip today's youth with the skills and knowledge necessary to be competitive in today's market in agriculture. Three key areas that are entrance pathways to improving rural youth employment are public-private sector engagement, curriculum development, and mentorship.

##### **Example of Public-Private Sector Engagement**

I am currently the Innovation Portfolio Manager for the Innovative Agricultural Research Initiative (iAGRI). My role is to ensure that technologies and tools developed as a result of student research reaches end users through the testing of prototypes for postharvest technologies and irrigation systems, eventually linking these technologies with SMEs. Through the process, students gain entrepreneurial skills and learn how to make the link between ideas and innovative solutions to challenges faced by rural communities. Many of the youth in East Africa are not employable. They have been trained in the theory and basic knowledge of agriculture, but not in areas that fit today's market. This type of initiative is an example of how youth in East Africa are not employable can be prepared with practical skills that fit today's market.

As part of these activities, iAGRI has recently launched a public-private partnership initiative called the Tractor Training and Research Program. The program is a partnership between Sokoine University of Agriculture, John Deere, LonAgro, and USAID to provide practical training opportunities for rural youth and farmers. The program centers on the use of tractor implements for conservation agriculture and ploughing, but also include modules on budgeting, finance, project planning, and tractor maintenance. These skills are invaluable for youth as greater mechanization of the agriculture sector is increased. The partnership has also included finance options for advanced trainees to develop their own contracting business and to purchase tractors and tractor implements.

The program was launched in April 2016 and has had 120 participants from the Morogoro Region engaged in the training sessions. In the future, the program will also be implemented in rural areas with farmers targeting women and youth to develop skills to increase agricultural production and efficiency through the use of tractor and their associated implements. These types of programs are able to link rural youth with services, access to finance, and skills that will enable them to harness improved technologies and understand the business of agriculture in a way that traditional education schemes often do not incorporate.

*Attached is a project update concerning the Tractor Training and Research Program from the first cohort of students for the Boot Camp with quotes about their experience.*

##### **Suggestions for Curriculum Development**

The development of curricula needs to be improved with greater linkages made between Ministries of Education and Ministries of Agriculture. This linkage would improve the focus of curricula to incorporate demand-driven, industry-facing skills that many graduates of agricultural programs do not incorporate. In a recent publication on Education, Research, and Innovation in Africa by the Belfer Center's Calestous Juma, provides examples of the incorporation of innovation and entrepreneurial skills in curriculum development such as courses in business administration and marketing. The discussion paper uses the EARTH University example of the Entrepreneurial Projects Program as a

way forward for incorporating practical skills into agricultural education and training (AET). A recent article from Muhammad Yunus (founder of Grameen Bank) echoes the same sentiments on equipping people with the right skills to tackle unemployment and create wealth.

The composition of school boards should also be split between public and private sector actors. Currently, the decision-making is made by administrators of education with little knowledge or experience of bridging the gap between school and work in the agriculture sector. Internship programs should provide a natural linkage between public sector partners and the private sector, enabling students to develop skills that meet industry needs.

### **Highlight on Mentoring**

In addition to curriculum development, mentoring also opens doors for students to develop entrepreneurial skills and mindsets needed to overcome challenges faced by rural youth. As an example of this, iAGRI has incorporated mentoring for high school students, particularly young female students into its customized indicators for tracking community development and sustainability. Students are paired with mentors that have invaluable experience and understanding of changing systems. While school-based learning is also essential, this pairing and mentoring of young students is a tool of learning, professional development, and empowerment that is often underutilized and undervalued in the development of project activities. In addition, there are a number of opportunities for projects aimed at strengthening higher education systems to also encourage interaction with youth 15-17 years old. This type of interaction is encouraging for the youth and also validating for the individuals in tertiary education of the value of the skills and knowledge they have built thus far.

Attachment:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Tractor\\_Training\\_and\\_Research\\_Program\\_Update.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Tractor_Training_and_Research_Program_Update.pdf)

### **49. Gildas Tiwang, Cameroon**

Hi all,

Is a great pleasure for me to be able to give my modest opinion on an important like this one. 15 to 17 years is a very sensitive age range and a better canalisation of energies of these teenagers is a pillar determinant of their future. These rural youths are in labour and my contribution focused in examining this labour to propose results that may help manage it. Find the paper attached.

Regards

Attachment:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/AGRIBUSINESS\\_AND\\_CHILD\\_LABOUR%2C\\_PAPER\\_2.doc](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/AGRIBUSINESS_AND_CHILD_LABOUR%2C_PAPER_2.doc)

### **50. Paul von Hartmann, United States of America**

Dear Jacqueline and friends,

Thank you for the opportunity to contribute ideas to this very important discussion. The ages between 15 and 17 are certainly crucial years, particularly for transferring knowledge between the generations.

For the past 15 years, I have worked with Farms & Gardens for the Disabled, a non-profit organization that helps all people reach the soil more easily, regardless of physical impairment. The relevance of



this work to the discussion of rural youth and agriculture has to do with enabling elderly and disabled mentors and teachers, while making farming and gardening more available and rewarding to young people.

By filling recycled containers (i.e. broken refrigerators, recycled fruit bins, etc.) with soil, several advantages are achieved. To begin with, a garden can be grown anywhere that water is available. Places that would otherwise not support food production can be transformed by gardening in containers filled with soil.

In essence, by raising the level of the soil to where people can easily reach it, several advantageous dynamics are initiated. First of all, elders and disabled people are able to contribute to farm & garden food production. Secondly, because they are able to participate, they are able to pass on their knowledge and experience to the younger generations who need to learn the skills and discipline involved with food production.

For young people, gardening while standing is more agreeable than having to bend or crawl around on the ground, or use tools to work the soil at ground level. Because container gardening eliminates much of the hardship and uncertainty of growing food, by reducing pest infestation, increasing water efficiency and providing a more functional way of growing food, the overall experience of gardening is much more consistently rewarding for everyone involved.

I trust that these ideas will help people to expand their available farming and gardening areas, while integrating elderly and disabled gardeners into an inclusive cultural dynamic, to empower and educate youth.

Best wishes,

Paul J. von Hartmann

Farms & Gardens for the Disabled

Platina, California

USA

### **51. Chinedu Obi, International Masters of Science in rural development, Ghent University, Belgium**

Hello,

I would want to give a brief contribution to this discussion. I took particular interest in this topic having recently completed a literature review on vocational education in agriculture for high school graduate in Nigeria. I would agree with the team that many rural youths are working poor and they face a myriad of constraints especially when they work in agriculture. However, the assertion that youth in agriculture are exposed to health and safety hazards is quite debatable. This is because working in agriculture is as difficult and hazardous to the older people as to the youth. Secondly, many of this youth are also doing more strenuous jobs like brick layering, carpentry, transportation etc. which pose more health challenges than in agriculture.

In Nigeria, one of the greatest challenge for youth in agriculture is accessibility to credit and modern facilities. Who can lend a child of 17 years “10,000 dollars” to purchase a tractor? Is it even legally possible? The non-availability of machines and lack of hiring service and opportunities to obtain credit makes agriculture more drudgery than it should be. Most of the youth engages in agriculture because it is the only available option. Probably, they receive a portion of land from their parents who cannot



afford to send them to college and they produce just little and cannot expand due to lack of land. The credit system has not recognized this groups, hence, they are neglected even if there is a window for loan acquisition.

Let say they succeed in going to vocational schools, there is yet to be any specific incentives provided by governments to attract youths to enroll for vocational courses in agriculture. In Nigeria for example, vocational education in agriculture are usually open for youth who cannot pass important courses in their secondary school examination or did not earn enough score to get into the universities. The implication is that the system is meant to select only lazy students who sought for ways to escape from parental watch. Furthermore, although there are opportunities for internship, many organizations are simply not interested to hire agric-interns. In some extreme situation, you could see an agric-intern working in a computer factory.

Even when there is a commitment from the government towards promoting youth in agriculture, those program often does not last. Poor targeting, mismanagement, short time frame and total lack of commitment reduces the potent of such activities or policies. One big example from Nigeria, is the SURE P program and YEAP program. These are nice programs that aims to encourage youth to develop entrepreneur skills and pursue careers in agriculture. However, these programs have no relationship with agriculture vocational schools. Many recipients are people without any training in agriculture. You only win if you can write a good proposal, even if you lack the skills. Notwithstanding, this programs often die with the government that introduced them. There is totally no national policy to ensure their sustainability.

The neglect of the youth has caused and would continue to cause a lot of damage to the society. They often fall prey to extremist. Since they are unstable, they could indulge in socially unacceptable behavior like drugs, stealing, etc. To minimize some of the juvenile delinquencies they indulge in, government and the society should work together to engage them in sound and regular activities. On agriculture activities, I will recommend that:

1. There should be a national policy instituted in the constitution or bye laws of countries that recognizes the statue of this group as dependable, vulnerable but capable. This law or policy should create windows for them to access little loan, get extension services, and prepare them to engage in agriculture exhibition or shows (of their products).
2. Government and education system should reconsider and make better decisions on the entry level for vocational studies in agriculture. They should encourage agriculture companies to hire agri-interns and provide after agriculture loans for graduates.
3. Programs on youth in agriculture should be made as tenacious as possible. This programs should be designed in such a way that the agricultural vocational education system would also benefit.

## **52. Raymond Erick Zvavanyange, Young Professionals for Agricultural Development, Zimbabwe**

Dear FSN Forum,

Please find below my comment to this topic. I am also attaching two relevant documents:

Paper on "The Role of Youth in Agriculture and Food System Transformation in Zimbabwe". This paper was accepted for publication. It will appear in [Journal of Global Resources](#) second edition (2016)

[An African Agrarian Philosophy and the Sustainable Development Goals: Nurturing Creativity in Science and Society.](#)

Based on your experience, what are the specific challenges rural youth aged 15-17 face (different from those over 18) in making a (current or future) living in agriculture and related activities? How can you address them?

I am inclined to share my ideas on '[creativity in science and society](#)' as we continuously search for innovative ways to view and enact rural development so as to impact positively on the age group of young people in question (aged 15 -17). If you look closely at this age group, we read so much of the exceptional ideas around science (and other things) and how it can be used in society especially in places outside Africa. The issue then is not to give the young people more science (though this is one strategy in food issues) but rather to broadly see what it is that this age group can creatively bring (and are bringing) to reality in their contexts. The World Economic Forum Future of Jobs Report states that in 2020, complex problem solving, critical thinking, and creativity, will be among the top 10 skills needed in the job/employment market (i.e., in the world). And of course, when we take agriculture and related activities as a point of reference, as in every other place in the world, we have still a long way in addressing the skills gap of the rural youth versus their urban counterparts as well as a host of generic challenges (e.g., access to land, finance, education, knowledge and skills). We might have to be content in starting from unfamiliar territories (e.g. interdisciplinary disciplines) in seeking for solutions to the challenges faced by rural youth.

In a country such as Zimbabwe, one cannot ignore the far-reaching influence of the external environment (e.g., political, social, and economic uncertainties, accessibility to markets, supporting policy instruments, etc) on the creative potential and abilities of young people (aged 15 – 17). It is not just a matter of providing decent work to them but ensuring that they are able to fully make up their minds on taking on agriculture as not only a practical pursuit needed to provide food for generations but as an equally creative endeavor in one's career and life. We have to see beyond the problems for some of them possibly dabble on the country's historical background and the necessity of an ideology before anything else takes (no matter how noble) root. This is the world in which these young people find themselves in. They would need to sharpen their knowledge and skills primarily through education and other forms of self-learning. I am of the opinion that they are creative individuals and only the world stands to witness of the innovative ways that can bring dignity to rural development and how it has more than often, be taken to be.

Last but not least, together with other 'quick-minds' we shared at the [2015 Innovation Baraza](#), an idea on '[Reengineering food and energy security among rural youth in Zimbabwe](#)'. In this idea targeted at youth in Dora of Mutare, Manicaland Province of Zimbabwe, we attempted to link food and agriculture (poultry) and industrial development (biogas generation/methanol). The fundamental questions that guided this creative pursuit were: Can food security hold the key to energy access? Can energy security hold the key to food security? This is the challenge that confronts the creative endeavors targeted at young people in rural communities for it not always solutions/answers that present at our doors but calculated risks.

**Raymond Erick Zvavanyange, Country Representative, Young Professionals for Agricultural Development, Zimbabwe**

Attachments:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Final The Role Of Young Entrepreneurs Agriculture and Food Systems Transformation Zimbabwe Raymond Nyasha Tawanda.docx](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Final%20The%20Role%20Of%20Young%20Entrepreneurs%20Agriculture%20and%20Food%20Systems%20Transformation%20Zimbabwe%20Raymond%20Nyasha%20Tawanda.docx)

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/THEME%203%20Zvavanyange%20Wed%20CARD%203.pdf>

### **53. Rabi'u Auwalu Yakasai, Ministry of Agriculture Kano State, Nigeria (sixth contribution)**

Dear Moderator,

The age range 15-17 is a crucial short transition period that comes and goes with new entrants so fast that program design and implementation must be coherent and accurate for any meaningful achievement to be made. Scale, communities and governance environment are the specifics to watch. One of the most feasible options in my opinion, for securing decent employment opportunities for 15-17 is to intensify agriculture education and skill development during the youth's rudimentary years in school. There is now global paradigm shift to 'Newagriculture' consequent of climate change, bio-fuel research, rising food price, food production shortfall and globalization that is effectively enhanced by ICT phenomenon. By implications of positive and negative impact on local agriculture say in Nigeria, it is very important to equally redesign the traditional agriculture curriculum and incorporate diverse practical aspects for intensive skills development.

#### **Tradition**

In Nigeria, the traditional education system that a child must pass through consists of the followings:

- 1) Common Entrance Examination designed to filter primary school pupils for secondary education
- 2) West African Examination Council (WAEC) examination is to certify secondary school completion
- 3) Joint Admission and Matriculation Board (JAMB) examination to validate WAEC qualification in preparing for university registration.
- 4) National Business and Technical Examination Board (NABTEB) examination is designed for career pursue by youth with entrepreneurship indications

#### **Present-day Approach**

Due to increasing youth population and corresponding mounting pressure to create employment opportunities for the 15-17-18, an index new-agriculture examination (INDEX) is urgently required to filter out apt secondary school agric-entrepreneurs for special advance training and or engagement by industry operators. Underage may bear legal problem but in such a dire food insecurity and unemployment situations it is far better to engage the 15-17 in agric-industries than to be allowed to drift into the crime industry. The choice is really ours.

#### **Piloting INDEX examination**

A ten to twenty-year experiment could be launched in developing countries to pilot INDEX examination concept for 15-17 agric-entrepreneurship development. INDEX curriculum designers should bear in mind the different skills demand of 15-17-18 for securing decent employment. Decent agriculture-based employment hinges on capable knowledge and skills.

#### **Starting point**

The starting point for INDEX launching bears in the core activities of the young farmers club (YFC) in primary and secondary schools. In fact, INDEX examination designers should be urged to provide training modules and classroom learning activities for YFC development. ICT contribution to pilot networking, scaling and replication of the INDEX system through m-agriculture, e-farming and Open Data management, the Internet and Mobile phone can be made highly available in rural primary/secondary schools to accelerate the effort. It may be worth trying.

Thank you.

### **54. Oglobina Y, Russian Union of Rural Youth, Russian Federation**

**Contribution posted on the FSN Forum in Europe and Central Asia**

**Russian version below**

**Ogloblina Y., Chairperson of the Russian Union of Rural Youth, Russian Federation**

80% of the students in agricultural universities are rural youth. However, unfortunately, these rural youth do not arrive to the agricultural universities with the dream of becoming vets, animal experts, or (agricultural) mechanics. They are in these universities because it is the only option they have, given the marks they obtained in the national examinations, and they intend to seek further (higher) education. After all, for most parents, the most important is that their children obtain higher education!

**1. Problem:** limited career guidance in schools. We are confident that in order for students to choose an agricultural career consciously, organized vocational training is required, as well as more developed agro-education in schools in rural areas.

Moreover, the career guidance work should be directed not only to the students but also their parents and teachers. Rural students, who constantly hear comments such as “if you don’t study, on a farm tractor you will work”, may attach negative connotations to agricultural work.

That is why we are implementing a project of vocational guidance for rural youth students – ‘Choosing a Profession’.

We have analysed agricultural education in Samara, Belgorod, Orenburg, Kaluga, Irkutsk, Tyumen regions, the Republic of Kalmykia and the Perm Territory, and determined that the most effective action is based in the Orenburg region. There are classes for agricultural students held in different formats:

- Elective courses on "introduction to agribusiness"
- Distance learning using Internet (webinars)
- Practical sessions including experiments, trainings, and excursions to farms of the region

At the end of the course, each student develops a business plan "My Business Plan", and then the students with the best projects are involved in the final conference of the agricultural education, where winners receive an award and invitation to further education more specialized.

**It is necessary to extend this experience in Orenburg to all universities including agricultural education.**

**2. Quality of practical training of students.** Even if students choose to pursue agricultural education, it does not mean that they are easily employed. Companies are expecting highly skilled professionals. However, agricultural education and the industry are detached, resulting in a vicious cycle, educational institutions cannot prepare qualified specialists meeting the demand of the agroindustry.

In this case, there should be **structures and mechanisms in place to establish cooperation amongst educational institutions and employers**. Prospective employers should be actively involved in the education process, and many are willing to and are already doing so. However, educational institutions are not always prepared to collaborate with employers; they are slow in responding to change and often simply unable to fulfill the requirements of the employer. In some cases, employers do not want to even provide internships (professional placements) for students.

With the vocational guidance project, we are raising the prestige of agricultural work, we are showing the modern high-tech equipment in enterprises, thereby motivating future employees. However, students are demotivated by agricultural work at university when they are using old equipment, or even studying only with books, and never engaging with the practical application of technology of their future jobs.

Students are seeking education about the production processes and field practice, therefore, it is necessary:

- Determine the forms and mechanisms of collaboration between educational institutions and employers, strengthening the control of internships (professional placements) undertaken by students;
- Strengthen the qualifications for teachers, to include training courses on agribusiness enterprises and services (such as manufacturers and distributors of agricultural machinery and equipment);
- Increase resources (or tax mechanisms) to include in education practical training, for instance, seeds, fertilizers, chemicals, etc.

### 3. The ineffectiveness of targeted training.

It seems a great offer for students, to be guaranteed employment after graduation, trained on government budget (provision of stipend, place to study and an internship, and material for coursework and research).

However, after 4-6 years as a student living in the city and having completed their degree, many wonder – is it worth to go back to work to the rural areas?

For instance, in the Novosibirsk region, for six years, the region failed to comply with its obligations of sending graduates to work in the agricultural sector, almost 400 graduates. Even though, In total, approximately a third of the students, received a diploma because their study was paid from the government budget. Such statistics are similar in almost all regions.

Another problem is that the new law on education provides targeted training only for enterprises that share ownership (social capital) with the state, such enterprises are very rare in the agricultural sector.

In this case, we think it is advisable to :

- Amend the Education Act;
- Strengthen the commitment of students and their parents to their obligations and liability, to comply with the terms of the contracts (given they receive government funding for their studies);
- Introduce the practice of signing contracts (to control those who could reject the agreements otherwise) with the best students, enrolled on a budgetary basis.

All graduates, no matter if they are (funded) undergraduates, masters or bachelors, farmers, athletes, or doctors and teachers, are ready to go work in rural areas if their earnings are stable, the infrastructure is developed, there are opportunities to raise their children and also interesting activities for their leisure time.

Agricultural enterprises cannot address these needs and issues alone. **It is the responsibility of local and regional authorities to train people in agricultural topics**, people also must know what support programmes are available for their children in rural areas, they must also support people in accessing employment, and provide government support to improve housing conditions.

If these issues are addressed, young people are more likely to pursue an agricultural education and move to the rural areas.

For rural youth it is important that public authorities and businesses seeking to create new jobs, take into consideration that young professionals will choose their future jobs according also to the comfortable and decent living and working conditions. For the sustainable development of rural areas, the focus should be in improving work sites and conditions.



Therefore, in this case, we consider it necessary to **evaluate government's criteria for the development of rural areas, taking into account the development of the infrastructure and the number of employed experts in rural areas.**

### Russian version

**Оглоблина Ю.В., член Центрального штаба ОНФ,**

**Председатель Российского союза сельской молодежи**

80 % учащихся в аграрных вузах – сельская молодежь. К нашему сожалению, часто ребята поступают в аграрные вузы не потому, что мечтают стать ветеринаром, зоотехником и механизаторам. А потому что смогли поступить ТОЛЬКО в аграрный вуз по баллам ЕГЭ и в перспективе их ждет получение высшего образования. Для большинства родителей главное, чтобы у ребенка было высшее образование!

1. Проблема: **профориентация в школах.** Мы уверены, для того, чтобы школьник выбор аграрной профессии делал осознанно, необходима правильно организованная профориентация, развитие системы агроклассов и ученических производственных бригад в сельских школах.

При чем, профориентационная работа должна быть направлена не только на школьников, но и на их родителей и учителей. Сельский школьник, который постоянно слышит, такие напутствия как «будешь плохо учиться

- в колхозе трактористом будешь работать» конечно не сделает выбор в пользу сельского хозяйства, в пользу села.

Именно поэтому мы реализуем проект профориентации учащейся сельской молодежи «Выбираем профессию».

Мы проанализировали опыт агроклассов Самарской, Белгородской, Оренбургской, Калужской, Иркутской, Тюменской областей, Республики Калмыкия и Пермского края и определили, что наиболее эффективней их работа построена в Оренбургской области. Там занятия с агроклассниками проводятся в разных форматах:

- факультативные занятия по программе «Введение в агробизнес» организуют учителя школ;
- дистанционные занятия в сети Интернет (вебинары) уже ведут профессора, доценты и преподаватели Оренбургского ГАУ;
- сотрудники Оренбургского ГАУ делают выездные занятия с проведением опытов, практических занятий, а также экскурсии на передовые аграрные хозяйства области и Оренбургский ГАУ.

По итогам курса каждый ученик разрабатывает бизнес-план «Моё собственное дело», после чего ребята с лучшими проектами участвуют в итоговой конференции агроклассников, где победители и призеры получают награды и приглашение к обучению по целевому набору.

**Нужно распространить опыт работы агроклассов Оренбургской области во все вузы, имеющие аграрные направления обучения.**

2. **Качественная практическая подготовка студентов.** Если даже человек осознанно поступил в аграрный вуз, это еще не значит, что его ждут с распростертыми «объятьями» работодатели. Предприятия ждут готовых высококлассных специалистов...Сегодня вполне



определенно можно констатировать факт: научно-образовательный комплекс отрасли сельского хозяйства становится оторванным от самой отрасли. Получается «замкнутый круг»: образовательные учреждения не могут подготовить качественных специалистов при отсутствии заказов от предприятий АПК.

В этом случае должны быть **четко определены формы и механизмы сотрудничества образовательных организаций с работодателями**. Будущие работодатели должны активно вовлекаться в учебный процесс, и многие готовы это делать и уже делают. Но не всегда к этому готовы вузы: они медленно реагируют на происходящие изменения и зачастую просто неспособны обеспечить выполнение требований работодателя. В некоторых случаях и сами работодатели не хотят проводить практику студентам.

На профориентациях мы поднимаем престиж аграрных профессий, показываем современную высокотехнологичную технику на предприятиях, заинтересовываем тем самым будущих абитуриентов. Но когда студент обучается в вузе на старом оборудовании, а иногда и вовсе по книгам, ни разу не соприкоснувшись с практическим применением технологий своей будущей профессии, это безусловно мотивирует к выбору другой профессии.

Заинтересованные студенты хотят больше осваивать производственные процессы, набираться опыта на стадии обучения во время производственных практик. Поэтому здесь на наш взгляд **необходимо:**

- **определить формы и механизмы сотрудничества образовательных организаций с работодателями, усилив контроль за прохождением практики студентами;**
- **уделять особое внимание повышению квалификации преподавательского состава, включить в программы обучения стажировки на предприятиях АПК и в организациях, обслуживающих АПК (например, производители и поставщики сельскохозяйственной техники и оборудования);**
- **предусмотреть систему льгот (или иных налоговых механизмов) для обеспечения процессов закупок образовательными учреждениями расходных материалов, используемых в процессе практического обучения: ГСМ, семян, удобрений, химикатов и т.д..**

### 3. Неэффективность целевого обучения.

Вроде отличное предложение для абитуриентов, когда тебе гарантируют трудоустройство после окончания вуза, обучают на бюджетной основе; платят стипендию; обеспечивают местом для прохождения ознакомительной и преддипломной практики, выдавая все необходимые материалы для курсовых работ и научных статей.

Но после того, как студент 4-6 лет прожил в городе, когда диплом уже на руках, многие начинают задумываться, а стоит ли идти работать по целевому направлению в сельскую местность?

Например, в Новосибирской области за шесть лет не выполнили свои обязательства по договору почти 400 выпускников, которые должны были идти работать в агропромышленный комплекс. В общей сложности это около трети вчерашних студентов, которые получили диплом благодаря тому, что их учеба была оплачена из федерального бюджета. И такая статистика практически во всех регионах.

Удивляет тот факт, что большинство ведомств ведут учет своих потребностей в специалистах, но не контролируют, приступил ли к работе тот или другой обладатель заветной «корочки» или нет.

Еще одна проблема в том, что новый закон об образовании предусматривает целевое обучение только для предприятий, в уставном капитале которых присутствует доля госсобственности, а таких в аграрном секторе единицы.

В этом случае на наш взгляд целесообразно:

- **внести изменения в закон об образовании;**
- **усилить разъяснительную работу со студентами-целевиками и их родителями об обязательствах и ответственности за невыполнение условий договора;**
- **ввести в практику заключение договоров (от отказников-целевиков) с лучшими студентами старших курсов, обучающихся на бюджетной и платной основе.**

Все выпускники, не важно, целевики, магистры или бакалавры, аграрии, спортсмены, врачи или учителя, готовы идти работать в сельскую местность лишь в том случае, если будут уверены в своем стабильном заработке, развитой инфраструктуре, наличии возможностей рожать и растить детей, а также интересно проводить свой досуг.

И здесь аграрным предприятиям в решении этих вопросов в одиночку не обойтись. **Необходимо, чтобы в первую очередь местные и региональные власти были заинтересованы в формировании кадрового потенциала агропромышленных предприятий субъекта.** Это их непосредственная задача - знакомить сельских ребят с программами поддержки, помогать поступать на целевые места учебного заведения, трудоустраиваться, получать гос.поддержку для улучшения жилищных условий.

При решении этих ключевых вопросов вероятность того, что молодые люди будут стремиться получить аграрное образование и переезжать на свою малую Родину, заметно увеличится.

Для сельской молодежи важно чтобы органы государственной власти и бизнеса, создающего новые рабочие места, учитывали, что молодые специалисты выберут то место работы, где обеспечены комфортные условия жизни и труда. И именно на устойчивое развитие сельских территорий должны быть направлены основные силы.

Поэтому в этом случае считаем необходимым **внести в оценку эффективности глав государств критерий по развитию сельских территорий, учитывающий развитие инфраструктуры и количество трудоустроенных специалистов в сельской местности.**

## 55. Amina Abass, Niger

### Original contribution in French

Chers tous,

C'est avec grand intérêt et plaisir que je participe à cet échange sur les questions de la jeunesse et de l'emploi décent.

C'est un problème qui se pose avec acuité dans la plus part des pays en voie de développement où la jeunesse majoritairement rurale occupe une place importante dans la pyramide des ages de ces pays. Pour relever les défis auxquels les jeunes sont confrontés dans les zones rurales , je pense qu'il faut que les politiques et les programmes à l'endroit de ces jeunes prennent compte de leurs besoins spécifiques (formation/appui-conseil, emploi rémunérateur, accès au foncier, accès au financement, accès à un logement, accès la protection sociale,paix et sécurité) surtout ceux de moins de 18 ans afin de les garantir un emploi décent.

Pour ce faire il faut entre autre:

- Programme d'Insertion des Jeunes sortants pour les moins de 14 ans
- Programme de formation professionnelle et technique pour es 15 - 17 ans
- Prise en compte des jeunes comme bénéficiaires et prestataires;
- Evaluer la proportion que représente les jeunes avant la formulation de ces programmes et politiques;
- Intégrer spécifiquement la question de la jeunesse dans les stratégies de formulation et de mise en oeuvre des projets
- Développer un cadre institutionnel favorable aux jeunes;
- Favoriser l'accès des jeunes femmes et hommes aux financements,

Éliminer les contraintes à l'accès des jeunes à la terre ...

Les principales contraintes de capacités rencontrés dans nos institutions pour la conception et l'évaluation des politiques et programmes destinés à résoudre les problèmes des jeunes de moins de 18 ans des zones rurales sont entre autres:

- La majorité des activités ciblant les jeunes en milieu rural sont diffuses dans les activités des programmes/ projets de développement: C'est le cas au Niger du PECEA ( programme de promotion de la croissance économique dans l'Agriculture) et le PAPI (programme d'appui à l'irrigation) et le PADAD (coopération luxembourgeoise), chacun de ces programmes a dans son volet financement prévu de faciliter l'accès au crédit des jeunes et des femmes pour améliorer leurs conditions de vie.
- D'autre part, il faut que l'Etat s'affiche clairement dans la promotion de l'emploi des jeunes surtout ceux du milieu rural ce qui inciterait les partenaires à faire plus.

Pour améliorer l'éducation et la formation professionnelle dans les zones rurales il faudrait:

- Des programmes d'enseignement de qualité,
- Adapter les filières de la formation professionnelle aux besoins de l'économie nationale et du marché de travail,
- construction d'école,
- le recrutement et la formation de personnel enseignant, la prise en charge du personnel,
- l'allocation de fournitures scolaires,
- les cantines scolaires,
- la prise en charge des fournitures ou l'attribution de bourses scolaires aux filles scolarisées...

AMINA ABASS,  
Niamey/Niger

### English translation

*Dear All*

*It is with great interest and pleasure that I participate in this exchange about the questions of youth and proper work.*

*It is a problem that is becoming more acute in most developing countries where youth, mainly from rural areas, occupies an important place in the age pyramid of these countries.*

*To relieve the challenges faced by the young in rural areas, I believe that it is necessary that the policies and programs with regard to these youth take into account their specific needs (training/counseling support, profitable work, access to land, access to financing, access to housing, access to social protection,*

peace and security) especially for those under the age of 18 in order to guarantee them proper employment.

To achieve this, the following, among others, are necessary:

- Insertion program of young school leavers of at least 14 years old;
- Professional and technical training program for the 15-17 year olds;
- Take into account the young as beneficiaries and providers;
- Assess the proportion represented by the youth before the development of these programs and policies;
- Specifically integrate the question of youth in the strategies of formulation and implementation of projects;
- To develop an institutional framework favorable to the youth;
- Promote the access of young women and men to funding;
- Eliminate the constraints on access to land of youth...

The main limitations in terms of capacity found in our institutions for the drawing up and assessment of policies and programs destined to solve the problems of people younger than 18 years old in rural areas are, among others:

- The majority of the activities targeted at the young in rural areas are spread among the activities of development programs/projects: In Niger it is the case of PECEA (Programme the promotion de la croissance economique dans l'agriculture, [Program for the promotion of economic growth in agriculture]), PAPI (Programme d'appui a l'irrigation, [Support program for irrigation]) and PADAD (Cooperation Luxembourgeoise, [Cooperation Luxembourg]), each one of these programs has a financing component provided to facilitate access to loans for the youth and women, in order to improve their living conditions.
- On the other hand, the State should clearly publicize its promotion of work for the youth, especially those from a rural background, which would encourage partners to do more.

To improve education and professional training in rural areas requires:

- Quality teaching programs;
- Adapting the professional training courses to the needs of the national economy and of the labor market;
- Construction of schools;
- The recruitment and training of teaching personnel, and the management of them;
- Assignment of educational supplies;
- School canteens;
- Taking charge of school supplies or awarding school bursaries to girls attending school ...

## 56. Karla Somarriba, Nicaragua

### Original contribution in Spanish

Apreciada Jaqueline,

Este es un tema muy interesante el poder analizar sobre la juventud que tiene grandes retos de acceso a oportunidades en diferentes áreas como son educativas, economicas, sociales, equidad de

género, entre otras. Por lo que considero sumamente importante continuara el proceso de abogacia al momento en que se formulen políticas y reglamentaciones en las áreas ante mencionadas que integren a este grupo etareo y que se crean sinergias con centros de formación y universidades que apoyen el proceso formativo de *los* jóvenes, asimismo hacer abogacia con las instituciones gubernamentales y empresa privada para hacer un análisis más holístico de como poder crear condiciones que les brinde a los jóvenes mayores oportunidades de crecimiento personal y profesional.

Gracias por esta oportunidad de comentar los articulos tan interesantes, como este.

Saludes cordiales,

### English translation

*Dear Jacqueline,*

*This is a very interesting topic: discussing the challenges faced by rural youth in accessing educational, economic, social, or gender equality opportunities, among others. Supporting the formulation of related policies and regulations integrating this age group and building synergies with education centres and universities that endorse their educational process is of utmost importance. Furthermore, collaborating with government institutions and private companies in undertaking a more comprehensive analysis on how to create suitable conditions leading to better personal and professional growth opportunities for youth is also important.*

*Thank you for the opportunity of participating in such an interesting discussion.*

*Kind regards,*

### 57. Sorsa Debela, Agribusiness Development Consultant at FFARM PLC, Ethiopia

#### Comment received through LinkedIn

Dear Sir/Madam,

The issue of youth is very critical especially for developing countries where population growth is in geometric progression while means of livelihood are dwindling. Recently, I have been undertaking youth labor market assessment in some rural areas of my country. I realized immense challenges of youth. Shortage of land, lack of access to modern inputs and advice, considering agriculture as backward and non-paying sector, lack of trade-able skills, etc., are just few of the challenges. When it comes to young girls, the situation is worse. Therefore, unless all the policy makers, development practitioners, donor agencies, etc., are all moving together to mitigate the situation, it is really worrisome.

### 58. Cheikh Fall, Comité Intersyndical de lutte contre les Pires Formes de Travail des Enfants, Senegal

#### Original contribution in French

**CONTRIBUTION DE MR CHEIKH FALL PRESIDENT DU COMITE INTERSYNDICAL DE LUTTE CONTRE LES PIRES FORMES DE TRAVAIL DES ENFANTS AU SENEGAL**

**Question: Sur la base de votre expérience, quels sont les enjeux spécifiques auxquels sont confrontés les jeunes de 15 à 17 ans des zones rurales dans le secteur agricole et activités afférentes?**

Les enjeux sont nombreux on peut citer:

- 1) La compréhension du phénomène
- 2) La volonté politique de l'ETAT
- 3) L'organisation des populations de la zone d'intervention en groupes homogènes capables de répondre à la lutte contre ce phénomène
- 4) Le retrait de la cible (6-16 ans) et l'insertion à l'école
- 5) L'alphabetisation de la cible (14-17 ans) n'ayant pas reçu la formation initiale formelle
- 6) La préformation et la formation professionnelle dans les métiers de l'agriculture et activités afférentes de la cible (15-17 ans)
- 7) La formation diplômante ou certifiante
- 8) L'accès aux marchés, au financement et à la terre de la cible (17-24 ans)

**Question: Comment les politiques et programmes peuvent-ils contribuer à relever les enjeux auxquels sont confrontés les jeunes des zones rurales, de la manière la plus efficace et économique possible? Veuillez nous communiquer des exemples pertinents et les leçons que vous avez tirées de votre expérience.**

Pour relever les défis auxquels sont confrontés les jeunes du monde rural, il faut s'appuyer aux politiques de l'ETAT sénégalais dans l'agriculture et les structures financières qui accompagnent les acteurs dans ce secteur.

Le gouvernement du SENEGAL en partenariat avec les organisations des EMPLOYEURS, organise annuellement un forum sur l'emploi des jeunes pour ouvrir des perspectives d'emplois, de débouchés et orienter vers l'obtention d'emplois. Mais cette rencontre intéresse singulièrement les jeunes diplômés habitants résidents en milieu urbain. Pour répondre aux besoins des jeunes en zones rurales de telles initiatives pertinentes doivent être décentralisées.

EXEMPLE du PAFNA: Projet d'Alphabetisation et de Formation des Jeunes Non Alphabetisés de la région de SAINT LOUIS au Nord du Sénégal

- Le projet avait une participative qui consistait à organiser les populations et les sensibiliser sur la problématique
- Puis un diagnostic participatif a été réalisé sur les besoins des jeunes ciblés à travers un forum inter villageois
- Les besoins ont été recensés et des métiers alternatifs et sous métiers dans l'agriculture ont été proposés (conducteurs d'engins tracteurs, réparateurs de moto pompe, mécaniciens de tracteurs et d'engins agricoles, soudeurs, compostage...)
- Les cours d'alphabetisation et de formation se sont déroulés pendant 2 ans

Sur les 100 jeunes ciblés de 14 à 17 ans, 30 ont réussi à une formation qualifiante mais n'ont eu d'insertion pour un emploi. De plus la formation n'était pas certificative pour prétendre un emploi dans les sociétés de la place.

**Question: Quelles sont les principales contraintes de capacités que vous rencontrez ou que votre institution rencontre pour concevoir, mettre en œuvre évaluer les politiques et programmes destinés à résoudre les problèmes qui touchent les jeunes de moins de 18 ans? Quelles lacunes en matière de données en ce qui concerne les problèmes les plus fréquents qui touchent à l'emploi et des moyens d'existence des jeunes des zones rurales?**



L'une des contraintes majeures est la connaissance qualitative et quantitative du phénomène dans la zone d'intervention. Pour ce faire il faut nécessairement une cartographie du phénomène dans la zone ciblée.

L'absence de collaboration initiale et de partenariat avec les entreprises et sociétés locales pour déterminer l'offre et la demande en matière d'emplois. Pour ce faire les sociétés et entreprises locales doivent élaborer une politique annuelle de recrutement pour créer l'émulation.

La durée d'un projet (2 à 3 ans). L'intervention doit être sous forme de programme pour une durée d'intervention capable d'installer des changements de comportement durables.

Le rôle de l'ETAT doit être souple pour jouer un rôle de supervision et d'orientation dans le but d'une bonne adéquation des résultats de l'intervention avec les politiques nationales et internationales.

Harmoniser les systèmes d'évaluation en adoptant le GAAR (gestion des activités axée sur les résultats).

**Question: Comment améliorer l'éducation et la formation professionnelle dans les zones rurales de façon à aider les adolescents et les jeunes des zones rurales à participer de façon productive aux activités agricoles et afférentes? Quelles sont les compétences et soutien dont ils ont besoin? Comment se produit la transition entre l'école et le travail pour les jeunes de 15 à 17 ans des zones rurales et quels sont les meilleurs moyens de soutenir les jeunes des zones rurales au cours de cette transition?**

Mettre en place un curriculum de formation / apprentissage en collaboration avec le Ministère de la formation professionnelle, le Ministère de l'éducation nationale et le Ministère de l'enseignement supérieur.

Mettre en place un centre de formation des métiers ou redynamiser ou réorienter les centres existants.

Faire de la RSE (Responsabilité Sociétale des Entreprises) une réalité pour prendre en charge la sensibilisation en matière de santé et renforcer les moyens des centres de formation et l'environnement dans les zones d'intervention.

Elaborer des référentiels de métiers (exemples : référentiel des métiers en arboriculture fruitière, en aviculture bio, compostage, en pépiniériste...).

Systématiser l'approche par les compétences (APC) comme méthode pédagogique d'enseignement/apprentissage avec une certification en fin de cycles de formation.

Capaciter les jeunes (15 -24 ans) sur l'employabilité avec comme support pédagogique le manuel de l'OIT et l'OIM.

Appuyer les familles des jeunes ciblés en AGR (Activités Génératrices de Revenus).

**Question: Quelles sont les approches les plus efficaces pour surmonter les difficultés additionnelles que les jeunes de moins de 18 ans des zones rurales rencontrent pour avoir accès à des emplois décents y compris les emplois verts (décents) ou pour lancer leurs propres entreprises?**

**Il faut:**

Une approche participative intégrée et holistique pour une telle intervention à la fois multidimensionnelle et multisectorielle.

Mettre en place un comité intersectoriel dynamique et fonctionnel et un dispositif de suivi /évaluation de la mise en œuvre.

Intégrer de manière précoce les jeunes (16-18 ans) dans les organisations de producteurs afin de maîtriser le processus de financement, d'accès et d'exploitation du marché.

Créer des activités à haute intensité de main d'œuvre dans les zones d'intervention (exploitation du jujubier GOLLA, arboriculture fruitière, pâturages marchands, élevage intensif de bovins ovins et caprins....).

## English translation

**Question: Based on your experience, what are the specific challenges rural youth aged 15-17 face (different from those over 18) in making a (current or future) living in agriculture and related activities?**

*The issues are many, one could name:*

*1) understanding of the phenomenon; 2) the political will of the State; 3) the organization of the population of areas of intervention in homogeneous groups able to respond to the fight against this phenomenon; 4) the withdrawal of the target group (6-16 years old) and their placement in schools; 5) literacy of the target group (14-17 years old) that have not received initial formal training; 6) pre-training and professional training in the skills of agriculture and related activities of the target age (15-17 years old); 7) diploma or certificate training; 8) access to markets, financing and land of the target group (17-24 years old).*

**Question: How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply them to support those under 18? Please share relevant examples and lessons from your experience.**

*To overcome the challenges faced by rural youth it is necessary to rely on the agricultural policies of the Senegalese State and on the financing structures which are introduced by the actors in this sector.*

*The government of Senegal in partnership with employers' organizations arranges every year a forum on employment for the youth, to open up their views on employment, on opportunities and guide them towards getting work. But this meeting is only of interest to the youth with diplomas living in urban areas. To answer to the needs of rural youth such relevant initiatives must be decentralized.*

*EXAMPLE of PAFNA: Projet d'Alphabétisation et de Formation des Jeunes Non Alphabétisés [Literacy and training program of young people without literacy skills] in the SAINT LOUIS region in the North of Senegal.*

*- The project had a participative role which consisted in organizing the population and making them aware of the problems.*

*- Then a participative diagnosis was carried out regarding the needs of the target youth through a forum between the villages.*

*- The needs were inventoried and alternative skills and sub-skills in agriculture were proposed (tractor drivers, pump maintenance engineers, mechanics for tractors and farm machinery, welders, composting ...)*

*- The literacy and training courses took place over 2 years*

*Out of the 100 youth targeted between 14-17 years old, 30 of them successfully completed qualifying training but did not find work. Furthermore, the training did not lead to certification for gaining a job in local companies.*

**Question: What are the most binding capacity constraints that you or your institution/organization encounter when designing, implementing and evaluating policies and programmes aiming to address the issues affecting rural youth under the age of 18? What are the data gaps regarding the challenges affecting rural youth employment and livelihoods that you periodically encounter?**

1. One of the major constraints is the qualitative and quantitative understanding of the phenomenon in the area of intervention. To resolve it, a mapping of the phenomenon in the target area is required.
2. The absence of initial collaboration and partnership with local enterprises and companies to determine the supply and demand in terms of jobs. To achieve this, the local societies and enterprises should draw up an annual recruitment policy to create competition.

The duration of a project (2-3 years). The intervention should be in the form of a program for an intervention of sufficient duration, to create long lasting behavioral changes.

3. The role of the State should be flexible in order to play a supervisory and guiding role with the aim of a good adaptation of the results of intervention to national and international policies.
4. Harmonize the assessment systems by adopting a results-based management of activities.

**Question: How can education and vocational training in rural areas be improved to support rural adolescents and youth to productively engage in agriculture or related activities? What are the skills and support they need? What does the school-to-work transition for rural youth aged 15-17 look like and what works to effectively support rural youth during this transition?**

Establish a curriculum for training /apprenticeship in collaboration with the Ministry of professional training and the Ministry of national education and the Ministry of higher education

Establish a technical skills training center or reinvigorate or re orientate the existing centers

Make corporate social responsibility a reality to take charge of awareness dissemination in matters of health and to reinforce the resources of the centers for training and the environment in the areas of intervention

Devise trades databases (example: trades references on fruit arboriculture, aviculture, bio-composting, seedlings ...)

Systematize the competences approach as the teaching method for instruction/apprenticeship with a certificate at the end of the training cycle

Give youth (15-24 years old) training on employability using as a teaching aid the ILO and the IOM manual

Support the families of the targeted youth with income generating activities

**Question: What approaches are most effective in overcoming the additional challenges rural youth under the age of 18 face in accessing decent jobs, including (decent) green jobs (e.g. skills mismatch, health and safety conditions, discrimination, exclusion) or becoming entrepreneurs (e.g. barriers in access to finance, producers organizations and markets)?**

This needs:

1. A participative integrated and holistic approach for such a multidimensional and at the same time multi-sectorial intervention
2. Set up a dynamic and functional inter-sectorial committee and an apparatus for follow-up/assessment of the implementation.

*3. Integrate the youth (16-18) early into the producers organizations so that they know about the processes of financing, access and exploitation of the market*

*4. Create labor intensive activities in areas of intervention (jujube cultivation, fruit arboriculture, commercial pasturage, intensive breeding of sheep and goats, ...)*

### **59. Jessy Hims, Nigeria**

Hello,

My contribution to the E-consultation on youth feeding the future is written below.

#### **Youth – feeding the future: Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work**

Many youths aged 15 – 17 years who live in rural areas of Nigeria are in their final years of senior secondary school (high school) or have finished with secondary school education. Hence for many, their minds are on the next step to take in life; whether to further their education at tertiary level, learn a trade, or get married (mostly for the girls). Many are already looking forward to leaving their villages to move to the towns and cities where they hope to improve their living conditions and earn good money. They see the towns and cities as having better job opportunities.

In order to involve this group of young people in agriculture in their villages, that is, to convince them to remain in rural parts to pursue agriculture, it is important that these young people see a future for them in agriculture. That is, by becoming farmers, they can take care of themselves and their dependents and not lose out on what their counterparts in urban areas have.

Currently many young Nigerians perceive agriculture to be an occupation of poor people and which demands so much strenuous work.

This perception combined with limited/dysfunctional infrastructure and social amenities including lack of clean drinking water, non-functional poor health facilities and low manpower, protracted power outages, bad internal roads and limited recreational facilities, results in negative attitude towards pursuing a career in agriculture. To accomplish the objective of changing this perception and persuading youths to take up agriculture, would require participation of several participants including government at all levels, ministries of agriculture, education and youth development, and private organisations.

In preparing the document for the FAO e-consultancy, a 17-year old girl was asked if she would like to remain in the village as a farmer. Her not surprising response was no and the reasons she gave were:

- Less exposure arising from limited ICT (mobile and internet penetration), supply of electricity, and social network (because villages are not metropolitan which allows for meeting and learning from people of various cultures and backgrounds).
- Job opportunities are less in the villages and those available are not satisfying and fulfilling.
- Agricultural practices in the village are still old fashioned and tedious due to non-availability of affordable suitable machinery.
- General poor state of health, water supply, power and road infrastructure in villages.

The young girl was then asked what could be done to convince her to remain in the village as a farmer. She mentioned the following:

- Enlightenment on the prospects of agriculture in Nigeria including vocational training, and professional courses on modern agricultural practices.
- Functional health and social infrastructure including mobile and internet penetration.
- Ready market for sale of agriculture produce.

In view of the foregoing, a programme/project which significantly addresses the aforementioned issues, would contribute to changing the perception about agriculture in rural places and willingness of young people to take it up. One such programme/project could be to set up 'impact camps' in rural area. For a start, the pilot communities should be selected based on economic and social assessments, amongst other criteria. The 'impact camps' should be a public private partnership (PPP) arrangement. The camps should have facilities that provide access to internet (through telecom operators), provide professional courses on modern agriculture including climate- smart practices, as well as module on basic reading and writing, training on accessing local, regional, international finance and markets, and offer programmes that reward sound agricultural practices and yield.

Basically, the camps would be local hubs for promoting agriculture (and economic) ecosystems and sustainable livelihoods in each community. It is very likely that when such ecosystem has formed, development in terms of social infrastructure would naturally be attracted to these areas.

It is recommended that youths from their first year in junior secondary school (say, from 11 years) and those that have completed secondary school (say, up to 20 years) are part of the programme/project. Catching youths as young as 11 years would make it easier for them to 'see a future' for themselves in agriculture by the time they are 15 – 17 years and near completion or have completed school. Extending the programme to people 18 – 20 years old makes it easier for transitioning of the target group (15 – 17 years) to adult life as modern farmers.

Best regards,

Jessy Hims.

## **60. John Uzeshi Peter, Improving Rural Agricultural Production in Kaduna State, Nigeria**

### **A case study of Nigerian Rural Youth.**

By John Uzeshi Peter

Programme Manager, Improving Rural Agricultural Production in Kaduna State, Nigeria.

An NGO trying to identify challenges face by Kaduna state, rural farmers and looking for a way of Solving them.

Agriculture is important to the development of any nation. Rural youth are the future of agricultural production. Their engagement today determines how much food we will produce in the future. Their actions will also define how food production impacts the environment.

"As long as young people aren't engaged in the sector, it will continue to suffer. As long as we will try make things for the youth without engaging them, nothing will change" Aliness Mumba, South Africa.

In Nigeria, the attitude of youth towards agriculture as a profession has been reported to be negative and this is partly responsible for the low level of agricultural production in the country. However in Nigeria some of the challenges face by rural youth aged 15 - 17 neglecting the agricultural sector includes:

- Herdmen and farmers clashes: Normadic livestock farmers often clash with crop farmers, in Nigeria many lives has been lost many properties destroy as a result of the clashes. Use crop farmers claim that the Normadic livestock farmers allow their livestock to invade on the crop farms feeding and destroying the crops planted, as that result to violence and many times killing and destruction of property.
- Poverty: In today Nigeria, one of the Major Problems of Food Production is Poverty. On the other hand, one of the Simplest and a Doubtless Truth that you can easily Know about Nigeria is the fact that over 75% of Her Rural Dwellers are Full-time Farmers. But to me, Nigerians honestly are not really lacking Food. What they really lack is the money to buy the Food; the money to produce the food; and, or even the money to Produce small piece of land to grow the food.
- Illiteracy: The greatest number of Dedicated full time farmers in Nigeria can neither Read nor Write. The Local Farmers there are even as Uninformed as they lack Modern Agricultural Education.
- Use of manual farm tools/Methods: An average Nigeria farmer is still making use of only the same Out-dated Manual Farm Tools like Cutlass and hoes their fore-fathers used since many Centuries ago. Their use of Archaic and out dated tools and techniques, constitutes a very great set back in the country food and agricultural out puts.
- Lack of social amenities: The lack of social amenities like road, water, electricity, hospitals etc has been a course of concern as the rural farming communities in Nigeria neither good road nor hygiene drinking water as people still fetch drinking water from the streams, little wonder, then that water borne diseases are still causing premature deaths in the countryside. And because of lack of good road farmers go through hell to evacuate their farm produce to the market.
- Lack of food storage and processing facilities: Many Delicious and Juicy Fruits, Vegetables, and cash crops are largely Produced from Nigeria's Local Farming Communities. But do you know that a very great Percentage of these Delicious Organic Farm Produce often get Damaged and, or Wasted before they reach their Final Consumers? In this kind of situation, one of the Major Problems that is facing the Helpless Local Farmers here, is the lack of Adequate Food Storage or Processing Facilities.
- Lack of industries: Another point is the near-total absence of industries, small, medium or large scale. Absence of industries and lack of social amenities are the main reasons why the youth abandoned the villages in search of livelihood in the urban centres. The youth are mostly poor and do not have support from the government and, or donor agencies in either training, supply of farming materials not to talk about access to loan.

With all this challenges facing the rural youth aged 15 - 17, it is better and important to motivate the youth to develop interest in farming and rural life through vocational and teaching of agriculture from the grassroots in schools so that they will be able to farm on their own. Youth are the greatest assets that any Nation can have, not only that they are legitimately and actually the greatest investment for a country's development, Fariude (1999) define youth as the time a person's latent powers and attributes are developed to their highest potential, when intellect is at its sharpest and energy is at it promising. Fadeyomi (1998) Observed that viable rural development could not be achieved when there is sustained growth in rural income and standards of living which could be brought about primarily from agriculture.

To address the challenges face by rural youth aged 15 - 17 can include:



- The strengthening of extension service to work close with the rural youth farmers to improve their productivity through active participation in their farming activities.
- The rural youth should be empowered to actively engage into full time agricultural production rather than seasonal farmers.
- Agricultural vocational centres should be establish in rural communities to educate the youth on knowledge of modern farming and preparing to access a decent work.
- The Governments and, or stakeholders provide modern machines and equipment to the rural farmers of hiring as most of the rural farmers can not be able to purchase those machines considering the cost.
- The Governments and, or stakeholders should provide the rural areas with social amenities. Lack of social amenities makes living in the rural areas difficult and unattractive to the youth.
- The Governments and, or stakeholders should provide processing and storage facilities so as to reduce the waste and damage of fruits and crops before reaching consumers.
- Small and medium scale industries should be sited in the rural areas so as the rural youth will gain knowledge of both farming and working to have their own someday.

The policies and programmes to overcome this challenges is to fully empower the rural youth farmers, Government should ensure equal access to economic opportunities. It is however up to each citizen to take advantage of them or ignore them.

The principle objectives of citizen economic empowerment should be expansion of income and employment, generating activities for as many people as possible, without sacrificing efficiency.

Therefore, economic empowerment strategies should generally include:

- Financial intervention; in order to assist rural youth farmers.
- Enterprise development for citizens (increase access to skills, business and management training and improved production technologies).
- Training and education consistent with skill requirements in the economy.
- The Governments and, or stakeholders should pursue policies that could increase access to loans for financing agricultural production by youth who are enterprising.

The most binding capacity constraints when evaluating policies and programmes are:

- Lack of continuity of Government policies and programmes.
- Lack of direct policies in addressing the challenges faced by farmers.
- Harvest lost and storage lost has been old as agriculture itself but farmer are still face with the challenge will the Governments and, or stakeholders create ways of dealing with that challenge and many other face by rural farmers?

The education and vocational training can be improve in the rural areas to support adolescents to productively engage in agriculture through demonstration farms, where the youth will be encourage to have a small farms where they will grow crops or rear animals which will be supervise by their teacher and, or vocational trainers, like a concept I want to develop that is call, "Little Garden today, Big Forest tomorrow" which means, if a child/adolescent will be encourage to start farming at early age will grow to have Big farm in the future.

The most effective approach should be that the both the National, State and Local Governments and, or stakeholders should encourage the rural youth aged 15 - 17 by providing them support like:

- Improve seeds and breeds.
- Provision of soft loans and grants.
- Provide qualitative extension service.
- Subsidise farming materials like the fertilizer, herbicides, pesticides etcetera.
- Provide a market for their goods and services.
- Address the the issues of conflict of Crops farmers and the herdmen.
- Improve their knowledge information and education.
- Create a good and easy access to land.
- Encourage the rural youth to join or create association or cooperative.
- Provide processing and storage facilities or buy off access crops produce by the Farmers at every harvest season.
- The Governments should get young people involve at all level of the value chain to boost their opportunities.

Have a fruitful discussion.

John Uzeshi Peter

For Improving Rural Agricultural Production in Kaduna State Nigeria.

### 61. Monika Percic, France

Dear Colleagues,

This is a very important discussion especially since young persons in this age group are in an overlapping category - a grey zone so to say - by which depending on the context they can be considered children or youth. They meet the minimum age of employment (i.e. considered as youth employment), but still need to be protected from hazardous forms of work (considered as child labour).

Given its importance, I would like to use this opportunity to emphasise the **gender dimension** in this very interesting discourse. Gender-bias in terms of employment occurs within all age groups, starting from early childhood. Hence, there is a need to also address this specific age group in a fully gender-sensitive manner and with a focused awareness of gendered differences and their different causalities which do have a significant impact on not only the lives and the livelihoods of boys or girls aged 15-17 in the present time but also wider, on the national economy, including in the future.

Given that rural women and girls often face greater discrimination in terms of access to decent work than men, also due to prevailing gender-biased social, cultural or religious norms and practices, I would foremostly like to highlight here some critical elements that are pertinent for girls and young women in the 15-17 age group.

Girls within this age range face constraints symptomatic for both child and youth age groups. However, in addition, they are:

- of high risk of early or child pregnancies which hinders considerably the mothers-to-be in their schooling. This has, among others, long-term adverse impacts on their subsequent productivity (income generation and access to decent work and employment opportunities) as well as their and their children's later wealth status. Child pregnancies affect nearly 20 percent of adolescent girls in developing countries or about 7 million girls below 18 years per annum;
- of high risk of child marriage: one in three girls in developing countries is likely to be married before she reaches 18 years (predominantly in this age range);

Both mentioned issues are applicable to girls of this age group, particularly so in rural areas of developing economies and deserves serious attention. Here are a few reasons why:

- Child marriage is often a threat to girls' lives and health, and it limits their future prospects. Girls pressed into child marriage often become pregnant while still adolescents, increasing the risk of complications in pregnancy or at childbirth.
- Impoverished, poorly educated and rural girls are more likely to become pregnant earlier than their wealthier, urban, educated counterparts.
- Child pregnancies hinder the mother-to-be in their schooling which has, among others, adverse impacts on their subsequent productivity (income generation and access to decent employment opportunities) as well as wealth status;
- Child pregnancies are often economically but also developmentally (esp. health) detrimental for both the mother and her child/children;

Speaking more broadly, child pregnancies harm the economic development in a long run, given that they may, among others, perpetuate poverty of the mother and their children due to the above reasons.

According to the recent UNFPA report (2013), about 7 million girls below 18 years in developing countries which is about 20,000 girls below age 18 giving birth per day in developing countries. [[State of World Population 2013: Motherhood in Childhood: Facing the challenge of adolescent pregnancy](#), See also: <http://www.unfpa.org/child-marriage>]:

"It is not just mothers and babies that suffer consequences. Children having children also severely impacts communities and nations' economies. For example, if the more than 200,000 adolescent mothers in Kenya were employed instead of having become pregnant, \$3.4 billion could have been added to the economy. This is equivalent to the value of Kenya's entire construction sector. If adolescent girls in Brazil and India had been able to wait until their early 20s, the countries would have greater economic productivity equal to over \$3.5 billion and \$7.7 billion, respectively."

Other issues to be taken into account are: girls subordinate position vis-à-vis acquisition/accumulation of particularly human, physical and natural resources capital which are needed for the acquisition of decent employment and work.

Girls' time burden or time poverty (they are more engaged than boys of the same age in reproductive and domestic activities which often prevents them in continuing their education or engage in productive and financially viable work that may empower them; invisibility of much of girls work, etc. They may also have few market opportunities, lack of broader institutional support and limited access to representative organizations and are more likely to accept employment in the informal economy.

I hope that these few thoughts can contribute to this very important debate and I would be particularly interested in hearing about any country-level and/or sectorial examples.

Best regards,

Monika

## 62. Jacqueline Demeranville, facilitator of the discussion, FAO, Italy

Dear contributors,

The issue of gender and how it impacts rural girls' and boys' access to decent work has been raised in the discussion. A number of issues concerning girls in the 15-17 age group have been highlighted (including child marriages and pregnancies, time burden of domestic and reproductive tasks, and additional challenges in access to training, natural resources, markets and representation in organizations).

I would like to invite the members of this forum to expand on how your approaches and models address the gender dimension in their design or implementation.

It would be particularly interesting to know any specific actions taken to address the challenges faced by rural adolescent girls in participating in vocational training and preparing for and accessing decent work in agriculture and related activities.

I also invite you to share your insights or experiences on any particular challenges or risks faced by rural boys in this age group of 15-17 and their preparation for or access to decent work in agricultural-related activities.

Looking forward to hearing from you,

Jacqueline

## 63. Halshka Graczyk, Institute of Work and Health, Switzerland

Hello all, I am very pleased to be part of this important discussion. In regards to the challenges that rural youth preparing for and accessing decent work face, we cannot ignore the issue of hazardous exposures that may negatively affect the long term health and development of our future rural workers.

When we discuss issues of decent work for youth in rural settings, we often speak about the right to security, the right to education; yet the fundamental human right to health is often left out of the equation. This is where we need to speak up, and I hope that we can use this medium for reminding us all of its importance. The threat of occupational illness and disease in this young cohort must be a matter of international concern.

**The Challenge:** The age of young workers in question in this forum, aged 15 to 17, coincides with the World Health Organization's (WHO) definition of adolescence, as the period in human growth and development that occurs after childhood and before adulthood. This critical life transition is characterized by rapid biological changes, development of metabolic and hormonal pathways, and the onset of puberty. While adolescence is a time of tremendous growth, it is also a time of considerable health risk due to the vulnerabilities of developing systemic pathways. As an important phase for brain development, in which young people acquire increased capacity for abstract reasoning, compared to adults, already much smaller exposures to neurotoxic agents may incur long-term damage. As such, the health consequences of specific occupational exposures may be dramatically different for developing youth due to unique phases of rapid growth and development, immature metabolic and biological pathways, and lack of experience and training at the workplace.

Whereas a hazard can be anything with the potential to cause harm, such as a chemical (e.g., pesticide), an environment (e.g., heat), or an object (e.g., sharp knife), risk is the probability that a hazard will result in harm. Risk can be further specified by the degree of harm that can be imposed (i.e., severity) and the assessment of the chance that the harm may occur (i.e., probability).

*Risk = severity of harm x probability of harm occurring*

Common occupational hazards in rural sectors and agriculture, such as sharp knives, pesticides and heat, may be present for both adult and adolescent workers. However, the actual risk imposed on the adult worker versus the adolescent worker may be dramatically different. For example, the severity of harm will be greater for developing adolescents who are in a critical phase of rapid biological development and maturation. Biological functions such as detoxification pathways and neurological mechanisms are still developing well into late adolescence. In the case of pesticide exposure, the severity of harm increases for an adolescent because various pesticides act as neurotoxins that can directly impact the developing brain, resulting in long-term neurobehavioral effects. Probability of harm will also be greater for adolescence due to their inability to judge occupational risks and to pressure from employers.

**Addressing the Challenge:** The problems for hazardous exposures for youth in the rural economy have been well documented in the past. Now, comes time for developing effective solutions that can reach the most vulnerable communities worldwide. Potential solutions to address such needs will require coordinated efforts by technical experts to develop good practices and will demand effective social dialogue between social partners at multiple levels.

1. Developing occupational safety and health (OSH) networks: To help protect the health of young workers in rural areas, sustainable OSH infrastructures must be developed and key stakeholders must be trained to address the unique OSH needs of young workers. National systems for OSH reporting are often weak due to limited data, difficulties in diagnosing occupational health conditions and chronic under-reporting on behalf of workers and employers. A large number of low income countries lack the infrastructure to monitor, record and assess OSH indicators. Moreover, when such infrastructure is available, it often falls short of tracking incidence in the informal economy, in rural areas and in small-scale farming. Therefore, the first priority must be in the design and implementation of OSH networks with the capabilities of extending to hard to reach rural areas.
2. Sensitizing local actors: Potential actions should consider sensitising and mobilising local farmers and other rural economy actors in target communities to apply appropriate OSH procedures. Such actions will contribute to improving the understanding of rural families of the benefits of OSH measures for improved workplace safety in general and, as relevant, for adolescents. It would be helpful to support the establishment of local mechanisms – involving farmers, farmers' groups and farm workers' organizations, as well as labour inspection and agricultural extension services, including OSH technicians - to monitor OSH issues, particularly for adolescents .
3. Effective Social Dialogue: Sustainable promotion of decent and safe work in regards to eliminating hazardous exposures for youth requires the commitment and action of the sectoral actors in the rural economy – enterprises at all levels and employers', workers' and small producers' organisations, including rural cooperatives. To exercise the greatest tangible impact on decent work in the sector, enterprises, together and individually pursuing complementary efforts, require open and positive relations with their social partners and validated good practices on how to work with national governments and other public authorities.
4. Collaboration with Workers' Organisations: Workers' Organisations have long recognised the need to contribute to the elimination of hazardous exposures for youth, particularly in rural areas. Collective bargaining, as part of social dialogue, is one of the central strategies of workers'

organisations to combat hazardous work for youth. As campaigning organisations, workers' organisations are in a position to disseminate knowledge and take direct action to influence labour law and OSH practices. Due to their uniquely integrated structure, they provide a valuable link between the global, national and local level and young workers' safety and health.

I hope that these first ideas can start a positive discussion, resulting in sustainable solutions for protecting the health of young workers in the rural economy. As young workers represent the future workforce, protecting their right to a healthy development remains our priority.

#### **64. Natalia Kirienko, Institute of System Research in Agroindustrial Complex of NAS, Belarus**

##### **Contribution posted on the FSN Forum in Europe and Central Asia**

##### **Russian version below**

The population of Belarus on April 1 of 2016 amounted to 9,498.7 thousand people, compared to the beginning of 2016, the population has increased by 343 people. The number of young people aged 15-17 years amounted to 274,722 people, of which 55,720 are in rural areas. In terms of the age and sex structure, 53.2% are male and 46.8% are women.

Cities are the economic, educational and cultural centers of our country, and this attracts young people who are not very interested in agriculture. This can be observed in education. So, in 2015, there were 63.1 thousand students, 44% of these students were funded by the government. In terms of specialties, 35% chose economics and law, 24% chose technical and construction, 9% chose education, 9% chose agriculture, 7% chose social sciences, and 7% chose humanities.

The age of 15-17 years is when young people receive education (secondary, vocational (secondary), vocational, higher education). This group of the population mostly works part-time. Therefore, the current regulations of the Republic of Belarus, of the Ministry of Labour on 16.07.1998 U / № 65, determined the situation of part-time work of the unemployed youth – "Youth internships (work practice)".

"Youth internships" are carried out so that unemployed youth acquire professional knowledge, develop the skills of practical work in production (industry), and improve their competitiveness in the labour market, to increase their employment opportunities.

"Youth internships" are carried out under a contract with all types of enterprises, including those also partly publicly owned, except in enterprises that are fully owned by the government.

Employers can provide further employment, to unemployed young people, as permanent jobs.

##### **Russian version**

Численность населения Республики Беларусь на 1 апреля 2016 г. составила 9498,7 тыс. чел. и по сравнению с началом 2016 года увеличилось на 343 человека. При этом численность молодежи в возрасте 15-17 лет составила 274722 чел., в том числе непосредственно проживающих в сельской местности – 55720 чел. В разрезе половозрастной структуры ситуация выглядит следующим образом: 53,2 % – мужское население и 46,8 % – женское.

Города являются экономическими, образовательными и культурными центрами нашей страны, чем и притягивают молодежь, которая слабо интересуется сельским хозяйством. Это можно наблюдать по получению образования. Так, в 2015 году студентами стали 63,1 тыс. чел.,



из них 44 % получают образование за счет бюджетных средств. В разрезе специальностей ситуация сложилась следующим образом: экономического и юридического профиля выбрали 35 % первокурсников, технического и строительного – 24 %, педагогического – 9 %, сельскохозяйственного – 9 %, социальной направленности – 7 %, гуманитарного профиля – 7 %.

Возраст 15-17 лет, когда молодежь получает образование (среднее, среднее профессиональное, среднее специальное, высшее). Для этой категории населения характерна в основном лишь частичная занятость. В этой связи действует постановление Министерства труда Республики Беларусь от 16.07.1998 У/ № 65, определяющее Положение об организации временной занятости безработной молодежи «Молодежная практика».

«Молодежная практика» осуществляется в целях приобретения безработной молодежью профессиональных знаний, умений и навыков практической работы на производстве, повышения ее конкурентоспособности на рынке труда, расширения возможностей трудоустройства.

«Молодежная практика» организуется на ученических рабочих местах, создаваемых нанимателями, или на имеющихся у нанимателей соответствующих вакантных рабочих местах.

«Молодежная практика» организуется на договорной основе с органами государственной службы занятости населения нанимателями независимо от форм собственности, за исключением организаций, деятельность которых финансируется за счет бюджетных средств.

Преимущество имеют наниматели, обеспечивающие возможность дальнейшего трудоустройства безработной молодежи на постоянные рабочие места.

### 65. **Jessy Hims, Nigeria (second contribution)**

Hello Jacqueline,

In order to get rural adolescent girls to participate in vocational training and preparing for decent work in agriculture, it is necessary to involve their parents and guardians, especially gaining the consent and support of their mothers and female heads in the home. Not to be overlooked also are the fathers. Many rural communities in Nigeria are patriarchal hence the need for fathers or household male heads to be involved too. A potentially useful approach could be agricultural cooperatives formed by rural folks and that includes adult men and women with participation of male and female adolescents as volunteers.

This way, young ones are mentored by their parents/guardians who would also look out for their interests, and likely warding off child labour.

In my earlier comment, I mentioned 'impact camps' sited in rural communities. The camps would provide such cooperatives access to its facilities, vocational training and professional courses, etc.

Involving parents/guardians in projects geared at making agriculture attractive to young people would also serve as psychological boost to the adolescents; for the girls, their mothers' participation would be motivating; for the boys, their fathers' involvement.

One challenge faced by rural boys of the age group 15 – 17 years, is peer influence (both direct and indirect). In my experience, I notice that many want to be able to have a 'good life' like their peers who move to the city. To persuade them successfully to take up agriculture in the village requires that they

are able to see a good future for themselves by pursuing that course. I elaborated more on how to make agriculture attractive for young boys and girls, in my earlier comment.

Best regards,

Jessy Hims.

## **66. Vaishali Joshi, Konkan Agriculture and Fisheries Research Centre, India (second contribution)**

### **Rural Livelihood generation through Aquaculture**

#### **Situation**

- Agrarian crisis is deepening in India. The grain output is not increasing and the employment rate in agriculture sector has not grown as much as the employment rate overall.
- The last 10 years have recorded never before rates of urban migration.
- Of the 60 million new employment opportunities, 52 million have been in the unorganized sector.

It is also true that livelihoods in the rural sector are evolving and hold a lot of promise, if gaps are identified properly.

Our aim is to work towards delivering innovative solutions to provide sustainable livelihood for the rural youth through aquaculture.

This project was undertaken in a small village pond in Palghar district of Maharashtra, India.

#### **The Project**

Utilization of village pond for aquaculture for livelihood generation and food security

#### **The Problem**

In this region they have small village ponds (around 3 to 4 acres) which are seasonal in nature. It was difficult to utilize these ponds for fish culture of the most popular species as they require perennial water bodies.

We selected a team of fresh fisheries graduates to study the site and come up with a solution as a part of their internship.

#### **The Solution**

They proposed the following solution after studying the various technical parameters

Raise fingerlings of GIFT tilapia in the cages installed in the same pond

Then stock the pond with the fingerlings

One of the fresh fisheries graduates who could commute to this particular location was chosen and given the task of monitoring the entire crop cycle in partnership with the youth in the villages.

**Task of the fresh graduate:** To check the water parameters, decide the feed dosage, checking the samples for sign of diseases

**The task of the village workers (3-4)** was to take care of feeding, security helping with water analysis and harvesting.

#### **Role of the NGO during the project**

Our NGO co-ordinated the efforts and also sourced the good quality seed and low cost feed for them

**The Outcome:** In 6 months 3.5 tons of Tilapia were harvested from the pond which has not yielded even 500 Kgs till date. The farmed fish were harvested and sold at the site to the villagers and local market. Thus a good quality fresh fish was available to the villagers at a reasonable cost as all the marketing intermediaries were cut off.

The youth from nearby villages visited the site and showed interest in taking up this fish culture in their village ponds.

### **The Challenges**

Insufficient data on physical properties of the waterbody

Difficulty in convincing the youth of the new species and scientific ways of fish farming

Getting the fisheries graduate who could commute to the site.

Rural India is in dire need of innovation in the livelihood sector. Our present intern has done a commendable job in this regard. You can add on further through setting up market linkages, community mobilisation for adoption of better farming practices, introduction of appropriate technologies, better management of groups and organisations and other aspects based on the situation and as the skill set supports.

### **67. Vaishali Joshi, Konkan Agriculture and Fisheries Research Centre, India (third contribution)**

Dear Jacqueline

I have submitted the file with a synopsis of the model that was mentioned in my earlier post.

In my view, the youth in India are either formally educated in a system that aims at university degrees which trains you for office or corporate jobs. The ones who do not take formal college education especially after class 10th i.e. at 15 years of age, usually drop out of the education system completely. They usually take up some sort of vocational training from ITIs. However only few of them find employment in their respective fields and migrate to cities.

In a separate study done on employability of shrimp farming industry in India, we have some interesting findings. The labour employed in this industry all over the country, comes from only a particular region of India. The skills necessary for shrimp farming are passed down from generation to generation in this region. As there is a lack of skilled labour in other parts, the youth from this particular region are employed. The ones who stay back in villages, and opt for agriculture or allied, usually learn from their experience in field. They are unable to update themselves with new technologies.

Thus we find a dire need for vocational training in aquaculture. Aquaculture being a relatively new practice in India when compared to agriculture. Unlike the farming techniques which have been passed down from one generation to another, one needs to learn the husbandary methods for aquaculture. I feel a strong need of vocational training facilities (for 15 to 17 age group) on district level so that the vast resources of tanks and reservoirs are exploited for income generation which will also take care of the malnutrition (especially lack of protein) in rural India. The aquaculture does not stop at the production level as there is a scope for preservation and value addition too. Thus there can be a cascading effect leading to more employment generation opportunities.

### 68. Aly Ercelan, Pakistan Fisherfolk Forum, Pakistan

One suggestion from India is expanding aquaculture with incentives to youth. Fine. But reference to shrimp makes me very uneasy, because of the widespread ecological degradation alerts from various countries. Enabling human 'prosperity' by destroying natural resources should not be accepted as public policy.

### 69. E.V.S. Prakasa Rao, Independent Researcher, India

#### Essential oil production for involving rural youth for entrepreneurship and livelihoods in India

More than 60 % of population lives in rural areas in India and nearly 600 million people are youth under the age of 25 in India. Gainful employment and livelihood options combined with skills and entrepreneurship development will help improve the living standards in rural areas. Also, the increasing migration of rural youth to urban areas for employment which are already overpopulated exacerbate the problems of rural economy and gender equity.

We have started working on the models of incorporating commercially important aromatic plants for essential oil production as diversification crops in rural India (Prakasa Rao, 2009). Recently we have produced a proof of concept of vetiver oil production in south India where technological interventions with sustainable agricultural practices as a viable rural employment opportunity for small farmers (Prakasa Rao et al., 2015). It has to be noted that in the small farmer families, children are often involved in the agricultural operations. It is at this stage of life (below 18 years of age) that new opportunities for skills and entrepreneurship opportunities are made available to the youth of this age and also young girls could be made a part of such efforts (figures attached).

Thus our consultations focussing such issues as presented in my note could help evolve diversified strategies to involve rural youth of both genders for gainful employment and improved livelihoods in rural India.

Ref.

E.V.S.Prakasa Rao. 2009. Medicinal and aromatic plants for crop diversification and their agronomic implications. *Indian J. Agron.* 54(2), 215-220.

E.V.S.Prakasa Rao, Gopinath, C.T., Ravindra, N.S., Akshata Srinivas., Nagendra Prasad and Aparna Hebbar (2015). Vetiver production for small farmers in India. In *Sustainable Agriculture Reviews*. Ed. E. Lichtfouse, Springer International Publishing Switzerland. Vol. 17: 337-355. DOI 10.1007/978-3-319-16742-8\_10

Attachments:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Medicinal aromatic plants.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Medicinal%20aromatic%20plants.pdf)

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/vetiver%20sustainable%20agric.%20rev.%202015.pdf>

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Vetiver%20production.docx>

**70. Parasuraman Nagappan, M.S. Swaminathan Research Foundation, India (second contribution)**

Dear Ms. Jacqueline,

Thank you for your mail, the FSN Forum "Youth – feeding the future" was very good.

I am sending my paper.

Regards,  
Dr.N.Parasuraman

Attachment:

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Youth and Sustainable Development 4H.docx>

**71. Yeni Wihardja, FAO, Indonesia**

Dear Ms Demeranville,

Thank you for the opportunity given to me to join the FSN forum. It is such an honor for me.

Current condition in Indonesia the number of farm households by the year 2013 as many as 26.13 million, down 5.04 million families from 2003 or 10 years ago, down to 16%. Serious attention should be taken on Agricultural sector in order to be attractive to the young generation. Agriculture does not considered providing immediate results that can be enjoyed (if compared to work in the city) and less attractive jobs and cool (fancy technology) for the youth.

While the problem of child labor in the agricultural sector is a major challenge in the developing countries. A lot of work in agriculture in developing countries that engage children at risk, but on the other hand we have to realize that their work provide is a livelihood for the child and his/her family. Problems identified in the involvement of children in agricultural work is that they have low education levels, lack of skills and knowledge, as well as access to information is limited. While the youth themselves they are expecting a job that gives them direct wages, as well as involving the machine so it looks fancy and interesting for them.

So as to involve children in agricultural activities should look for solutions that youth can get direct result/wages (eg by involving the youth as paid labor after school or during holiday that does not interfere with their study), (1) introduce and use agricultural machinery in agricultural work to the youth will improve security for youth employment in the agricultural sector as well as make agriculture attractive and cool to the youth; besides a need in (2) increasing youth capacity who are engaged in agriculture with course and training and providing them some science-related such as climate study and using agricultural modeling to make decisions in the development of agriculture. This helps teenagers develop their explorative soul towards a positive and useful for their future. (3) Organizing youth into youth organizations as peer learning groups will provide opportunities for them to increase their organizational capacity and have their voice heard and taken into account in the decision making organization give youth courage to speak, learn and act in developing agriculture.

So, that's all my idea for youth feeding the future.

## **72. Richard Longhurst, Institute of Development Studies, Sussex University, United Kingdom**

Dear Jacqueline,

On behalf of my colleague Jim Sumberg at the Institute of Development Studies (IDS), I would like to share three blog posts he has written on rural youth, food and work, which are relevant to the present discussion.

We would be happy to have these considered as part of the consultation, and incorporated in the write-up.

<https://www.ids.ac.uk/opinion/is-agriculture-the-answer-to-the-africa-youth-unemployment-challenge>

<http://www.afronline.org/?p=40909>

<https://www.ids.ac.uk/opinion/youth-employment-and-imagined-futures-in-rural-africa>

Best wishes,  
Richard

## **73. Ovezdurdy Dzhumandurdyev, Adaptation Fund Project, Turkmenistan**

**Contribution posted on the FSN Forum in Europe and Central Asia**

**Russian version below**

In contemporary situations, when the rural society is undergoing a difficult period of social change – democratization and the inclusion of market relations in the system – problems emerge in the training and preparation of rural youth to actively participate in the communities, when forming their social and cultural competence and preparation to independence.

In many developing countries, given the economic situation, government agencies have provided limited support to ensure a decent standard of living. Men are responsible for their own life, and only the active people are able to adapt successfully to the social space and are able to take responsibility for their present and future, for the happiness of their own family. Overcoming the social passivity of rural youth is key to achieving development of rural areas in these modern times.

Today's rural youth – future land users. By shaping their social action, they can ensure their participation in sustainable land management and environmental protection. Their action will contribute not only to the preservation of the environment, but also to the improvement of its social features. This will create the conditions for life that are more in line with human nature, the conditions which allow them to be free and creative. This will ensure the sustainable development of rural areas.

The priority is education for rural youth aged 15-17 years, which allows them to speak, to shape their own life, to strive for meaningful participation in various spheres of social practices. Therefore, it is crucial to intensify the work of the school and other social institutions in the organization of social activities for students, in order to develop the social identity of the person, prepare them for social activities, and to familiarize the younger generations to innovation in the current transformations.

Currently, in rural areas, it is very difficult to influence the formation of social action of youth aged 15-17 years old. Moreover, there are yet no social institutions and agencies with this knowledge and skills. In the current stage of development of the rural areas, in my opinion, it is necessary to develop the formation of social activity of youth through ecological/environmental education. Unfortunately,



there is no system of environmental education. Therefore, the greening of the educational services, through international projects, is highly relevant.

To enter into the practice of educational cooperation services, mutual aid, mutual testing, and highly organized work, in the study of mathematics, physics, chemistry and biology, it is necessary to conduct group training activities. Such work can be carried out through the implementation of the environmental components in mathematics, physics, chemistry and biology. Ecological/environmental knowledge affects the vital interests of young people, and reflect the real processes and phenomena of the world. The problem can be partly solved by intensifying public educational institutions together with private organizations providing green services.

Green and environmental education can be provided by private companies, fostering youth's ability to evaluate the state of natural resources and phenomena, and also the positive and negative effects of human action in the natural as well as the social environment. Collective work and efforts to address the environmental challenges, provide an opportunity to discuss the matters of the environment, its concerns, environmental management, restoration and the enhancement of its natural resources.

### Russian version

В современных условиях, когда сельское общество переживает сложный период социальных перемен, демократизации, включения в систему рыночных отношений, на первый план выдвигаются проблемы подготовки сельской молодежи к сознательному участию в жизни села, формирования его социальной и культурной компетентности, готовности к самостоятельному жизненному выбору.

Во многих развивающихся странах сложившаяся экономическая ситуация, система социальной поддержки населения привели к ограниченному участию государственных органов в обеспечении достойного уровня жизни населения. Становится очевидным, что ответственность за судьбу человека находится в его собственных руках и только активная личность, способная успешно адаптироваться к социальному пространству, в состоянии нести ответственность за свое настоящее и будущее, за счастье своей семьи. Преодоление социальной пассивности сельской молодежи выступает как первостепенное направление развития сельского общества в современных условиях.

Сегодняшняя сельская молодежь – будущие землепользователи. Формируя у них социальную активность, можно обеспечить их участие в устойчивом управлении земельными ресурсами и охране окружающей среды. Их активность будет вносить вклад не только в сохранение окружающей среды, но и в улучшение общественного ее компонента. Чтобы создать такие условия для жизни, которые бы больше соответствовали природе человека и давали возможность для его реализации как творческой, и свободной личности. Это обеспечит устойчивое развитие села.

Приоритетной становится задача воспитания сельской молодежи в возрасте 15-17 лет способной выступить творцом собственной жизни, стремящейся к осознанному участию в различных сферах социальной практики. Это, в свою очередь, приводит к пониманию необходимости активизации работы школы и других социальных институтов в организации социально значимой деятельности школьников с целью создания условий для становления социальной направленности личности, формирования готовности к социальным действиям, приобщения подрастающих поколений к деятельности, направленной на творческое преобразование окружающей действительности.

В настоящее время в сельской местности - повлиять на формирование социальной активности молодежи в возрасте 15-17 лет - очень сложная задача. Так как пока ещё не созрели необходимые социальные институты и соответствующие к этому знания и навыки. В настоящем этапе развития сельского общества, на мой взгляд нужно действовать процессу формирования социальной активности молодежи через экологическое образование. К сожалению, пока нет система постоянно действующих экологических образований. Поэтому экологизация образовательных услуг, оказываемые международными проектами являются актуальными.

Чтобы ввести в практику образовательных услуг сотрудничество, взаимопомощь, взаимопроверку, организовать высокоэффективную работу при изучении математики, физики, химии и биологии, необходимо проводить групповую учебную работу. Такую работу можно проводить через внедрение экологического компонента в математику, физику, химию и биологию. Экологические знания затрагивают сферу жизненных интересов молодежи, отражают реальные процессы и явления окружающего мира. Наряду с государственными образовательными учреждениями активизация образовательных услуг, предоставляемые частными структурами путем экологизации услуг, может быть вкладом в решение этой проблемы.

Экологизация образовательных услуг, предоставляемые молодежи частными структурами, создает условия для развития умения давать количественную оценку состояния природных объектов и явлений, положительные и отрицательные последствия деятельности человека в природном и социальном окружении. Групповые работы по решению экологических задач дают возможность для раскрытия вопросов о среде обитания, заботы о ней, рациональном природопользовании, восстановлении и приумножении ее природных богатств.

#### **74. Saydagzam Khabibullaev, Land of Plenty Agro Distribution, Uzbekistan**

##### **Contribution posted on the FSN Forum in Europe and Central Asia**

##### **Russian version below**

An amazing statement – youth. In fact, they are the present and they deserve to be considered separately. They should not be treated as someone simply young and not experienced. Their greatness must be highlighted, and their individuality must be recognised given their importance for other people, countries, and humanity. With this attitude is how every conversation about youth should start!

I agree that they are the future breadwinners, but this needs to be taught not at the age of 15 years, but much earlier. According to the logic of a certain wise person, the work of children was turned into slave labour. No, not a hard-working teenager – this is the mistake of people, communities and humanity. Because he is not interested in what people earn! However, there is no slave labour, if the child is habituated to the fact that s/he should work to achieve his/her goals. And we must teach this to children the sooner the better! A child playing in the sand pleases the eyes of many, but in fact, the child who sees what comes out after planting a tree is even more pleased! Children should plant from an early age to feel what the tree produced as his/her own production. Many may not like this idea, but the future of the land and agricultural units, depends on the such personal attachment/ownership of youth. This is what is required! Children will never have a rich personality if they do not know/learn the value of their work and effort.

In fact, at the age of 15-17 years, let them define their goals for the future. But not many do so! Very few people view this youth as partners. It is what makes them fail in society.

What causes our concern and what opportunities do we see?

Believing that – they are young and they still need to grow up – leads to the worst results. Why? You simply need to look at the people that live in the urban areas, who may be richer to those in rural areas. However, they do not know under what conditions they work or for what they get paid, instead they do know that money will get them a house and a car. Here is where value is lost. Values, there is no other way! Young people do not recognize the value of life, health, private equity, property, etc., but they can openly enjoy it! It is important that this material of youth have meaning, for instance, having their own property.

For example, a man owns a hive of honey bees and the woman owns a cow, which was born in front of her own eyes, and she knows her calf. Therefore, this couple, who own these resources (property), are getting richer in comparison to people who do not own property or other resources.

What are the challenges facing rural youth aged 15 to 17 years ?

Rural youth has more privileges than urban youth, who allegedly live in luxury and abundance. Of course not all urban youth of the world are privileged, but they do have easy access to knowledge and information. Urban youth consider themselves more civilized – it is their mistake and inferiority! In rural areas there are obstacles, but there are more opportunities to create your own business than in the city. MORE!

- Based on your experience, what are the specific challenges rural youth aged 15-17 face (different from those over 18) in making a (current or future) living in agriculture and related activities?\*

Personally, I can prove it, because even if I am living in the city, I have my business in the agro-industrial areas outside the bustle of the city! And at the same time I try to create it with the help of children from the village.

How can we solve these problems ?

I see only one problem here – human opinion. It is impossible to divide people into successful and loser! It is impossible, because every man has the opportunity to achieve its goal. In fact, purpose and responsibility are very important, youth must be given an incentive to reach their potential, regardless of their level of achievement.

- How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply them to support those under 18? Please share relevant examples and lessons from your experience.

Do not politicize their movement, it is important to teach youth to look after their own property, or award them in return for their labor in their property. This will create a class of owners, and youth who return this property can get a certain benefit for achieving their goals, which are defined not by them, but in conversation with older mentors, teachers, and business partners. It is the recognition of their ability to be successful people in the future should take place through conversations with business partners. Not the most successful, but still the more senior level, for example with the farmers who have more than 20 people working under them, etc.

On the other points, I did comment, however this is a very important topic that must be studied further from different angles and from an intellectual standpoint, to assess the problems and solutions.

Being an optimist I always want to be helpful! Thank you for the opportunity to express our own opinions on such important factor – attracting young people to the development of business in rural areas.

Sincerely, President of the Group Habibullaev SS

## Russian version

Удивительное утверждение - молодёжь. На самом деле это наши современники и они достойны быть признанным индивидуальностью. К ним нельзя относиться как нек-то молодой и не опытный. Подчёркивание их удивительности, не повторимости и уникальности и особо подчеркнуть их индивидуальности создаёт в них некое признание и подчёркивает их важность в судьбе других людей, страны, человечества. Именно с этого мышления необходимо начинать всякий разговор с молодёжью!

Молодежь – будущие кормильцы  
Решение проблем, с которыми сталкивается сельская молодежь в возрасте от 15 до 17 лет при подготовке и получении достойной работы

Я согласен с тем, что они будущие кормильцы, но их к этому необходимо учить не с 15ти летнего возраста, а намного раньше. По логике некоего умного человека труд детей превратили в рабский труд. Нет же, не трудолюбивый подросток - это враг народа, общественности и человечества. Потому что ему неинтересно кто чем зарабатывает! Нет никакого рабского труда, если ребёнка приучить к тому, что он должен трудиться ради создания своего же капитала ради достижения своей цели. И это надо делать чем раньше, тем лучше! Ребёнок играющийся в песке радует многих глаз, а на самом деле, ребёнок получивший в результате своего труда плод с дерева или томат на кустарнике радует ещё больше! Когда сажают саженцы разделите их по детям, которые в течении всей своей жизни будет смотреть на это дерево как своё собственное производство. Эта идея может не нравится многим, но будущее села, аграрной единицы, аграрного управления ресурсами именно за этим присвоением личностной маркировки среди молодёжи. Именно в этом! Иначе не имение собственности в селе может стать началом безимущественности и привязания будучи удачливого человека к своему родному месту. Личность обогащённая имуществом с детских лет никогда не станет тем, кто не знает ценность своему усилию и труду.

Именно в возрасте 15-17 лет давайте им определение своих целей в будущем. Но, этого мало кто делает! Мало кто в этой молодёжи видит партнёров. Именно этот фактор приводит к их кучкованию в разные собственные общества, которые в итоге приводят к совершению глупостей в составе неких организаций.

*Чем обусловлена наша обеспокоенность и какие возможности мы видим?*

Приведение в исполнение решения: они молоды и им ещё надо расти! - приводит к наихудшему результату. Почему? Просто посмотрите чем люди в провинции живут, кто из них богатеет от того, что кто-то вне страны присылает им деньги, при том же молодёжь не видеть в каких условиях они трудятся, за что им платят деньги, но знает, что деньги позволяют их старшему поколению строит дома, жить в достатке или даже купить транспортное средство, которая является роскошью, хотя она должна была служить элементом интерьера жизни. Вот где пропадает важность определения ценности. Именно ценности, но никак иначе! Молодёжь не признающий ценность жизни, здоровья, частного капитала, имущества и всего-всего другого в будущем может спокойно покушаться на неё! Важность подачи этого материала молодёжи должно иметь влиятельные факторы, такие как собственное имущество.

Пример: У парня собственное улье медоносных пчёл. А у девушки корова, которая родилась при её глазах и она знает её с телячьего возраста. Так, эти люди в совместном прибывании в обществе становятся богаче чем кто бы не был рядом с ними, и по сравнению с такими же людьми, у которых нет собственного имущества. Эти личности с детства знают как ухаживать за собственными питомцами.

*С какими проблемами сталкивается сельская молодежь в возрасте от 15 до 17 лет?*

Сельская молодёжь имеет больше привелегий, чем городская молодёжь, которая якобы живёт в роскоши и обилии. Нет, у городской молодёжи не все благодати мира есть, кроме как быстрого доступа к знаниям. Но, они себя считают более цивилизованными - это их ущербность! На самом деле цивилизация там, где тебе даётся ресурс для существования. Для создания в сельской местности собственного бизнеса есть преграды, да, возможно, но, там больше возможности, чем в городе. БОЛЬШЕ!

- Исходя из вашего опыта, каковы конкретные проблемы, с которыми сталкивается сельская молодежь в возрасте от 15 до 17 лет (отличные от существующих для тех, кто старше 18 лет) в процессе зарабатывания (текущем или будущем) в области сельского хозяйства и связанной с ним деятельности?\*

Я лично могу доказать это, потому что живя в городе всегда стараюсь создавать своё бизнес на агропромышленных территориях, вне городской суеты! И при этом стараюсь её создавать с помощью уникальных ребят в селе.

Именно признание их собственных преимуществ дают возможность создания бизнеса, которая в даьнейшем будет их вовлекать в общество, как полноценных, самодостаточных, самореализованных личностей. Всё другое - это убогие старания быть полезным ни себе и не другим.

*Как можно решить эти проблемы?*

Я вижу здесь лишь одну проблему - собственного определения мнения о человеке. Нельзя делить людей на удачливых и лузеров! Нельзя, ибо за каждым человеком стоит неимоверная роскошь достичь своей цели. Именно цели и должны быть определены при общении, и давать им стимул достигать своё вне зависимости от их степени достижения.

- Каким наиболее экономически эффективным образом политики и программы могут способствовать преодолению проблем, стоящих перед сельской молодёжью? Если они ориентированы на молодежь более старшего возраста, то как их можно применить для оказания поддержки молодежи до 18 лет? Мы просим вас поделиться с нами соответствующими примерами и уроками, извлеченными из вашего опыта.

Умение не полтизировать их движение, умение не предавать их действиям краску лидерства важно обучать их ухаживать за собственным имуществом, или же присудить им взамен их труда именно подобные имущетва. Этот путь приведёт к зарождению молодёжи и класса собственников, кто взамен этого имущества может получить некое преимущество при достижении своих целей, которые определяются не самими ими, а в беседе с более старшими наставниками, учителями, бизнес партнёрами. Именно признание их умения быть успешными людьми в будущем должно проходить через беседы с бизнес партнёрами. Не самыми удачными, но всё же имущественниками более старшего уровня, к примеру с фермерами, у кого под рукой работают более 20ти человек и т.п.

На другие пункты я не стал останавливаться, ибо изложение своего мнения и путей решения проблем касающихся проблем с молодёжью не только по возрастным, но и по актуализированному привлечению в процесс становления села в объект агропромышленной единицы всегда требует многостороннего и конечно же взвешанного подхода к путям решения, через интеллектуально правильно направленных факторов оценивающих их благополучие или крах.

Будучи оптимистом всегда хочу быть полезным при любых начинаниях, пусть хоть кого бы исходя инициатива! Благодарю за возможность высказаться собственных мнений по поводу



этого наиважнейшего фактора - привлечения молодёжи в процесс становления бизнес среды в сельской местности.

С уважением, президент группы компаний Хабибуллаев С.С.

## **75. Mikhail Antonenko, Institute of System Research in Agroindustrial Complex of NAS**

### **Contribution posted on the FSN Forum in Europe and Central Asia**

#### **Russian version below**

Following the collapse of the USSR, which is a geopolitical catastrophe of the late 20th century, in the political map of the world appeared 15 new states, including the Republic of Belarus. Each new state began to carry out its own agrarian policy. The main resource in agriculture - land, in Belarus it became constitutionally owned in 1996 by the state. Agricultural organizations received free permanent farmland. In Belarus, it continues to be the largest commodity.

Agriculture in Belarus is composed of more than one thousand large-scale agricultural enterprises, in which there are more than 250 thousand high-performance workplaces. The collective and state farms have been transformed into joint stock companies and unitary enterprises, but are still controlled by the state authorities. Therefore, agricultural organizations are not independent entities, they are state-run agricultural production organization – colonies.

The wage conditions of young people working in these colonies does not meet their human capacities. Therefore, a critical problem arises in agriculture – the increase in labour turnover, which reaches 25-28%. It is particularly high among young people. Attempts to solve administrative measures have not been successful.

The main objective of the labour collectives of the agricultural organizations, including youth and their owner, is to resolve the existing problems of staff turnover. They are solving this problem, and the necessary legal framework has been created. The relations of production "employer - employees" are replaced by the relations between the two entities – "customer" and "contractor". The current legislation currently allows this.

The legal basis for the creation of the enterprise (the contractor), and the change of agricultural organizations into an enterprise (the customer), is effective from January 1 of 2016 – under a new "National Classifier of Economic Activities" (Registered in the National Register of Legal Acts of the Republic of Belarus 16 February 2012 N 8/24941). It provides a new kind of civil contract – an outsourcing contract, between "customer" and "contractor".

According to the new contracting system, a business entity (the customer) enters into a contract with another business entity (the contractor) to produce goods and services, and provide manpower or support functions, according to a free and under a contract.

Between the customer and the contractor (who provides the workforce), it is a contract outsourcing. According to the agreement, the contractor can provide the whole process of production of goods and provision of support functions (accounting, transportation, storage, sales promotion, harvesting, repair and maintenance).

Moreover, under a contract of outsourcing, the power is transferred from the customer; the contractor must take the role of management, according to the Civil Code of the Republic of Belarus (Art. 103 and Art. 113).



Labour relations in the company of the contractor are based on membership, as it is created in the form of a production cooperative. Under this new labor law, the labor force will not become simply a commodity. Wage labor will be replaced by social labor in this contractor company. New employees will be selected by human resources. The turnover problem will be solved among the youth.

Such mechanism are being developed, and interested parties are invited to discuss.

## Russian version

### Проблема текучести кадров молодежи в сельском хозяйстве и ее решение

После разрушения СССР, которое является геополитической катастрофой конца 20-го столетия, на политической карте мира возникло 15 новых государств, в том числе и Республика Беларусь. Каждое новое государство стало проводить свою аграрную политику. Основным ресурс в сельском хозяйстве – земля, в Беларуси была конституционно закреплена в 1996 г. в собственность государства. Сельскохозяйственные организации получили сельскохозяйственные угодья в бесплатное постоянное пользование. В Беларуси сохранено крупное товарное производство.

Сельское хозяйство Беларуси представлено более одной тысячей крупных сельскохозяйственных предприятий, в которых имеется более 250 тысяч высокопроизводительных рабочих мест. Колхозы и совхозы преобразованы в акционерные общества и унитарные предприятия, но которые по-прежнему управляются органами государства. В силу этой особенности сельскохозяйственные организации представляют собой не самостоятельные субъекты хозяйствования, а управляемые государством сельскохозяйственные производственные «колонии».

Условия оплаты труда молодежи в этих производственных «колониях» не соответствует уровню их кадрового потенциала. В силу этого в сельском хозяйстве имеется острая проблема – рост текучести кадров, которая достигает 25-28 %. Особенно она высока среди молодежи. Попытки ее решить административными методами не привели к успеху.

Главной задачей трудовых коллективов сельскохозяйственных организаций, в том числе молодежи, и их собственников является разрешение имеющейся проблемы текучести кадров. Они в состоянии ее решить, так как для этого создано необходимое правовое поле. Существующие производственные отношения «работодатель – наемные работники» экономически целесообразно заменить отношениями двух субъектов хозяйствования – «заказчика» и «подрядчика». Действующее законодательство сегодня позволяет это сделать.

Правовой основой создания предприятия-подрядчика, а также превращения сельскохозяйственной организации в предприятие-заказчик, является вступивший в силу с 1 января 2016 г. новый «Общегосударственный классификатор видов экономической деятельности» (Зарегистрирован в Национальном реестре правовых актов Республики Беларусь 16 февраля 2012 г. N 8/24941). В нем предусмотрены новый вид гражданско-правового договора – договор внешнего подряда, а также лица, которые его заключают – «заказчик» и «подрядчик (исполнитель)».

Согласно классификатору заказчик – субъект хозяйствования, заключающий договор с другим субъектом хозяйствования (подрядчиком) с целью выполнения последним определенной части (или всего) процесса производства товаров (оказания услуг), предоставления услуг по найму рабочей силы или обеспечения вспомогательных функций.

Подрядчик (исполнитель) – субъект хозяйствования, выполняющий по заданию другой стороны (заказчика) определенную часть (или весь процесс) производства товаров (оказания

услуг), предоставление услуг по найму рабочей силы или обеспечение вспомогательных функций. Деятельность подрядчика определяется как деятельность за вознаграждение или на договорной основе.

Правилами классификации отдельных видов деятельности установлено, что заказчик, передающий во внешний подряд весь процесс производства товаров, классифицируется так, как если бы он сам осуществлял весь процесс полностью только в том случае, если ему принадлежат исходные материалы производственного процесса (и, таким образом, конечная продукция ему также принадлежит). В сельскохозяйственном производстве такими материалами являются семена, саженцы, скот, пчелы и др. Они принадлежат заказчику, который в силу этого классифицируется по данным видам экономической деятельности.

Между заказчиком и подрядчиком, который создан трудовым коллективом, заключается договор внешнего подряда. По договору передается весь процесс производства товаров и обеспечение вспомогательных функций (бухгалтерский учет, перевозка, хранение, стимулирование сбыта, уборка урожая, ремонт и техническое обслуживание).

Одновременно по договору внешнего подряда передаются полномочия исполнительного органа заказчика (акционерного общества или руководителя унитарного предприятия). В этой связи подрядчик выполняет полномочия управляющей организации, предусмотренные Гражданским кодексом Республики Беларусь (ст. 103 и ст. 113).

Трудовые отношения на предприятии подрядчика (исполнителя) основываются на членстве, так как оно создается в форме производственного кооператива (артели). Это будет предусмотрено уставом артели. В силу этой нормы трудового права рабочая сила не будет превращаться в товар. Наемный труд будет заменен социальным трудом работников подрядной организации. Подбором новых работников будет заниматься кадровая служба артели. Проблема текучести кадров среди молодежи будет успешно решена. Такой механизм разработан, а заинтересованные лица приглашаются к обсуждению.

## 76. K. Sémanou Dahan, CDEL, Benin (second contribution)

### Contribution posted on the FSN Forum in West Africa

#### Original contribution in French

Je pense de même que, la sécurité foncière, instauration des espaces de culture, jardinage dans l'école primaire (à la base), instauration des politiques dans les zones rurales pour réserver des domaines bien sécurisés à cause des problèmes de sécurité foncière en Afrique de l'ouest. Ainsi la production sera faite par les plus jeunes déscolarisée ou non scolarisées avec l'accompagnement des âgés ou de leurs pairs dans le sens de le suivi et évaluation et aussi la capitalisation des acquis. Il y a aussi le problème de gestion des produits issus de leurs cultures car en Afrique de l'Ouest et précisément dans nos zones rurales, les jeunes qui la plus part vulnérables font face aux problèmes de conservation. Et tout ça à cause des affres du changement climatique. Sur ce, il urge que les politiques pussent aussi accompagner les structures et organisations des jeunes sans oublier les services décentralisés locales cela les permettra de développer les outils à travers les plans de contingence afin d'aider vraiment les efforts individuels que auraient fournis les jeunes.

## English translation

*I also think that land tenure, introduction of crop areas, gardening in primary schools, the establishment of policies in rural areas to save land from tenure problems in West Africa. With these interventions, uneducated youth will be more involved in production and mentored by the elderly or their peers to monitor and evaluate and to capitalize the knowledge. There is also the problem of management of products, because of conservation and storage problems that vulnerable youth face. This is also due to the ravages of climate change. With that, it is urgent that policies can also support youth structures and organisations without forgetting local decentralised services that enable them to develop tools through contingency plans in order to really help individual efforts provided by youth.*

### 77. Juvencio Ayosso, Université d'Abomey-Calavi, Benin

#### Contribution posted on the FSN Forum in West Africa

#### Original contribution in French

L'accès aux ressources (foncier, capital financier, eau), la faible mécanisation des activités agricole, l'insuffisance des appuis technique, etc., sont entre autres difficultés auxquelles sont confrontés les jeunes de la tranche d'âge de 15 à 17 ans (surtout dans les milieux ruraux). Ce qui brise très tôt leurs rêves et les convainc de ce que le meilleur se trouve ailleurs dans les villes. Ce faisant la main d'œuvre devient de plus en plus rare au même rythme que le vieillissement des agriculteurs et chefs d'exploitation eux-mêmes. En effet, les jeunes constituent la main d'œuvre la plus active au service des exploitations agricole familiales dans le monde rural. Au Bénin malheureusement, aucune politique spécifique n'a été élaborée pour les jeunes de cette tranche d'âge de nourrir d'ambition pour l'avenir. La solution envisageable réside d'une part dans l'amélioration des conditions de vie, de travail en milieu rural. Au Bénin par exemple, il y a des localités dans lesquelles les TIC et outils associés sont toujours un luxe. La précarité est à un niveau inquiétant: l'exemple de la commune de Djougou où les jeunes sont obligés sous le regard parfois impuissant de leur parent, d'abandonner les villages en période de juin à octobre pour les villes notamment coton ou, Parakou ou encore le Togo pour travailler afin d'assurer leur scolarité de l'année suivante et autres fourniture scolaires. Pourtant cette période coïncide notamment avec certaines activités agricoles de grande importance.

Cependant la formation professionnelle est un pôle essentiel pour asseoir les bases d'un développement équilibré. En réalité, cette question selon moi ne doit pas seulement se limiter à la seule solution que constitue la recherche de l'adéquation entre la formation et l'emploi des jeunes. Pour preuve, la majeure partie des milliers de jeunes qui sortent chaque année des lycées agricoles et faculté d'agronomie Bénin peinent toujours à s'installer ou à trouver un emploi stable. En réalité, ils ne manquent pas des idées, mais plutôt de moyen qu'ils n'arrivent souvent pas à mobiliser. Il faudra rendre plus opérationnel les jeunes de cet âge à travers des programmes spéciaux de formation professionnelle de concert avec le gouvernement, les partenaires, les organisations paysannes et les exploitants qui sont eux aussi parents d'enfants. Il ne s'agira en aucun cas de repenser le contenu des formations, mais plutôt les accompagner à travers des mesures visant très tôt à donner une assurance certaine à ces jeunes.

Quelles sont ces mesures ?

- Les programmes spéciaux peuvent être des formations agricoles de type dual où les parents s'engagent dès le début de la formation à mettre à la disposition de leur jeune enfant, un capital bien déterminé en vue de son installation à la fin de la formation ;
- Des programmes de parrainage de jeunes en formation par les paysans chefs d'exploitation afin de leur permettre de démarrer leur projet d'entreprise tout en ;

- Le rôle du gouvernement dans ces programmes, serait notamment d'accompagner les jeunes à travers les centres d'affaire, à mobiliser le capital financier nécessaire s'il en fait la demande ;

- Parallèlement, il faudra renforcer la capacité technique des structure publiques ou privées (OP, Associations, Ong) dont le rôle est d'accompagner les paysans à travers conseils et appuis afin d'encadrer et de suivre de façon régulière l'évolution des jeunes après leur installation à la fin de leur formation, jusqu'à 2 - 3 ans.

Que gagnent les jeunes?

Une formation professionnelle leur fournissant en même temps le capital fixe nécessaire pour démarrer

Que gagne le paysan?

- En acceptant d'orienter et d'accompagner ses enfants vers ce programme spécial de formation professionnelle, le paysan prépare ainsi ses jeunes enfants à assurer la relève de qualité pour l'exploitation familiale et d'œuvrer pour la pérennisation de l'exploitation familiale;

- D'autre part, il offre ainsi à ses enfants, la chance de réussite de suivre une formation professionnelle et de disposer des moyens qu'il faut pour entreprendre ;

- En acceptant de parrainer les jeunes en formation, le paysan ou l'exploitant s'offre le besoin en compétence dont il a besoin et qui pourrait l'aider à gérer et à accroître également sa production. Et passer d'une exploitation de prestige vers une exploitation économique et rentable.

### English translation

*The lack of access to resources (land, financial capital, water), the limited mechanisation of agricultural activities, the insufficiency of technical support, etc, are, among others, difficulties confronted by youth between the ages of 15 and 17 (particularly in rural areas). This shatters their dreams early on and convinces them that better opportunities can be found elsewhere in cities. Thus, the workforce becomes scarcer at the same rate as the aging of the farmers and farm managers. In fact, youth constitutes the most active part of the workforce at the service of rural family farms. In Benin unfortunately, no specific policies have been defined for youths in this age group that aims to nurture future ambitions. A conceivable solution lies on one hand in the improvement of living and working conditions in rural areas. In Benin, for example, there are some areas where information and communication technologies and similar tools remain a luxury. Insecurity is at worrisome levels: in the town of Djougou, for example, young people are obliged, sometimes watched helplessly by their parents, to abandon their villages between June and October, for cities like Cotonou and Parakou or even Togo, to work in order to ensure their access to the following school year and to school supplies. Yet, this period coincides in particular with certain agricultural activities of great importance.*

*However, professional training is an essential pole to set the base of a balanced development. In reality, this issue, in my opinion, should not be limited to simply seeking the conformity between training and employing young people. A good example of this is that most of the thousands of youths that graduate every year from agricultural high schools and agronomy colleges in Benin struggle to settle and find a stable job. In reality, there is not a lack of ideas but rather of means which often have difficulty being mobilised. Young people of this age should go through special training programs in concert with the government, partners, peasant organizations and farmers, who themselves are parents. This does not imply in any way changing the content of training programs, but rather accompanying them with measures aimed at insuring young people very early on.*

*What are these measures?*

- The special programs can be agricultural training, dual in nature, where the parents commit from the start to set at the disposal of their child a predetermined amount of capital for the purpose of their setting up shop after training;
- Sponsorship programs for trainees by peasant farmers in order to allow them to start their entrepreneurial project;
- The government's role in these programs would be mainly to follow the young people through business centres, mobilising capital if need be;
- At the same time, the technical capacity should be reinforced in public and private structures (producer organizations, associations, non-governmental organizations) whose role is to support farmers in order to follow the development of the young people in their professional move after training for up to 2-3 years.

*How do young people benefit from this?*

*Professional training that also offers them the necessary capital to start.*

*How do farmers benefit from this?*

- By accepting to guide and follow these children towards this special professional training program, the farmer prepares these youths to ensure the succession of quality for family farms and to work for their sustainability;
- Furthermore, they offer their children a chance for the successful accomplishment of a training program and access to means to undertake professional ventures;
- By accepting to sponsor a young trainee, the farmer or farm manager puts at their own disposal competences that could help them to increase production effectively allowing for the progression towards a cheap and profitable operation.

## **78. Mame Bineta FALL Bineta, Senegal**

### **Original contribution in French**

Au Sénégal, la question de l'emploi demeure actuellement la première priorité des politiques publiques. Avec Douze Millions Huit Cent Soixante Treize Mille Six Cent Un (12 873 601) d'habitants en 2013, le Sénégal connaît encore une forte dynamique de croissance démographique (2,7%). La population, à dominante jeune est confrontée au chômage, au sous emplois et à la précarité.

Le secteur agricole occupe plus de la moitié de la population et une partie importante de la main d'œuvre est constituée de jeunes âgés de moins de 18 ans exerçant des activités laborieuses parfois dangereuses pour leur santé et pour leur éducation.

Si toutes les politiques et stratégies mises en œuvre depuis plusieurs décennies pour résoudre la question de l'emploi des jeunes, s'accordent sur le fait que l'agriculture est le moteur du développement, il faut tout de même admettre que cette fonction assignée à l'agriculture ne peut se concevoir, sans une contribution significative de l'agriculture familiale qui représente 90% des exploitations agricoles, couvre près de la moitié des besoins alimentaires du pays.

En majorité répertorié dans les zones rurales, l'agriculture familiale se caractérise par : la petitesse de la taille des exploitations, dépendance à la pluviométrie avec une forte variabilité et faiblesse de la productivité.



Toutefois, la grande majorité des exploitations agricoles familiales associent culture de rente comme l'arachide, le coton, la tomate et l'oignon à la culture vivrière (mil, riz, maïs, sorgho, etc.).

C'est un ensemble de facteurs limitant qu'il convient de lever pour faire de l'agriculture une opportunité de création d'emplois durables et respectueux de l'environnement. Pour cela il convient de prôner un modèle qui intègre le schéma de production existant et orientée vers une modernisation des infrastructures, de la gestion du crédit/financement, le choix des spéculations, les itinéraires techniques...c'est dans cette perspective que l'ANIDA a initié la programme des « Fermes Familiales Naatangué » »

Les « Fermes Familiales Naatangué » relèvent d'un croisement entre ces « Tôkkoor » une tradition agricole sénégalaise et l'expérience brésilienne des fermes PAIS (Production Agroécologique Intégrée et Soutenable).

Intégrant le maraîchage, l'arboriculture, l'aviculture, la pisciculture, l'introduction de la maîtrise de l'eau par la petite hydraulique et de nouvelles technologies permettraient de s'affranchir de la vulnérabilité, d'améliorer la productivité, d'intégrer les productions végétales et animales, mais aussi d'associer les productions pluviales et de contre saison. Le paquet technique offert par ANIDA intègre le mécanisme de financement et un programme de sensibilisation et de renforcement de capacité.

Ces fermes génèrent des effets directs en milieu rural : accroissement de la production et des revenus, amélioration de la nutrition.....

Pour les jeunes : possibilité d'exercer des activités compatibles avec leur développement physique, leur bonne éducation, réduction du temps de travail et allègement des travaux et leur préparation à un travail décent du fait que ces jeunes auront la formation scolaires qu'ils devraient avoir ainsi qu'une formation agricole suffisante pour un emploi futur. Lequel devrait assurer un revenu considérable, une sécurité suffisante et une viabilité certaine

Merci je reste à vous pour continuer sur ce sujet ou pour contribuer sur d'autres thèmes.

Mame Bineta Fall

Chargée d'études socioéconomiques

## English translation

*In Senegal, the question of employment remains at present the first priority of public policies. With twelve million eight hundred and seventy three thousand six hundred and one (12 873 601) inhabitants in 2013, Senegal is still growing demographically (2.7%). The population, mainly composed of the youth, is facing unemployment, or under employment and poverty.*

*The agricultural sector gives employment to more than half of the population and an important part of the work force is made up of young people of less than 18 years old, carrying out hard laboring activities sometimes dangerous for their health and education.*

*Even if all the policies and strategies implemented for decades to solve the question of employment for the youth agree that agriculture is the engine of development, it is necessary even so to admit that this function assigned to agriculture cannot be brought about without a significant contribution from family farming which represents 90% of the farming activity, and assures almost half of the food needs in the country.*



*Principally based in rural areas, family farming is characterized by: the small size of the farmed land, its dependence on rainfall with great variability and inadequacy of productivity.*

*Nevertheless, the majority of family farms combine production of cash crops such as peanuts, cotton, tomatoes and onions with subsistence crops (millet, rice, maize, sorghum, etc.).*

*It is a set of limiting factors that need to be eliminated to make agriculture an opportunity for creating lasting employment and respect for the environment. For that it will be useful to advocate a model which integrates the existing production scheme, guided towards a modernization of infrastructures, credit management, choice of risk ventures, technical itineraries ... it is with this perspective that ANIDA has started the program « Fermes Familiales Naatangué » [Family Farms Naatangué]*

*The Family Farms Naatangué derives from a cross between "Tokkor" a Senegalese agricultural tradition and the Brazilian experience of PAIS farms (for its acronym in Portuguese) [Agroecological Production Integrated and Sustainable].*

*Integrating market gardening, arboriculture, aviculture, pisciculture, introduction of water control with a small pump and new technologies that allow for freedom from vulnerability, improving productivity, integrating vegetable and animal production but also integrating rain fed and off-season production. The technical packet offered by ANIDA integrates the financial mechanism and a program of awareness and reinforcement of capabilities.*

*These farms generate direct effects in rural areas: growth in production and income, improvement of nutrition...*

*For the young: the possibility to carry out activities compatible with their physical development, their good education, reduction of working time and easing of work and their preparation for proper work, so that these youth will have the school education that they should have as well as enough agricultural training for future employment. This should ensure a considerable income, a sufficient security and a sure sustainability.*

*Thank you. I remain with you to continue this topic or to contribute on other themes.*

*Mame Bineta Fall*

*In charge of socio-economic studies.*

## **79. Philip Mader, Institute of Development Studies, United Kingdom**

Dear all,

Thank you for this timely opportunity to contribute. Young people do face many challenges in working in agriculture – particularly in the age range traditionally associated with transiting from formal education to regular work. Some of these relate specifically to young people's position and attributes; however, many also reflect (or are) broader challenges and structural problems for rural communities throughout the global South.

While many rural young people aspire to urban livelihoods, we see the problem of young people in agriculture as also reflecting a broader crisis of farming and economic peripheries. We also see a number of common misconceptions about the agency of young people. As members of a working

group of researchers at the Institute of Development Studies (IDS) studying youth and employment (and further Richard Longhurst's and Jim Sumberg's blogs; below) we would like to point out some key issues:

**What kind of agrarian change?** Inevitably a discussion on “decent jobs” for rural young women and men requires asking what kind of rural development is envisaged, and how it fits with societal needs and expectations. We wonder for instance, is the figure of “young agri-businessman/woman” coherent with existing social norms and forms of organisation? Does it cater for immediate food security, household reproduction, and future opportunities for the many (not the few)? Given references to securing employment in agriculture as well as “engagement in profitable agri-business”, broader questions about export-oriented commodity agriculture fuelled by foreign demand and FDI must be asked, and the issues of enhancing local demand, promoting family farming and decreasing age-related inequalities should not be neglected.

**Entrepreneurship and demand.** Interventions for youth employment, particularly among the adolescent age group, very often focus on education, skills-building, and training for entrepreneurship. This tacitly assumes that what young people have to offer in labour markets must be enhanced, but neglects where demand for their skills and services is to come from – whether as employees or as entrepreneurs. For example, business training and access to finance can be ineffectual or even harmful in environments where few business opportunities are available. The same may apply to skills training and education for farming, where young people have no access to land, which is often the case due to gerontocratic ownership, socioeconomic inequalities, or encroachment by agribusinesses.

**Non-linear and muddled transitions.** Scholars find that young people often pass back and forth between various “life stages” based on different circumstances. Policies that consider young people, particularly those who are out of school, as transitioning on a discrete “continuum” (assuming they have forever completed the step from school to work) will often miss their mark. Programming needs to focus on providing young people with work that corresponds to their specific needs and desires at the time. Particularly, since most rural youth under 17 are nowadays in school, programming must work better to combine school and employment.

**Situated agency.** Despite the established evidence on “social embeddedness” of young people, this is often still insufficiently reflected in policy approaches. Young people’s agency to find, finance and secure rural livelihoods is not individualistic, but strongly influenced by their embeddedness in family and kinship networks, and even friends. This is especially true for the 15-to-17-year cohort. Family members and peers may facilitate opportunities, placements and apprenticeships, and affect destinations for labour migration, or restrict young people’s choices and possibilities. Engagement in work importantly also creates opportunities to engage in new social networks, which may be attractive to young people. This calls for an understanding based on “situated agency” in addressing young people’s social relationships in a way is conducive and enabling.

**Youth-problem or structural problem?** It is crucial finally to flesh out what issues are truly youth-specific and what issues cover broader demographics. With lack of access to things like land, finance, and markets, it does not immediately follow that youth-specific programming (such as land banks for young men and women, or youth-directed credit) are most helpful. Shifts in customary arrangements which mean that young people are no longer assigned land by their elders to work on also cannot be addressed by targeting youth. Currently at IDS, in a project funded by CGIAR, we are exploring different factors that constrain agricultural livelihoods, to find which ones truly require a ‘youth-specific lens’ and which should be captured in broader structural policy processes.

In short, we welcome how many projects around the world are engaging with youth and agriculture. But with the portfolio of work at IDS on Rural Futures and future agriculture, and also food systems, young people’s employment, and finance, we are also keen to contribute broader, challenging

questions about inequality, power distributions and the functioning of markets to discussions around the futures of young people in agriculture.

**Justin Flynn**

**Philip Mader**

**Marjoke Oosterom**

**Santiago Ripoll**

## **80. Beatrice Okello, FAO, Uganda**

Dear Jacqueline,

Indeed youth (un)employment is one of the major policy challenges facing Uganda's economic growth and development, and as you may be aware, Uganda's Economy heavily relies on the Agricultural sector which employs 59 % of the working population of which 63 % are youth, mostly in rural areas where agriculture is the major economic activity. A number of state and non-state initiatives have been put in place to solve this challenge e.g. the Youth Venture Capital Fund (YVCF) and Youth Livelihood Program (YLP), among others. Despite the interventions, youth unemployment remains a very big challenge currently estimated at 11.1%, which is higher than the national average unemployment rate of 9.4%. In support to Government efforts, the Food and Agriculture Organization of the United Nations (FAO) in Uganda is providing strategic support for the promotion of decent jobs for youth in the Agricultural sector.

FAO is currently providing technical support to the Government of Uganda in the development of a Strategy for Youth in Agriculture. The strategy is aimed at conveying more logic in different interventions of different actors on youth engagement in rural areas especially in the agricultural sector. The government considers the development of the Youth strategy in Agriculture essential in order to ensure the adequate inclusion of youth priorities in existing large-scale plans for the agricultural sector. For that FAO Uganda has recently employed a National Consultant to steer this process.

But aside from that, we have some interesting stories/articles on decent youth employment .....

FAO's NEW INTEGRATED COUNTRY APPROACH FOR DECENT RURAL YOUTH EMPLOYMENT TO GIVE HOPE TO YOUTH IN UGANDA

The youth in Uganda will benefit from the current efforts by Government of Uganda and FAO to create decent rural employment in the agriculture sector. FAO's Integrated Country Approach for Decent Rural Youth Employment programme (ICA-DRE) launched in 2015, was designed to support activities relevant to knowledge generation and policy/strategy and capacity strengthening for relevant stakeholders to implement youth employment programmes in the agriculture sector. It will support and contribute to the policy agenda of decent work for young men and women in Uganda's agriculture sector. The programme is implemented in collaboration with the Ministry of Agriculture, Animal Industry and Fisheries (MAAIF), the Ministry of Gender, Labour and Social Development (MGLSD) and the National Planning Authority (NPA). To ensure effective coordination during programme implementation, a Technical Working Group (TWG) was formed to steer the project activities and thus ensure that relevant knowledge is generated on youth employment issues which will be used as a basis for policy and strategic planning and capacity development. The Ministry of Agriculture, Animal Industry and Fisheries plans to develop a strategy for youth in agriculture as indicated in its Agriculture Sector Strategic Plan (draft) (ASSP) 2015/16-2019/20.

## FAO AFRICAN SOLIDARITY TRUST FUND INTERVENTIONS TRANSFORMING LIVES IN UGANDA

Walter Odot's first two attempts at fish farming in 2011 and 2013 failed miserably and consequently killed his enthusiasm to invest time and his meagre resources in any agricultural activity. Having returned from an Internally Displaced Persons (IDP) camp where he lived for close to twelve years during the Lord's Resistance Army insurgency in Northern Uganda, Odot sought the easy way out – gambling and petty jobs in Lira town – his home district. While the fish farming venture failed due to lack of technical guidance and affordable and good quality feed and fingerlings, Odot and a group of his friends constructed a fish pond, which remained idle until 2015 when the African Solidarity Trust Fund (ASTF) of the Food and Agriculture Organization of the United Nations (FAO) funded a project in Uganda on "Promoting Sensitive Agricultural Diversification to Fight Malnutrition and Enhance Youth Employment in Eastern Africa," and his group was selected for support in fish farming.

"Initially, I organized friends I grew up with in the IDP camp. We constructed a pond and put in 2,000 fish fingerlings but they all died because we didn't know how to manage the pond. The feed was also expensive and the group members could not raise money to buy feed," says Odot. With funding from the ASTF, FAO has since January 2015, been implementing fisheries and aquaculture interventions in 6 districts in Uganda. Odot and his friends who hail from Lira district in Northern Uganda, seized the opportunity and re-organized themselves into a formal group of 18 members. They were trained by FAO technical personnel on pond construction and management after which they received 3,000 catfish and 2,000 tilapia fingerlings.

"For the first time, we are optimistic about fish farming because in a very short time of the implementation of the project, we are already seeing results. Our youth who have been idle for years are now engaged. Some of the youth not directly involved in fish farming are earning from pond construction. The challenges in getting quality seed and feed, and proper pond construction and management skills have been addressed. For this, we are very grateful to FAO. We request for more support so that these activities can be scaled up across the district and beyond," says the District Fisheries Officer for Lira District. The group expects to harvest 2500 kgs of fish that will earn them about US \$6,000. They started harvesting their fish in March 2016, and agreed to share part of the profit from the sale of the fish and use the rest of the money to expand with two more ponds.

This support has not only benefited small farmer/youth groups, but also schools such as the Lira Integrated School where fish farming is a taught subject for all students, and the fish provides nutrition for the school goers. While the school has been carrying out fish farming for years, before this support the productivity had not been as high as after the FAO intervention. Three modern hatcheries in Lira and Soroti districts, aimed at producing quality, accessible and affordable fish seed for farmers were also supported and have now boosted fish seed production, which has been a challenge for a long time.

"We were gambling with fish farming. We lacked knowledge. Our hatchery was as good as non-existent, but what is coming out of our ponds now is inspiring. Our student's morale to work on the farm has been boosted because they see returns."

One of the biggest challenges discouraging farmers and especially the youth from venturing into fish farming was the lack of accessible and affordable fish feed. This is now being addressed by supplying feed mills to farmers and enterprises to enable them produce feed.

### HELPING LAKE ALBERT YOUTH THROUGH CAGE FISH FARMING

Fishing is a major economic activity and a major source of livelihood for communities around Lake Albert in Uganda. Butiaba landing site, along the shores of Lake Albert in Buliisa District in Western Uganda, is not any different. There are male and female youth who rely mainly on fish catches from the lake for their livelihoods. As the population at this landing site continues to increase, there is a

growing pressure on this lake shared by Uganda and the Democratic Republic of Congo. The lake is over fished on both sides of the border with little control of illegal fishing. As a result, fish stocks have significantly reduced – so much that the fisher folk spend days and nights fishing on the lake and catch very small fish which they sell to factories that produce fish and chicken feed. This leaves many youth idle and unemployed.

With funding from the ASTF, FAO has engaged the youth in the communities around the lake in cage fish farming in zoned areas on Lake Albert. This was prompted by the fact that the targeted youth did not have land to practice aquaculture. They were organized in groups of twenty members each and trained on cage fish farming by FAO technical personnel, and given ten cages, fish fingerlings and feed to cater for the first phase. The cage fish farming interventions on Lake Albert are under a cost sharing basis with the groups in a four phase process i.e. 75:25, 50:50, 25: 75 by FAO and the groups. In the final phase the groups will be meeting 100 percent of the costs of the activity. This move is aimed at creating ownership for sustainability after the project ends – an arrangement that the members of the two groups agreed to and are in support of.

Oscar Uvon Mohamed, a member of BUFITA, says that he had abandoned fishing to ply the ‘boda boda’ (motorcycle taxi) trade because there was no more fish in the lake. Now he looks forward to the first harvest of the fish in the cages for his group. “We plan to sell our fish once matured, and we will use the money to acquire more cages. I am also saving my earnings so that in future I can buy my own cages and continue fish farming because the money I earn from ‘boda boda’ is not enough,” says Uvon. The Fisheries Officer for Buliisa district concurs with the timeliness of this support in engaging the mostly young men and women who have been unemployed. Under the project, more groups will be supported under the FAO Fisheries and Aquaculture Plan that seeks to make Butiaba an aquaculture park that make fish feed because all the raw materials required are within, have a hatchery to produce fish seed, and be able to restock Lake Albert.

I hope these are useful information in the discourse for ‘Youth – feeding the future’.

Best regards,

OKELLO A. A. Beatrice (Ms)

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## 81. Lal Manavado, University of Oslo, Norway

Inducing the Rural and Semi-Urban Youth to Engage in Agriculture

In view of the aging agricultural work force, high unemployment rates even among high-school and university graduates, and critical urban congestion throughout the world, it is crucial not only to retain the non-urban populations in situ, but also to devise some meaningful mode of employment to 15-17 year-olds that seem to constitute a major portion of those who leave their homes and migrate to cities.

Even a cursory glance at the developments in agriculture world-wide, is sufficient to show one the three main trends therein, viz., regardless of the type of their ownership, increasing physical size of agricultural production units, increased mechanisation, and the increasing separation of the producers and end-users both in distance and time.

These necessitate long-distance transport, storage and processing that leads to waste, loss of flavour and nutrients and to higher food prices. However, if rural and semi-urban youth can be helped to



engage in agriculture at or near their homes, it would considerably ameliorate the ills of the present irrational trends in agriculture. Moreover, it would offer youth an important path to independence through meaningful employment.

True, youth migration has a greater quantitative impact on food production in less affluent countries, but it is important to note that it has a highly undesirable effect on food quality in the affluent ones, not to mention the social problems associated with unplanned urban expansion.

So, it would be reasonable to suggest that we ought to formulate some appropriate global action to resolve this problem in general terms, so that each nation may select the areas relevant for its specific needs. In other words, the proposal will be a action template from which one could pick and choose according to one's needs.

I think the kind of rural and semi-urban change that would be most beneficial to everybody, would require a considerable change in current politico-economic notions. Provided that we could persuade the political and economic establishments to devolve their power, hence, their modes of operation, our present problem may be resolved in the following multi-layered manner.

Naturally, a really holistic approach would be the means of choice to enable the 15-17 year-olds to secure a sustainable and adequate livelihood by engaging in agriculture.

Unfortunately however, such an approach would run into a number of difficulties, which would render it too resource-intensive for the countries where it is needed most. I believe this difficulty can be overcome to a significant extent, if authorities are willing and able to undertake certain system changes.

The greatest hindrance to a holistic problem resolution is the policy incongruence prevalent in every administration. This stems from their inability and/or unwillingness to render consistent the categorically identical aims included in diverse policy areas. For instance, health policy may be directed at the prevention of the so-called NCDs, while the trade policy may allow import, production, advertising and the sale of unhealthy industrial food and drink. This is an ubiquitous example of policy incongruence, which not only increases the cost of health care, but allows the investment of resources into an area that does not enhance public health.

For a start therefore, I suggest that we strive towards policy congruence with reference to youth in the least controversial areas like environmental sustainability, employment, agriculture, education, health and justice, with a view to expanding it into trade as soon as possible. Within the framework of employment policy, we can then move to agriculture as an environmentally sustainable, equitable and health promoting area of youth employment.

Before we go any farther, it is necessary to recall that the policy formulation and implementation represent two recursive endeavours. This means that policy congruence must obtain at global, regional and national levels if we are to expect worthwhile results.

Furthermore, even at the national level, central authorities are all too often insensitive to what local people really value, especially as many a national agriculture expert believes that his function is to prescribe to rural people not only what crops and animals they ought to raise, but also how to do it. A misplaced belief in 'international best practices' in agriculture is often not only inappropriate, but often flouts the local food culture.

Before we proceed any farther, let us try to identify what drives our target group from their location:

1. Lack of opportunities to earn a decent living, including facilities/opportunities to engage in agriculture.
2. Family poverty.



3. Unjustified belief in a possible better life in a city.
4. Unrealistic personal expectations generated by political promises and/or 'entertainment'/'media'.
5. Under valuing the vital importance of agriculture owing to the world-wide belief in the prestige of 'high-tech' propagated by trivial 'media'.

Any one or more of these five causes could drive a young person out of his locale and head for a city, where a life of incredible squalor awaits him in some slum. A sceptic would get a chance to convince himself easily, if he only took the trouble to visit any one of those habitations around any city in Southern Africa, India, etc., where material evidence awaits him, perhaps in vain.

Obviously, what we need to ameliorate the situation would be to design and undertake a plan of action that embodies policy congruence, which could address the five issues described above. It is clear from the list that even though its power of motivation is not easy to quantify, prevailing public attitude to agriculture (5 above) nevertheless represents an important obstacle to us. However, dealing with it seems to be the least controversial, and might easily get wide political support.

Put differently, this calls for re-educating the general public everywhere on the vital importance of agriculture, and integrating in school education systems a continued teaching of values. I think this is getting more and more important as most children have no idea about what is essential for living, and an incredible number of them tend to believe ICT is the staff of life!

A related area, where both policy and facilities require a radical revision is education. Here, what I find difficult to accept is the current belief on the purpose of education. It seems to embody two notions awkwardly bound together, viz., everybody should aim for a university education' or one that qualifies one to get a job quickly and earn a lot. In order to achieve the latter, emphasis is mostly on ICT, economics, and trade-related professions. True, this is commonest in affluent countries, but, this attitude to education is spreading widely, especially as it is promoted by several organisations concerned with 'development'.

The policy change required here involves the acceptance of two simple facts; equal opportunities for education is not equal level of education for all, and secondly, equal education opportunities means paying due attention to inchoate abilities and skills individual children possess. Modern education system is stifling children's ability and skill to become excellent farmers, craftsmen, painters, etc., by forcing them to continue a formal education they find irksome, rather than letting them leave formal education and to concentrate on their inherent skills and abilities before they are 15 years old. I anticipate howls of protest here, let me point out, we are not talking about equal opportunities, rather about not smothering talent by forcing children to learn what they are ill suited to master.

It will be seen that 'motivators of migration' 3-5 can induce even the rural young who are not influenced by the motivators 1 or 2 to leave for urban centra, because of the glamour attributed to city life, etc. Perhaps, it would be salutary if the 'media' in every country could be induced to show the extent of slum populations around cities and their real living conditions to the rural audiences. I know this is a naïve idea, for honest and truly unbiased reporting is only an abstract notion.

While family poverty could drive our target group to the city, it is the lack of facilities/opportunities to engage in agriculture to earn a decent living that is at the heart of our problem. So, a reasonable solution ought to provide such opportunities, make available the requisite facilities, and encourage rural youth whose families are not involved in agriculture to take it up as a profession.

I have already touched upon the changes needed in education and social attitude to agriculture. As far as I know, these important motivators of human behaviour has received scant attention in

development programmes. The irony is that even the poorest country could bring about those two changes at a very low cost.

Once the youth believes that the agricultural pursuits are desirable and are actually more important to us than the every aspect of ICT, it would become fruitful to design and implement the ways and means to enable the rural youth to engage in agriculture in its widest sense. Before we look at some possible means, let us identify some reasonable areas in agriculture one which we may concentrate, and then the general way forward.

Selection of our goal for a given area should take into account the following in order to ensure its appropriateness in every sense:

1. Approximate number of vocational trainees/workers intended to benefit from the undertaking.
2. Local climate and geography.
3. Local flora and fauna.
4. Traditional food crops and household animals of the area.
5. Possibility of guaranteeing a sound land tenure/grazing/harvesting rights to participants.
6. Possibility of establishing dependable local storage/low-tech processing units, eg., drying fruits or nuts, etc./tool maintenance units within a reasonable distance from producing sources.
7. Establishment of a novel financing system described a little later on here.
8. Ensuring real political support from every level, i.e., national, regional and local, and undertaking effective measures to prevent uninvited and/irrelevant interference.

Making sure that 1-4 above obtains will not only help to ensure an inclusive endeavour, but it enables us to adapt our actions to the environment rather than degrading it by resorting to artificial ecosystem services. Moreover, it benefits from the empirical knowledge and wisdom locals have gathered over centuries. Of course, one may introduce new species of animals or food plants to an area, but, this has to be done only after a careful assessment of its environmental implications have been made. Further, one ought to consider the local willingness to use such cultivars.

Points 5 and 6 are concerned with property ownership at one level, but sometimes, point 6 involves managing and harvesting nationally owned entities like forests, lakes and rivers and the economic exploitation zone of the sea. Inept responses relating these have cause enormous environmental damage and unemployment for considerable numbers.

Forests:

Local people should be given the custody of their forest, and harvesting it should be done according to best available ecologically sound practice by the local people for their benefit. I think the time has come to stop every large-scale logging operation in the rain-forest, for it has exceeded the sustainable level long ago. It would be wise to impose the same strict controls on tropical hard woods

As on ivory export. Make sure the forest will continue to exist before it is exploited.

Rivers and lakes:

The possibility of harvesting food from these is becoming increasingly difficult for two reasons. Over-exploitation by big harvesting units and building of dams and/irrigation canals. It would be a rational action by a government to ban large fishing boats from these, so that smaller 'family owned' boats could return or earn a better living.

The sea:

It is not so long ago that thriving fishing villages were strung out along many parts of the coast of S. America, Asia and Africa. There lot has become progressively worse for two reasons. First, local operators with trawlers can offer the customers fish at a slightly lower price pushing the fishermen out of business. Secondly, Fish stocks in tropical waters show a dramatic drop in fish stocks owing to unrestricted fishing by foreign factory ships, which is often illegal, and sometimes allowed by the government owning the right of economic exploitation due to corruption in it. The question we ought to ask here is, Is it right that a foreign seller should earn a profit by selling our fish cheap to foreign customers, while we loose our fish stocks and our fishermen flock to city slums? A fisherman may then say, it may be free trade, but it certainly frees us from our freedom from hunger.

I spent a little time over the above issues, because of their part in driving people into cities, which includes our target group. A holistic approach obviously calls for measures to deal with background factors that exacerbate our problem. I do not think it would be easy to undertake immediate and effective action to remedy the situation, but, if we could, more and more people would take up these activities rather than migrate from their homes.

Next, a brief note on what not to do and why. Never stop a project in X years, especially if it seems to be successful. Never let the local people give up any part of their authority or rights in return for large cash 'compensations' which may have drastic consequences for our environment.

Never forget the project is intended to benefit the local youth so that they may earn a decent income by agricultural pursuits, and it is not intended to support distant purveyors of high-tech stuff. Never forget the vocational training and support to the youth would be most effective if the youngsters could make use of what they already know, rather than learning everything from scratch. This is especially true of harvested produce, household animals, food crops, and implements used.

Never forget high-tech is synonymous with capital-intensive undertakings that uses less and less labour as it gets 'higher and higher'! Never forget that it is in poorer countries where unemployment is very high and the numbers of the hungry run into millions, unskilled youth in the target group flock to the miseries of city slums looking for something better to do.

Never forget we need labour-intensive undertakings to stem this human tide. Never forget tools and implements that require high-tech competence to repair and maintain is inappropriate, because it cannot be done by those who are living within a reasonable distance at an affordable cost. Never introduce varieties which cannot be sustained by the available ecosystem services, rather select ecological variants.

Any one or more of the following activities may be chosen to enable rural youth to become satisfactorily self-employed either alone, or in a self-owned cooperatives:

1. Market gardening using suitable species.
2. Small scale floriculture, where non-local species could be used.
3. Apiculture for supplementary income.
4. Small units of aqua-culture using herbivores like carp, tilapia, etc.
5. Free-ranging poultry both for high-priced eggs and meat.

6. Mixed small scale agriculture growing fruit trees, nut trees, yams and other suitable tubers, as well as some vegetables.
7. Keeping other household animals including rabbits, Cavia, goats, etc. This may be combined with any of the above activities.
8. Growing herbs/spices as an income supplement.
9. Harvesting forest products as a source of additional income.
10. Fishing as a family or a cooperative enterprise.

Unlike most others, I have not emphasised the importance of infra-structure including irrigation. This is not to deprecate their importance, but I think we need to act quickly and those structural changes are expensive and time consuming. Therefore, I favour an approach where we can do most with what we already have and what resources are easiest to get.

I suggest simple underground cisterns for rain water storage and covered wells, both equipped with hand-driven pumps (unless they are excessively deep) ought to be used as sources of water when necessary.

Before I sketch how one may store and transport one's produce to end-users, let me outline how one may economically preserve it for storage.

1. Some fruits may be turned into home made jam by a producer cooperative. It may also be possible to make some popular pickles.
2. Drying some fruits, nuts, spices and herbs.
3. Salting and drying the superfluous catch (fish and prawns).
4. Smoked meats (it is more wide-spread than one would like to assume).

In addition to the necessary political changes, improved law enforcement, equitable laws to regulate and guarantee the types of ownership discussed earlier, local and/or international funds, the following will be needed:

1. Vocational training units within easy distance from as many potential trainees as possible, where skills immediately relevant for them could be taught principally by practise. Age of admission has to conform to the local law.
2. Local cooperative units for sharing hand tractors and perhaps a van to transport of perishable items quickly to the market. It may also employ a mechanic for maintenance of those, whom one may choose from village youth for special training.
3. One or more suitably central locations where produce may be preserved in small bulk quantities. This too can be run on a cooperative basis. These will also contain secure and appropriate storage facilities.
4. Ideally, country's own agriculture extension service should provide seeds and livestock required here. Subject to the conditions outlined, these may be provided by other local sources.
5. Government help to build rent-free and reserved stalls where village youth could freely sell their produce.
6. Real tax benefits and legal protection from harmful vested interests.

Finally, we come to the question of money needed to finance such an undertaking. I do not know to the extent to which a host country and non-governmental entities there, may be able to contribute, but I think a considerable contribution from international sources may be required here.

The scheme can be divided into three parts:

Survey of resources available locally, determining the maximum number of participants, then planning the details in collaboration with the authorities and representatives of the beneficiaries, and reaching agreement on the extent of external financial assistance. Part of this agreement would be to establish a project fund to be administered independent of national or international contributors. While strict accounting procedures are to be in use, propriety of resource expenditure should be determined with reference to relevance and appropriateness by local professionals versed in local agriculture and ecology. Every expenditure should embody the dictum:

If one wants to succeed in development, money ear-marked for it should be spent as close to the place one intends to develop.

The project fund will grant an establishment loan to a trainee adjudged capable of working on one's own, when a trainee sends in an application to the fond explaining the plan and its financial requirements, and specifying one or more relevant mentors from the training unit who will undertake to help and guide the applicant when necessary.

The fond, mentor and applicant (more than one person may apply as a group) will agree on when the repayment of the loan is to commence.

Skipping nuts and bolts to shorten this already long submission, I jump to the repayment. It would defeat the purpose of this endeavour if we should charge interest on the loan. My novel approach is to ask the youth to prove itself not by paying it back, but getting it written off each year by an amount equal to one's annual profit. Until now, we have been using an economic system whose inherent properties makes poverty and economic exclusion its inevitable side-effects, so let us now do something to those who have fallen by the way side at such an early age. Let us do something that would help them, but that will also show them man could live comfortably without making somebody else miserable.

Best wishes!

Lal Manavado.

## 82. Sathé Demonkombona, FAO, Central African Republic

### Original contribution in French

**Sur la base de votre expérience, quels sont les enjeux spécifiques auxquels sont confrontés les jeunes de 15 à 17 ans de zones rurales (qu'il faut distinguer des jeunes de plus de 18 ans) pour gagner leur vie (actuelle ou future) dans le secteur agricole et les activités afférentes?\***

Les enjeux auxquels font face les jeunes ruraux, notamment ceux de la tranche d'âge de 15 à 17 sont tributaires du contexte politique, économique, social et culturel de chaque pays. La République Centrafricaine connaît une réalité socio-politique assez troublante depuis des décennies. Cette situation due notamment aux crises cycliques qui ont eu lieu dans le pays laisse un paysage plutôt particulier, quant à la différente catégorisation des jeunes: i) Jeunes de la rue ; ii) Jeunes associés aux forces et groupes armés ; iii) Jeunes à besoins spéciaux iv) Jeunes orphelins ; v) Jeunes déplacés et séparés.

Toutes ces catégories font face sans distinction aux enjeux dont certains sont indépendants de leur statut et d'autres sont intrinsèquement liés à leur personne:

- L'absence ou l'insuffisance d'infrastructures de base (écoles primaires et secondaires détruites ou abandonnées sans aucune présence d'enseignants ; les formations sanitaires sont inexistantes et le personnel déphasé ; l'accès à la formation technique fondée sur les réalités d'emploi n'existent pas, ce qui empêche le développement et l'amélioration des savoir-faire locaux en tout genre, notamment dans le secteur agricole, dont pourraient profiter les jeunes pourtant engagés comme la cheville ouvrière des activités agro-pastorales de leur communauté) ;
- La population de la République Centrafricaine est jeune (les moins de 15 ans représentent 41% de la population nationale et majoritairement rurale (60%) selon le Programme National d'Investissement Agricole, la Sécurité Alimentaire et Nutritionnelle (PNIASAN). Seulement 30% environ des ruraux savent lire et écrire.
- La limite des politiques agricoles dans le pays empêche l'éclosion d'une agriculture de marché, tournée vers le développement des filières à fort rendement qui pourraient créer de l'emploi pour les jeunes confrontés au chômage (15 à 21 % selon le PNIASAN) dans les milieux ruraux et qui optent pour l'exode rural.
- La faiblesse des coopératives dans les milieux ruraux désintéressent les jeunes de toute idée de se constituer en groupement promoteur d'initiatives originales agricoles intéressantes. Les rares tentatives d'associations sont limitées souvent dans leur champ d'action.
- La résurgence des groupes d'auto-défense est un facteur handicapant pour les jeunes ruraux, et contribuent à l'insécurité, à l'oisiveté, tout en compromettant parfois l'accès de ces localités à certains services offerts par les acteurs humanitaires et de développement ;

**Comment les politiques et les programmes peuvent-ils contribuer à relever les enjeux auxquels sont confrontés les jeunes des zones rurales, de la manière la plus efficace et économique possible ? Si ces politiques et programmes sont ciblés sur les jeunes plus âgés, comment pouvons-nous les appliquer pour soutenir les moins de 18 ans ? Veuillez nous communiquer des exemples pertinents et les leçons que vous avez tirées de votre expérience.**

A notre avis, la meilleure politique est celle qui prend en compte les besoins réels de la population à laquelle elle est applicable. Elle devra donc être pragmatique, afin de relever les défis auxquels sont confrontés les jeunes dans les milieux ruraux :

- Construire des écoles selon les besoins en infrastructure de la localité;
- Doter les centres de formation en matériels facilement malléables par la population tout en fournissant aux jeunes en situation d'apprentissage les outils techniques ayant un débouché dans le milieu (Par exemple, ne pas former les jeunes en électricité ou en mécanique lorsqu'il n'existe nulle part dans le village un seul générateur ou un seul vélo ou garage) ;
- Encadrer les jeunes à fort potentiel dans les métiers d'enseignement technique afin de pérenniser la chaîne de formation professionnelle locale.

**Quelles sont les principales contraintes de capacités que vous rencontrez ou que votre institution/organisation rencontre pour concevoir, mettre en œuvre évaluer les politiques et les programmes destinés à résoudre les problèmes qui touchent les jeunes de moins de 18 ans des zones rurales? Quelles sont les lacunes en matière de données en ce qui concerne les problèmes les plus fréquents qui touchent à l'emploi et des moyens d'existence des jeunes des zones rurales?**



Les principales contraintes auxquelles le Programme Initiative Jeunesse FAOCF est confronté dans la mise en œuvre et l'évaluation des politiques ayant vocation à trouver des alternatives aux problèmes de chômage, d'emplois vulnérables ou précaires, de sous-emploi des jeunes en République Centrafricaine, se situent au niveau institutionnel. Au niveau interne, il se pose déjà un problème de structuration. En RCA, la FAO a enregistré des interventions en faveur des jeunes, dans le cadre d'appui à la promotion et à l'emploi des jeunes. Cette intervention s'est concrétisée pour la plupart par la fourniture de moyens matériels ou financiers aux organes ou organisations de jeunesse évoluant dans la société civile ou sous la tutelle gouvernementale. Davantage destiné à encourager la production dans le secteur agro-pastoral, ce type d'appui n'a relativement pas eu partout les résultats escomptés. Soit parce que la gestion des infrastructures ou des moyens laisse à désirer, soit le système de suivi mis en place est à la merci des aléas.

Avec la mise en place du Programme Initiative Jeunesse, un travail de prospection, d'analyse approfondie des enjeux en tant que thématiques particulières nécessitant des approches singulières a été réalisé et continue de se faire. La formulation des documents de travail, et surtout la prise en compte à part entière de la thématique de la jeunesse dans le Cadre de Programmation Pays (CPP 2015) rend compte justement de cette volonté. Il faut noter également que la Feuille de Route élaborée conjointement par le Ministère du Développement du Monde Rural de la RCA et la FAO pendant la période de transition a accordé un axe stratégique à la jeunesse en lui consacrant son troisième pilier.

Seulement, des contraintes liées à la phase d'opérationnalisation plénière du Programme sont à l'origine du retard connu dans le déploiement des dispositifs d'intervention. Alors que les besoins se présentent parfois avec acuité, le décalage entre la réponse apportée et le timing de la mise en œuvre peut être à l'origine d'éventuelles contraintes supplémentaires. Le Programme mis en place il y a maintenant un an n'a pas encore les moyens de ses actions.

A la dernière analyse, il convient de relever l'absence de données réactualisées sur les jeunes. Les bases de données nécessitent un coup du neuf, et certaines informations ne permettent plus de se faire une idée exacte de la réalité. Notons que le dernier recensement général de la population en RCA a eu lieu il y a 13 ans.

**Comment améliorer l'éducation et la formation professionnelle dans les zones rurales de façon à aider les adolescents et les jeunes de zones rurales à participer de façon productive aux activités agricoles et afférentes ? Quelles sont les compétences et quel est le soutien dont ils ont besoin ? Comment se produit la transition entre l'école et le travail pour les jeunes de 15 à 17 ans des zones rurales et quels sont les meilleurs moyens de soutenir les jeunes des zones rurales au cours de cette transition ?**

L'amélioration de l'éducation et de la formation professionnelles passe bien évidemment par un retour sur les conditions dans lesquelles apprenants et enseignants travaillent, chacun selon ses besoins spécifiques. Depuis les événements violents qui ont commencé en 2012 en RCA, la quasi-totalité des établissements scolaires ont été soit vandalisés, soit constitués en sites de personnes déplacées internes. Aujourd'hui, il est question de remédier à cette situation en :

- Restaurant l'autorité de l'Etat et des chefs coutumiers (chefs de villages, de groupe ou de quartiers) et en redéployant l'administration et tous ses services régaliens (Police, Gendarmerie, Services pénitentiaires, Centres socio-culturels etc.) afin de redonner non seulement confiance à la population, mais également aux nouveaux fonctionnaires déployés;
- Réhabilitant les Centres de formations agricoles (Centres de formation de la Jeunesse Pionnière Nationale par exemple);
- Dotant les Centres de formateurs rompus à la tâche et compétents dans le secteur prédominant d'activité de la province ou zone rurale concernée (politique de développement local) ;

- Formant les jeunes et adolescents ruraux sur place en fonction de leur vocation agricole et/ou pastorale afin de les installer et faire prospérer dans leurs milieux sans qu'il leur soit nécessaire d'envisager une réussite en dehors de leur région.
- Mettre en place, grâce à une politique agricole mieux adaptée à la réalité locale une caisse d'entraide, où les jeunes pourraient, selon leur engagement et la nature de leur projet, avoir accès à de petits fonds de financement, de crédit ou simplement des kits d'insertion moins onéreux, de façon à les sédentariser dans leurs perspective de développement.

Généralement, la transition n'est pas linéaire, c'est-à-dire, qu'elle ne se réalise pas une fois que l'adolescent a terminé les études scolaires et va ensuite s'orienter vers une activité professionnelle dans le secteur agricole. Souvent, il est possible de noter que les jeunes participent aux activités agricoles du ménage au moment où ils fréquentent encore l'école. Très souvent, il leur est dédié des parcelles, dont ils doivent prendre soin au fur et à mesure que leur goût des travaux champêtres va se développer. Pour la plupart des cas, les travaux agricoles sont réalisés dans la même journée que la fréquentation scolaire. Par exemple, le jeune quitte la maison à 06 heures pour se rendre à l'école qui finit généralement à midi. Il n'a juste que le temps de déposer ses effets à la maison pour ensuite se rendre au champ où travaillent ses parents. C'est au début de la soirée que le ménage rentre au village.

En conséquence, les moyens les plus sûrs pour pouvoir opérer une transition sans écueils entre une fréquentation scolaire aboutie et une entrée réussie dans la vie active seraient de doter les provinces de centres pédagogiques et d'orientation socio-professionnelle, accessibles aux jeunes. Ceci permettrait de susciter en eux une certaine vision d'avenir, fondée sur les potentialités agricoles de la localité. Par ailleurs, l'existence au moins, de petites unités locales de production et/ou de transformation, constituant un vrai lieu d'incubation permet une appréhension de l'avenir chez les plus jeunes. Par exemple, le plus jeune qui voit les moins jeunes s'insérer dans les activités de production de l'entreprise est enthousiaste à l'idée de travailler un jour dans l'usine ou l'entreprise comme ses aînés.

**Quelles sont les approches les plus efficaces pour surmonter les difficultés additionnelles que les jeunes de moins de 18 ans des zones rurales rencontrent pour avoir accès à des emplois décents, y compris des emplois verts (décents) (par exemple, les compétences, l'inadaptation, les conditions de santé et de sécurité, la discrimination, l'exclusion) ou pour lancer leur propre entreprise (par exemple, les barrières pour accéder au financement, aux organisations de producteurs et aux marchés)?**

A défaut d'intervenir seul face à une réalité aussi complexe qu'unique en son genre à savoir le chômage des jeunes, l'insertion de certains jeunes et la réinsertion d'autres jeunes en difficultés (jeunes présentant des handicaps, jeunes orphelins sans perspectives, jeunes de la rue, jeunes associés aux forces et aux groupes armés) il est préférable parfois de privilégier une synergie d'action ainsi qu'un travail conjoint plus ou moins renforcé entre les acteurs de développement du systèmes des Nations Unies et les acteurs locaux gouvernementaux et non-gouvernementaux afin de déboucher sur des solutions plus durables aux problématiques de la jeunesse rurale.

Toutefois, il importe de comprendre les besoins en termes de demande d'emploi des jeunes dans le secteur agricole en tenant compte de leurs réelles aspirations. C'est à ce titre que le Programme Initiative Jeunesse de la FAO en République Centrafricaine a organisé en Octobre 2015 un atelier qui a regroupé un échantillon de jeunes intéressés par les questions de l'entrepreneuriat. Les recommandations suivantes ont été formulées par les participants à l'issue de l'échange :

- Améliorer l'image de l'agriculture dans le milieu jeune (école primaire, lycée, université, centres de formations professionnelles...)

- Encourager les initiatives des jeunes dans le secteur agricole afin de créer une génération de jeunes producteurs agricoles;
- Favoriser l'accès aux financements, aux mécanismes viables d'écoulement de produits sur le marché, aux crédits pour les jeunes présentant des projets agricoles bancables;
- Favoriser l'éclosion d'une génération de jeunes modèles et «d'agrobusiness men» centrafricains capables de susciter la vocation agricole des jeunes;
- Faire de l'agro-business le fer de lance du développement agricole en RCA.

## English translation

### **1. Based on your experience, what are the specific challenges rural youth aged 15-17 face (different from those over 18) in making a (current or future) living in agriculture and related activities?**

*The challenges faced by the rural youth, in particular those between 15 to 17 years old, are dependent on the political, economic, social and cultural context of each country. The Central African Republic has experienced a very disturbing socio-economic reality for decades. This situation, due in particular to the cyclical crises which have arisen in the country results in a rather special environment, in terms of the various categories of the youth: i) street youth; ii) youth associated with the armed forces or armed groups; iii) youth with special needs; iv) orphaned youth; v) displaced and separated youth.*

*All these categories without distinction face challenges, some of which are independent of their status and others are intrinsically linked to them personally:*

- *The absence or insufficiency of basic infrastructures (primary and secondary schools destroyed or abandoned, with no teachers present; health facilities nonexistent and the personnel scattered; access to technical training based on the reality of employment is nonexistent, which prevents development and improvement of all aspects of local know-how, in particular in the agricultural sector, in which the youth could however benefit as kingpins of the agro-pastoral activities of their community);*
- *The population of the Central African Republic is young (under 15s represent 41% of the national population and the majority live in rural areas (60%) according to the Programme National d'Investissement Agricole, la Sécurité Alimentaire et Nutritionnelle (PNIASAN). [National Agricultural and Food Security and Nutrition Investment Programme]. Only around 30% of the rural inhabitants know how to read and write.*
- *The restriction on agricultural policies in the country prevents the birth of a market-based agriculture, orientated towards development of high productivity sectors which could create employment for the young facing unemployment (15 to 21% according to PNIASAN) in the rural areas and who opt for leaving the rural areas.*
- *The weakness of the cooperatives in the rural areas make the young lose interest in any idea of forming groups to promote interesting and original agricultural initiatives. The rare attempts at associations are often limited in their field of action.*
- *The revival of self-defense groups is a crippling factor for the rural youth, and contributes to insecurity, idleness, while sometimes compromising access to those localities of certain services offered by humanitarian and development agents;*
-

**2. How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply them to support those under 18? Please share relevant examples and lessons from your experience.**

*In our view, the best policy is the one that takes into account the real needs of the population to whom it will apply. Therefore, it should be pragmatic in order to relieve the challenges faced by the youth in rural areas:*

- Build schools according to the infrastructure needs of the locality;
- Provide the training centers with materials that are easily workable by the people while supplying the young in apprenticeship the technical tools that will be of value in their environment (For example, do not train the youth in electricity or mechanics because nowhere in the village is there a single generator or bicycle or garage);
- Shape the high potential youth in the skills of technical training in order to perpetuate the professional local training network.
- 

**3. What are the most binding capacity constraints that you or your institution/organization encounter when designing, implementing and evaluating policies and programmes aiming to address the issues affecting rural youth under the age of 18? What are the data gaps regarding the challenges affecting rural youth employment and livelihoods that you periodically encounter?**

*The main constraints faced by the Programme Initiative Jeunesse [Youth Initiative Programme] FAOCF in the implementation and assessment of policies whose mission is finding alternatives to the problems of unemployment, insecure and precarious jobs, and under employment of young people in the Central African Republic, are located at institutional level. At the internal level, there is already a problem of structuring. In the Central African Republic, FAO has registered interventions in favor of the youth, in the context of supporting their promotion and employment. This intervention has mostly taken the shape of supplying material or financial means to entities or organizations of the youth evolving in civil society or under government supervision. Mainly intended to encourage production in the agro-pastoral sector, this type of support has not always had the expected results. Either because the administration of infrastructures or the means leaves something to be desired, or because the system of follow-up adopted is at the mercy of the ups and downs of life.*

*With the implementation of the Programme Initiative Jeunesse, an exploratory work, of profound analysis of the issues as particular themes meriting a special approach, was carried out and continues to be done. The drafting of working documents and in particular the taking entirely into account of the theme of youth in the Country Programming Framework (CPF 2015) rightly bears witness to this desire. It should be equally noted that the Roadmap prepared in conjunction with the Ministry of Development of the Rural World in the Central African Republic and the FAO during the transition period has granted a strategic route to the youth by dedicating to them its third cornerstone.*

*Nevertheless, constraints linked to the phase of bringing the Programme into full operation are at the origin of the delay experienced in the deployment of intervention measures. While needs sometimes make themselves acutely felt, the gap between the response provided and the timing of implementation is sometimes the cause of eventual additional constraints. The Programme put in place a year ago still does not have the resources required for its actions.*

*In the last analysis, it is important to note the absence of up-to-date data about the youth. The data bases need a new look, and some information no longer enables one to get a precise idea of the real situation. We note that the last general census of the Central African Republic was carried out 13 years ago.*

**4. How can education and vocational training in rural areas be improved to support rural adolescents and youth to productively engage in agriculture or related activities? What are the skills and support they need? What does the school-to-work transition for rural youth aged 15-17 look like and what works to effectively support rural youth during this transition?**

*Improvement of education and professional training quite clearly comes back to the conditions in which students and teachers work, each one according to their specific needs. After the violent events which started in 2012 in the Central African Republic, almost all schools had been vandalized, or were used for internally displaced people. Today, it is a question of solving this situation by:*

- *Restoring the authority of the State and of the traditional chiefs (village chiefs, chiefs of groups or districts) and redeploying the administration and all its sovereign services (Police, Gendarmerie, Prison Services, Socio-cultural centres, etc.) in order to return confidence not only to the population but also to the newly deployed civil servants;*
- *Rehabilitating the Agricultural Training Centers (Training Centers of National Pioneering Youth, for example);*
- *Providing the Training Centers with instructors who know their job and are competent in the predominant sector of activity of the province or rural area concerned (local policy of development);*
- *Training the rural young and adolescents locally according to their agricultural and/or pastoral vocation in order to establish them and make them prosper in their local area so that they do not need to look for prosperity away from their region.*
- *Implementing, thanks to an agricultural policy most adapted to the local reality, a mutual assistance fund, where the young could, according to their commitment and the nature of their project, have access to small amounts of financing, of credit or simply less burdensome insertion kits, so as to settle them in their development outlook.*

*In general, the transition is not linear, that is, it does not just happen once the adolescent finishes school and immediately heads towards a professional activity in the agricultural sector. Often it is possible to remark that the young participate in agricultural activities at home when they are still at school. Very often, they are provided with their own small plots of which they can take care to the extent that their liking for working in the fields develops. In the majority of cases, the agricultural work is carried out on the same day as attendance at school. For example, the young person leaves the house at 6.00 am and goes to school which in general finishes at midday. He only has enough time to leave his books at home and go immediately to the fields where his parents are working. It is only at the onset of evening that the family goes back to the village.*

*Therefore, the surest way to be able to manage a transition without pitfalls between good school attendance and a successful entry to working life would be to give provinces centers for educational and socio-professional guidance accessible to the young. This will make it possible to instill in them a certain vision of the future, based on the agricultural potential of the locality. Moreover, the existence at least of small local units of production and/or of transformation, forming a real incubation chamber, allows the very young to form an understanding about the future. For example, the youngest who sees the less young becoming involved in production activities will get enthusiastic about the idea of working one day in the factory or business like their older relatives.*

**5. What approaches are most effective in overcoming the additional challenges rural youth under the age of 18 face in accessing decent jobs, including (decent) green jobs (e.g. skills mismatch, health and safety conditions, discrimination, exclusion) or becoming entrepreneurs (e.g. barriers in access to finance, producers organizations and markets)?**



*Instead of intervening alone in the face of a reality as complex as it is unique in its nature, that is, youth unemployment, the insertion of some youth and the reinsertion of others who are in difficulties (handicapped youth, orphans without hope, street youth, young people linked to armed forces and groups) it is sometimes preferable to give priority to action in synergy, as a conjoint effort more or less intensified among the agents of development of the United Nations systems and of local government and non-government actors in order to lead to longer lasting solutions for the problems of the rural youth.*

*Nevertheless, it is important to understand what is required in terms of employment needs of the youth in the agricultural sector taking into account their real aspirations. It is under this heading that the FAO's Programme Initiative Jeunesse in the Central African Republic organized in October 2015 a workshop that gathered together a selection of young people interested in the question of entrepreneurship. The following recommendation has been made by the participants at the end of the exchange:*

- *Improve the image of agriculture among the young (primary school, secondary school, university, professional training centers ...);*
- *Encourage the initiatives of young people in the agricultural sector in order to create a generation of young agricultural producers;*
- *Promote access to financing, to workable mechanisms for getting products into the market, to credits for the youth who present bankable agricultural projects;*
- *Promote the blossoming of a generation of young models and Central-African agro-businessmen capable of generating an agricultural vocation among the young;*
- *Make agro-business the spearhead of agricultural development in the Central African Republic.*

### **83. Nargiza Mamasadikova, Uzbekistan**

#### **Contribution posted on the FSN Forum in Europe and Central Asia**

##### **Russian version below**

Young people undoubtedly are the future of the country, they must have rights and they need to have the ability to choose. Economic growth and civil society development create the base of rational youth policy. Almost 64% of the Uzbekistan's population lives in rural areas. The high unemployment rate and low wages cause young people's massive migration to Russia and Kazakhstan. Hence, this implies that employment, income growth and increasing the welfare of population in the country will depend on the development of agriculture and entrepreneurship in rural areas. Since there is a lack of qualified staff, significant part in rural areas is the youth that remains unemployed. There are three main reasons. The first reason is the absence of professional readiness and poor experience make rural youth noncompetitive. Professional plans of rural youth do not meet the vocational qualification proportions in the composition of agricultural production. The second reason is a considerable low wage and delay of payment. Hence, low and inconsistent payments under the hard living standards make the work places unattractive for youth, especially in agriculture sector. The third reason is the deficit of working places along with low wages and hard working conditions. This is very important, since with the increase of unemployment duration, along with growing difficulties from loosed (lost) skills, the physiological condition of young people deteriorate. Unemployment in the beginning of working life can weaken any motivation to work. This can be one of the reasons for a delayed marriage life, and expansion of alcoholism, crime and other negative phenomena. It is essential to increase the level of social and economic security of specialists living in rural areas. Sustainable development programmes shall be elaborated to develop rural areas. For example, in order to attract youth in agriculture and encourage their initiatives, the grand support programmes can be introduced. This



support programmes can also serve as mechanism for the development of rural civil society institutes and contribute to rural development and sustainability. For instance, conducting competition within the country to encourage high achievements in agriculture. It will enable to raise the awareness of population on development of rural areas. As a result, this can increase investment attractiveness of the village, and thus, create more jobs. Also, it is essential to conduct propaganda activities, so youth can realise that working on the ground is the most important and prestigious aspect. To make presentations on the perspective development of rural areas. Informing youth about rural life, about its positive and negative aspects. All activities must have inconspicuous character, so that young people can make their own conclusions to understand that their future is connected with agriculture.

### Russian version

Молодые люди, несомненно, являются будущим страны, и у них должны быть права, и они должны иметь возможность выбирать. Экономический рост и развитие гражданского общества создают основу для рациональной молодежной политики. Почти 64% населения Узбекистана проживает в сельской местности. Высокий уровень безработицы и низкий уровень заработной платы являются причиной массовой миграции молодежи в Россию и Казахстан. Следовательно, это означает, что занятость, рост доходов и повышение благосостояния населения страны будут зависеть от развития сельского хозяйства и предпринимательства в сельской местности. Ввиду нехватки квалифицированных кадров, значительная часть молодежи в сельских районах продолжают оставаться безработными. Для этого существуют три основные причины. Первая причина состоит в отсутствии профессиональной готовности, а также в недостаточном опыте, что приводит к неконкурентоспособности сельской молодежи. Профессиональные планы сельской молодежи не соответствуют соотношениям профессиональной квалификации в составе сельскохозяйственного производства. Вторая причина заключается в существенно более низком уровне заработных плат и задержках выплат. Следовательно, низкий уровень и нестабильность выплат в условиях низкого материального благосостояния делает такие рабочие места непривлекательными для молодежи, особенно в сельскохозяйственном секторе. Третья причина заключается в дефиците рабочих мест наряду с низким уровнем заработной платы и тяжелыми условиями труда. Это очень важно, ведь с увеличением продолжительности периода без работы, наряду с растущими трудностями в результате ухудшения (потери) навыков, психологическое состояние молодежи ухудшается. Отсутствие работы в самом начале трудовой жизни может ослабить мотивацию к труду. Это может стать одной из причин для откладывания брака, а также приводить к распространению алкоголизма, преступности и других отрицательных явлений. Очень важно повысить уровень социальной и экономической защищенности специалистов, проживающих в сельских районах. Программы устойчивого развития должны разрабатываться в целях развития сельских районов. Например, для привлечения молодежи в сельское хозяйство и поощрения их инициатив, могут быть применены программы поддержки. Такие программы поддержки могут также выступать в качестве механизма развития сельских институтов гражданского общества и вносить свой вклад в сельское развитие и устойчивость. Например, создание конкуренции внутри страны для стимулирования крупных достижений в сельском хозяйстве. Это позволит повысить осведомленность населения о развитии сельских районов. В результате, это может повысить инвестиционную привлекательность села, и тем самым создать больше рабочих мест. Кроме того, необходимо вести пропагандистскую деятельность, так чтобы молодежь могла осознать, что работа на земле является самым важным и престижным аспектом. Создавать презентации о развитии сельских районов в будущем. Информировать молодежь о жизни в селе, о положительных и отрицательных аспектах. Все мероприятия должны иметь ненавязчивый

характер, так чтобы молодые люди могли сделать свои собственные выводы, чтобы понять, что их будущее связано с сельским хозяйством.

*Наргиза Мамасадикова, Узбекистан*

#### 84. Sisay Yeshanew, FAO LEGN, Italy

I thank you for the opportunity to contribute to the discussion on one of the most challenging issues of our time in the context of rural poverty. While the introductory note focuses on policies and programmes for a good reason, rural youth in the age group 15-17, who are active labour force in most rural areas, also face formidable legal protection challenges in terms of accessing decent work and related opportunities and services.

Like rural/agricultural workers more generally, working rural youth face the challenges of labour protection gaps that result from the under-regulation of labour in agriculture and, even where there are laws of general application in place, from weakness in implementation. Labour inspection is, for example, a rarity in rural/remote areas. This is compounded by factual circumstances that result in high chances of youth aged 15-17 being engaged in hazardous labour as a result of their age-related vulnerabilities (e.g., increasing subjection to human trafficking and slavery-like working conditions in fisheries) and physical vulnerabilities (e.g., the unavailability or non-suitability of personal protective equipment in applying pesticides). Many of the challenges have to do with the failure of mainstream labour laws to either cover or be implemented in rural areas and the lack of attention of sectoral legislations to the labour rights of the people who work in the sectors. One possible solution could be to promote the adoption of sector specific legislation on labour and human rights that could be implemented in ways that ensure inter-sectoral/institutional collaborations. A good example is the Indonesian Ministerial Regulation on the protection of human rights in the fisheries business (NOMOR 35/PERMEN-KP/2015).

Legal frameworks governing opportunities and services related to rural employment, such as the possibility of joining rural workers organizations, accessing credit and other financial services and benefiting from workers social protection schemes often require attaining the age of majority, which is often 18 years of age. Policy and legal initiatives that are meant specifically to create work opportunities for and protect the vulnerabilities of youth in the age group 15-17 are not common. What is even more interesting is that even the most celebrated examples of legal measures to address decent work and social protection gaps in rural areas, such as the Indian National Rural Employment Guarantee Act 2005, target 'adult members of households who have completed 18 years of age'. Such labour protection blind-spots may not be a result of mere oversight or they may be justified by the magnitude of the problems of rural employment. However, the clear importance of targeting and investing in the youth requires either the reorientation of existing policy and legal measures to include them or the adoption of more targeted ones that take the special circumstances of the age group 15-17 into account.

Finally, it is interesting to see that the introductory notes identify access to land as one of the main challenges of rural youth in agriculture. In some countries such as Sierra Leone, the tension between land-owning elites seeking labour for their farms and impoverished rural youth is believed to have fuelled violent conflicts (Richards, 2005). In this connection, the increasing recognition of community land rights in positively rated land-related legal reforms could pay more attention to how rural youth can access land and hence go out of the cycle of unpaid family labour and migration to urban areas.

Thank you!

## 85. Rustam Ibragimov

### Contribution posted on the FSN Forum in Europe and Central Asia

#### Russian version below

First of all, I would like to express my sincere gratitude to the organizers of the online discussion. The topic of youth involvement in agriculture and their input are highly significant nowadays. As it was said, young people are not changers of TOMORROW but they are changers and influencers of TODAY. So we, young professionals have to solve this issue TODAY in order to ensure sustainable future development of agriculture for TOMORROW.

I fully support and join all the challenges and potential solutions expressed by other colleagues before me. This means that this issue is quite important and worth working on despite the initial assumptions made by the majority of people.

As it was highlighted, rural youth face the challenges in accessing knowledge, information and education, land, finance, decent jobs, including green jobs, markets and participation in policy dialogue and rural organizations. We have received a number of examples from different countries and precise cases of the problems occurred with youth in getting decent job.

In my personal opinion, the psychological factor of young people is as important and ponderable as the factors mentioned above. I think and truly believe that considerable part of youth does not desire to work and dedicate their professional career in agricultural sector.

Nowadays, the minds of rural youth are set in the way that young people see the work in agriculture as not priority and attractive as becoming bankers, businessmen/businesswomen, sportsmen, etc.

A particularly good example here might serve the mindset of rural youth in the rural areas of Uzbekistan. There are the cases when young people want to migrate to big cities and grow in more 'popular and perspective' spheres of economy. They consider the work of being a potential farmer or agricultural researcher/scientists as not profitable and less significant.

Mostly, parents act as the triggers of such decisions who wish their children to get higher education in different path. Young people have been receiving such life setting from the very childhood and in most circumstances follow it in making steps forward to the adult life.

Additionally, another indeed crucial factor is the underestimation of rural youth's productive contribution. Some agriculturists, researchers and experts of higher age consider young people as supportive and administrative worker who can only make an efficient effort in providing various functions such as assisting in logistics, writing annual reports on a research made by elder fellows, etc. Such misconception and inconsideration leads steadily to a decrease of youth involvement in agricultural development. In the nearest future, we might have a few number of young professionals. The current factor truly disregard and the youth believe that they can be valued, and properly grow in professional way in different economic sector.

In this concern, I think that there is a necessity for employers in rural areas to have a strategic plan of attracting the youth. Particularly, it would be beneficial if the officials of the organizations come up with implementing several visits to schools in order to highlight the importance of agricultural research and farming in rural areas. Furthermore, it is extremely significant to emphasize the relevance of young people's role in SDGs and conduct series of seminars on this topic with schoolchildren who are graduating.

It is significant, at this stage that the employers themselves realize the need to support rural youth and crucially contribute to their development as the changers of NOW for the sustainability of TOMORROW.

## Russian version

Прежде всего, я хотел бы выразить свою искреннюю благодарность организаторам этой онлайн-дискуссии. Тема участия молодежи в сельском хозяйстве и вносимого ею вклада имеет существенное значение в наши дни. Как уже было сказано, молодежь изменяет и влияет не только на ЗАВТРАШНИЙ ДЕНЬ, но и на СЕГОДНЯШНИЙ. Поэтому мы, молодые специалисты, должны решить эту проблему СЕГОДНЯ, чтобы обеспечить устойчивое будущее развитие сельского хозяйства ЗАВТРА.

Я полностью поддерживаю и присоединяюсь ко всем тем вызовам и потенциальным решениям, которые были озвучены коллегами до меня. Это означает, что данный вопрос является весьма важным и над ним стоит работать, невзирая на первоначальные допущения, сделанные большинством людей.

Как было отмечено, сельская молодежь сталкивается с проблемами при получении доступа к знаниям, информации и образованию, земле, финансированию, достойной работе, включая рабочие места, которые способствуют сохранению или восстановлению качества окружающей среды, рынкам и участию в диалоге по вопросам политики и сельских организаций. Мы получили ряд примеров и конкретных случаев из различных стран, касательно проблем, с которыми сталкивается молодежь при получении достойной работы.

По моему личному мнению, психологический фактор молодежи является важным и весомым, как и упомянутые выше факторы.

Я думаю, и искренне верю, что значительная часть молодежи не желает работать и посвятить свою профессиональную карьеру сельскохозяйственному сектору.

Сегодня умы сельской молодежи настроены таким образом, что молодые люди не считают работу в сельском хозяйстве такой же приоритетной и привлекательной, как стать банкиром, бизнесменом, спортсменом и т.д.

Особенно хорошим примером здесь может служить образ мышления сельской молодежи в сельских районах Узбекистана. Это случаи, когда молодежь хочет мигрировать в крупные города и обеспечить свой рост в более «популярных и перспективных» сферах экономики. По их мнению, потенциальная работа в качестве фермера или исследователя/ученого в области сельского хозяйства не достаточно прибыльна и является менее значимой.

Главным образом, родители подталкивают их к таким решениям, желая, чтобы дети получили высшее образование в другой области. Такие жизненные установки закладываются в молодых людей с самого детства и в большинстве случаев они следуют им во взрослой жизни.

Кроме того, еще одним поистине решающим фактором является недооценка эффективности вклада сельской молодежи. Некоторые занятые в сельском хозяйстве лица, исследователи и эксперты более старшего возраста рассматривают молодежь в качестве вспомогательной или административной рабочей силы, способной на эффективное осуществление только ряда функций, таких как оказание помощи в логистике, составление годовых отчетов по результатам исследований более старших коллег и т.д. Такое неправильное представление и невнимание неуклонно ведет к снижению участия молодежи в развитии сельского хозяйства. В ближайшем будущем у нас может остаться небольшое число молодых специалистов. Этим фактором пренебрегают, и молодежь полагает, что их будут ценить и они смогут должным образом расти в профессиональном отношении в других секторах экономики.

В этом отношении, я думаю, существует необходимость в том, чтобы работодатели в сельских районах имели план по привлечению молодежи. В частности, было бы полезно, если бы

представители организаций пришли к тому, чтобы нанести ряд визитов в школы, с тем чтобы подчеркнуть важность сельскохозяйственных исследований и земледелия в сельских районах. Кроме того, очень важно подчеркнуть значимость роли молодежи в достижении ЦУР, а также провести серию семинаров по этой теме для школьников, которые заканчивают школу.

На этом этапе очень важно, чтобы работодатели сами понимали необходимость в оказании поддержки сельской молодежи и вносили существенный вклад в их развитие, как тех, кто оказывает влияние СЕЙЧАС для достижения устойчивости ЗАВТРА.

*Рустам Ибрагимов, Узбекистан*

## **86. Estéfani Solórzano, Cooperativa Autogestionaria de Servicios Profesionales para la Solidaridad Social R.L., Costa Rica**

### **Spanish version**

Saludos a todos, gracias por la oportunidad de participar en el foro.

En Costa Rica la población pesquera artesanal es una de las poblaciones que cuenta con más vulnerabilidad en el sector debido a las particularidades de su trabajo, en el que sus ingresos, horarios y demás condiciones depende en su mayoría (por no decir que en su totalidad) de la cantidad de capturas que obtengan.

La pesca artesanal es una actividad que se da de forma familiar, por lo que contamos con hombres, mujeres, jóvenes y niños involucrados de una u otra forma en el proceso que involucra tanto la captura en sí como las actividades que se realizan pre y post captura. Dentro de este cocontexto se encuentran los jóvenes quienes son el puente dentro de la pesca entre el mantenimiento de las prácticas tradicionales de captura y la innovación no sólo en estos procesos sino también en procesos asociados a la pesca como la comercialización.

Sin embargo, este sector sufre en buena medida del adultocentrismo que los deja en una posición desfavorable, unido a la poca organización e individualismo que ha caracterizado a la población pesquera, volviendolos practicamente invisibles dentro del sector. Es por esto que dentro de la sociedad civil se han iniciado esfuerzos no solo reconocer el trabajo de los jóvenes pescadores dentro de sus comunidades, sino visibilizarlos como agentes de cambio importante que buscan una mejora de su calidad de vida y condiciones de trabajo a partir de la pesca que combinan con sus estudios en secundaria.

Las áreas marinas de pesca responsable junto con el compromiso del país con relación a las Directrices PPE han sentado una base importante como marco de procesos de capacitación y apoyo a la juventud pesquera. Creando una red de jóvenes que les permita compartir información y generar procesos de capacitación.

### **English translation**

*Dear all,*

*Thank you for the opportunity to participate in the forum.*

*In Costa Rica, artisanal fishermen are one of the most vulnerable groups in the fisheries sector due to the distinctive nature of their work: their income, their work schedule and other conditions largely depend (if not entirely) on the amount of catches.*



*Artisanal fishing is a family activity in which men, women, youth and children are involved, in one way or another, not only in capturing fish but also in pre-harvest and post-harvest activities. In this context, youth are the link between the preservation of traditional harvesting practices and innovation, both in fisheries itself and other related processes like marketing.*

*However, youth are significantly affected by the preponderance of adults, putting them in an unfavourable position. Add to this the usual lack of organization and individualism of fishermen, and youth become virtually invisible within the sector. This is why efforts have been undertaken in the civil society, not only to acknowledge the work of young fishermen in their communities, which they combine with secondary education, but also to highlight their role as change agents seeking an improvement in their living standards and working conditions.*

*Marine areas for responsible fisheries and the national commitment in relation to SSF Guidelines have laid a solid foundation for young fishermen support, by creating a youth network facilitating the exchange of information and the establishment of training processes.*

### **87. Chinedi Obi, Ghent University, Belgium**

Hello,

Kindly find below the abstract of my unpublished work on "Gender Issues and Adolescent participation in Agriculture in Nigeria: A Review"

Hope it gives you a perspective about the current gender (adolescent) issues in Nigeria which hinder their participation in agriculture employment and vocational training.

#### **Gender Issues and Adolescent participation in Agriculture in Nigeria: A Review**

##### **Abstract**

Nigerian rural adolescents' boys and girls between the age of 15 – 17 have faced a lot of challenges preventing them from taking up agriculture employment. These study adopted desk research mechanism to examine the gender issues faced by these groups in participating in government agriculture programmes, agriculture employment or vocational education in agriculture. The issues raised include poor government targeting in programme design, conflicts of various kinds e.g. terrorism and Fulani herdsmen violence. In particular, adolescent girls in northern Nigeria get less education than the boys due to religion and cultural obligations. They lack access to mobile phone, internet and other facilities that would enable them get information on agricultural opportunities. More so, they are less likely to visit farms due to parental protection against insurgence. On the other hand, the drudgeries associated with agriculture in Nigeria and the passion for urban way of life has created certain institution and ideology among rural adolescent boys. They have placed more emphasis on higher education, business and apprenticeship than on agriculture. Consequently, government have initiated some programmes to tackle these gender issues but these programme are few, new and their performance are yet to be studied.

### **88. Bruno Losch, CIRAD / GovInn Center, France**

Dear all,

Based on my own practice of the policy debate on youth employment and observation of existing experiences, it seems to me that many programs addressing youth specifics are often at risk of



considering youth in isolation, as if they were on an island, while the challenge of youth employment is fully embedded in the dynamics of the economy and society as a whole.

I will refer more particularly to the specific context of late developing countries with challenging processes of structural change, and notably sub-Saharan Africa (SSA), where stakeholders have to deal at the same time with the consequences of the demographic transition and a fast growing labour force, and an incipient economic diversification.

The structural transformation of SSA is a major part of the problem about youth employment, and it will be a large part of the solution. Therefore, the policy priority today is not to seek “silver bullets” which would directly give youth access to decent jobs. It is to take seriously into account youth specifics within an overall strategy for an inclusive economic and social development: youth employment will result first from a dynamic process of change, and what is at stake is to identify the indispensable building blocks in order to facilitate transitions.

There is a raging debate today about the best policy option for Africa, with extremely contrasting points of view, raising the potential for manufacturing within the new context of globalisation, reiterating the strong leverage effects of agriculture, and pointing to the opportunities of the service economy or of investing in green growth. Every sector will have to contribute to Africa’s structural change. However, policies need to focus first on the sectorial and regional distribution of activities and people and give attention to what people do and where they live.

Today, the majority of the population in SSA still lives in rural areas (the shift to the urban majority should not occur before the 2040s) and the existing employment structure of the sub-continent shows the overwhelming importance of agriculture – which is primarily family-based –and of household enterprises. Waged labour only accounts for around 15%. These figures give the rationale for a specific attention to rural development, agriculture and rural diversification.

And from here the discussion is about the critical issues to be addressed in order to unlock the potential for agricultural development and diversification of off-farm activities, and the related opportunities for decent youth employment.

I hope there will be space to discuss this further, including the paradox of the growing youth disinterest for farm activities (!) and what it means in terms of policy options and requirements.

Please find attached a policy brief on agriculture and the employment challenge in SSA.

Best wishes

Bruno Losch

Attachments:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Losch\\_employment%20challenge%20%20agriculture%20in%20Africa\\_Cirad-Persp19.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Losch_employment%20challenge%20%20agriculture%20in%20Africa_Cirad-Persp19.pdf)

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Losch\\_defi%20de%20%27emploi%20%20agriculture%20en%20Afrique\\_Cirad-Persp19.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Losch_defi%20de%20%27emploi%20%20agriculture%20en%20Afrique_Cirad-Persp19.pdf)

## 89. Raymond Enoch, National Alliance Against Hunger (NAAH), Nigeria

### Contribution posted on the FSN Forum in West Africa

Youth engagement and employment in agriculture is at the centre of the discussions today to meaningfully connect our next generation with today's Agricultural development agenda. In Africa, the youth

constitutes about 37% of the continent total labor force, but then the young people make up about 60% of the African continent total unemployment rate.

In Nigeria, there are several initiatives, programmes and schemes in Agriculture aimed at making the sector respond to the food production needs of the country, ensure farmers get the benefit of the labor they put into food production and feeding their families and as a source of both domestic and foreign earnings. There is the Agricultural Development Programme (ADPs), There is the Fadama 1, 11 and 111 aimed at strategic engagement in the Agricultural sector, food production and rural development. There is also the National Agricultural Land Development Agency, (NALDA).

Launching of the Youth Employment in Agriculture Program (YEAP) and the Fund for Agricultural Finance in Nigeria by the Federal Ministry of Agriculture and Rural Development underscore its determination to reduce the level of youth unemployment and plans to empower 740,000 market-oriented young Agricultural producers in rural areas under Youth Employment in Agriculture Programme (YEAP).

On the other hand, National Alliance Against Hunger and Malnutrition (NAAHM) with Agriculture Department of the ECOWAS Commission and Humanitas Global Development has a designed project aimed at introducing a Regional Agricultural initiative tagged at Promoting Youth Agro-Entrepreneurship to increase Food security (PYAEF) for the Young people of the Sub-Region. The Alliance is also working with strategic Alliances in the West Africa Sub-Region to engage institutions and private sector that engages in Land grab and that do not adhere to FAO, and African Union guidelines on Responsible investment in Agriculture.

On the other hand, the concept of the Feed the Future as the U.S. Government's global hunger and food security initiative, aimed at transforming lives toward a world where people no longer face the agony and injustice of extreme poverty, undernutrition and hunger no doubt provides the connection for the current discussions promoted through the Global Forum on Food Security (FSN). Also the FSN Forum in West Africa supports policy and programmes by providing a channel for West African stakeholders to contribute to existing initiatives and voice their ideas and concerns on food security and nutrition in the region.

It is therefore on the strength of this process the I feel that the objectives set under the forth –coming workshop to be held at the FAO Headquarters in Rome which includes –

- Challenges faced by rural youth aged in making both (current or future) living in agriculture and related activities, as well as in non-agricultural activities in rural areas is imperative for us to review.
- The urgent need to identify for the purpose of improved skills development and employment options for rural youth (boys and girls) aged 15-17 in agriculture and the rural economy.

This is fundamental to guaranteeing our future and the future of Agricultural practices and policies. This is the reason our contribution to this discussion is viewed in the context promoting best practices and effective ways of youth inclusiveness in Agricultural business environmental and engagement.

Best Regards

Raymond Enoch  
CEED/NAAHM Nigeria

## 90. Souleymane Guèye, FAO, Mauritania

### Contribution on the FSN Forum in West Africa

### Original contribution in French

La promotion de l'emploi rural des jeunes dont la tranche d'âge est située entre 15 et 17 ans suppose une révolution et une refonte profonde de l'Agriculture telle que pratiquée à nos jours. Dans la plus part des pays, l'Agriculture est strictement une activité de subsistance. On produit pour l'autoconsommation qui est loin d'être satisfaite. Le désespoir pousse alors les jeunes à se désintéresser de cette activité considérée comme celle réservée aux seuls vulnérables. Il est nécessaire de prouver le contraire et démontrer que l'Agriculture peut constituer une importante source génératrice de revenus.

Mes recommandations en ce sens est de créer " des ilots d'espoirs" structurés pouvant conférer des richesses et fixer les jeunes aux terroirs. Pour cela il faut :

- cultiver tout d'abord un esprit d'entrepreneuriat chez les jeunes par une large sensibilisation les poussant à aimer l'activité agricole,
- structurer les jeunes en groupements spécialisés exploitant les différents domaines agricoles (élevage, piscicultures, agrumes, rizicultures, etc.)
- s'approprier les jeunes des activités mises en place,
- octroyer suffisamment de terres pour la conduite des différentes activités, des moyens de productions,
- mettre à disponibilité des moyens financiers et matériels sous formes de prêts remboursables, éviter la gratuité,
- accompagner les jeunes dans la mise en œuvre des activités (formations, encadrements, etc.)

Pourtant, la plus part des secteurs informels sont détenus par les jeunes de 15 à 17. L'exemple le plus frappant est aujourd'hui est celui de la téléphonie.

En mettant en place une Agriculture de business, les jeunes peuvent trouver des emplois ruraux décents et nourrir ainsi la planète tout entière.

### English translation

*The promotion of rural work for the young between 15 and 17 years old assumes a revolution and a profound overhaul of agriculture as it is now practiced. In most countries, agriculture is a strictly subsistence activity. We produce for self-consumption, which is far from being satisfied. Discouragement pushes the young to lose interest in this activity considered to be reserved only for the vulnerable. It is necessary to prove the opposite and demonstrate that agriculture can be an important income generating source.*

*My recommendation in this sense is to create structured "islets of hope" able to create wealth and attach the young to the land. For that, it is necessary to:*

- cultivate, first of all, an entrepreneurial spirit in the youth by an extensive awareness campaign encouraging them to enjoy agricultural activity.*
- organize the young into specialized groups that exploit the different areas of agriculture (livestock, fish farming, citrus, rice cultivation, etc.),*
- the youth should take over the running of the activities implemented,*
- grant enough land and means of production, to carry out the different activities,*
- make financial and material means available in the form of repayable loans, avoid giving for free,*
- guide the young people in the implementation of activities (training, management, etc.),*

*However, most of the informal business sectors are the domain of the youth between 15 and 17 years old. The most striking example today is the telephone.*

*By putting in place agriculture as a business, the youth could find appropriate rural work and in this way feed the entire planet.*

### 91. Pankaj Kumar, ICAR, India

Hi, I am a researcher from India specializing in contract labour issues. As you know, in India since economic liberalization (1991), the organized sector has seen a gradual substitution of direct employment from contractual jobs. A recent study has assessed that in India contract labour account for about 55% of public sector labour employment and 45% of private sector jobs<sup>[1]</sup>. The numbers may vary but there is no denying the fact that Contract labour or indirect work relation has emerged as the major form of employment in India since economic liberalization.

The numerical count of these contract workers if made, would point towards the engagement of labourers below 18 years of age from adjoining rural areas. In my study at Rudrapur industrial area which is an upcoming industrial area in the Terai region of Uttarakhand bordering Uttar Pradesh (both states in India), I came across hundreds of such workers flocking to their places of work. However the triangular relationship of employment in the contract system prevalent in the region with an abundant supply of labour ensures that these workers are always at their toes and can be hired and fired at will, are cheaper, and are unorganized. Thus I see hopeful workers travel from far flung regions to Rudrapur; find jobs after long parleys; try to settle with their lives initially finding the job very strenuous and low paid; change couple of jobs and find the same everywhere; return back with their hopes shattered with unpaid dues still remaining with the contractors. Most workers in their interviews repeated this same story, only that they were at different stages of the journey.

I guess similar status exists at many other industrial regions of India with rural peripheries. It is only where workers are conscious and organized (legally or traditionally) that they have a better voice. In one case I found rural youths with same caste affiliations engaged in bargaining process with the employer. But the Indian statutes don't recognize such unofficial bargaining processes. I feel some minor amendments in legal entitlements can bring about drastic change in daily struggles of these rural youth at their workplace.

<sup>[1]</sup> See, [http://articles.economictimes.indiatimes.com/2012-10-10/news/34363332\\_1\\_contract-workers-contract-labour-act-regulation-and-abolition](http://articles.economictimes.indiatimes.com/2012-10-10/news/34363332_1_contract-workers-contract-labour-act-regulation-and-abolition)

### 92. Martin Lukwata, ISU-UP, Uganda

I work with youth in the rural Kamuli District of Uganda who are both in school and out of school. These two categories of youth have the challenge of lack of vocational skills to undertake profitable agriculture ventures. This is more so due to the largely subsistence undocumented agricultural production in their homes from where they get a large part of their mentorship.

The government needs to design a national curriculum that makes vocational agriculture compulsory especially in rural schools. We need to engage the in school youth who are mostly under 18 in vocational agriculture trainings. These youth in school later drop out and start trying to forge a life especially out of agriculture. Through our in school youth program, an agriculture and entrepreneurship club in a high school in Kamuli has been started to train youth in agricultural production. These youth are now able to produce and put to the market crops to enable club members get some of the necessities their parents cannot provide. This club is motivating a lot of students and many are now joining to be a part of it.

In implementation of the inschool youth agriculture program, the greatest challenge remains the conflict of the schools timetable with garden work activities. We can only get a few hours every evening in the garden with the students especially the day scholars who have to get home early to help their parents. We have also implemented an input microfinance project where students could be given seed, agro chemicals and land where to produce and then continuously monitored to see that they produce and put products to the market. This project has faced a problem due to the risk aversity of most youth especially the girls to loans. These youth fear taking the inputs even when these loans are interest free and no security is needed.

We can improve education by first engaging administration of schools to design timetables that provides enough time for vocational training. We then need to engage parents to accept the implementation of the trainings. Many parents have a negative attitude towards their children engaging in garden work while at school. The youth need to be encouraged by providing financing in terms of inputs to produce. They mostly need record keeping and market analysis skills to be able to engage in profitable ventures. With all these skills learnt in school, even when one drops out they can be able to apply them or even transfer them to their parents to encourage market oriented agricultural production. We can follow up these youth who drop out and support them together with their parents through providing inputs to produce and continuously monitoring and mentoring them.

Most girls in rural areas have a negative attitude towards commercial agriculture. This attitude is influenced by the negative gender stereotypes that rural communities have about girls concerning ownership of properties and decision making on activities. Their involvement is limited by either over controlling parents or even jealous husbands( These girls get married as early as 14 years). We have given security free input loans to out of school youth but mostly males take up these. There is a need to design these interventions intended to encourage girl empowerment such as input loans, trainings etc to involve those "in control" of the females ie husbands, parents or guardians so that girls can get involved. In this way youth of all genders can be able to earn something so as to improve their livelihoods.

### 93. Paul Newnham, World Vision International, United States of America

Youth – feeding the future. Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work.

Dear Jacqueline Demeranville and Decent Rural Employment Team,

I'd like to take this opportunity to share some thoughts for the 'Youth – feeding the future. Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work' consultation.

We are pleased and excited to see FAO focus on the unique challenges and opportunities facing rural youth. Here are some considerations from our work and experience. Our feedback is based on work we are doing in Kenya, Rwanda and South Sudan as part of a new initiative of World Vision called HungerFree – which aims to empower vulnerable youth by layering effective food and resilience programmes with youth development programmes that prepare youth for work and for life.

In addition to the thoughts below, we would be honored to have Paul Newnham, Global Youth Engagement Director and HungerFree Director, and Aaron Ausland, Youth Viability and Livelihood Senior Specialist who leads our Youth Ready model, participate in your expert meeting if beneficial.



**Based on your experience, what are the specific challenges rural youth aged 15-17 face (different from those over 18) in making a living in agriculture (current or future) and related activities?\***

In many rural settings, a large number of youth discontinue schooling between the ages of 15-17 or sooner in order to contribute to their families' income or help provide for younger siblings. While this may involve them in agriculture, the development of basic life skills and business acumen can be neglected. Many of these youth see agriculture only as a chore, or even punishment, and more of a backup plan than a preferred livelihood.

Within our work engaging low-income youth, we focus on youth viability and how youth are prepared for work and for life by investing in the successful and safe transition of children through basic skills, life skills, technical and vocational skills, access to capital and relational support.

When it comes to rural youth and agriculture, there are two additional things that need to happen in order for youth to find agriculture as attractive and meaningful:

1. **Farming must no longer be a solitary affair.** One of the most frequent complaints from rural youth is that they are bored. Social isolation and boredom is for many a primary driver for youth to migrate to urban settings or across borders. For agriculture to become more attractive to youth, we must build community, connect their work to their social life, encourage more cooperative production, and facilitate more opportunities for youth to learn from and with one another.
2. **There must be a paradigm shift where youth think of farming as a business.** For agriculture to become attractive, youth must see themselves as more than farmers continuing the same work as their elders, but rather as entrepreneurs and businesspeople. This requires financial literacy, business skills, an understanding of supply chains, age-appropriate access to capital, and pathways to land ownership or fair lease contracts that incentivize investment into and cultivation of the land.

**How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply those policies to support youth under 18? Please share relevant examples and lessons from your experience.**

One of the more significant challenges faced by rural youth, especially under-18, is their inability to access finance for land. This can be especially challenging for youth women. We need to ensure all youth have the same access and legal protections as adults, especially vulnerable youth. This includes financing, the ability to save and borrow funds, obtain land titles, and the ability to use that title to access capital. Programmes and policies that encourage and safeguard cooperative ownerships, so businesses can be social in a legal structure that protects its members beyond a handshake, would also make youth agriculture more successful and minimise risk.

We also need policies and programmes that invest in youth skills and readiness. In Rwanda, we are piloting a programme called Youth Ready, which prepares youth for employment, entrepreneurship or vocational training by focusing on basic skills, life skills and workforce readiness, and co-invests with youth in viable pathways to work. This is done in a cost-effective manner by facilitating group learning and peer support in cohorts, training local mentors and business coaching, establishing peer savings and loan groups, and partnering with local government and the private sector.

Youth also need opportunities to build their skills and create viable pathways forward without leaving their communities. It is important to provide agricultural extension services or establish training centers and learning plots that (1) are accessible and inclusive for rural youth, (2) use peer trainers



able to really connect with young people, and (3) take an entrepreneurial approach to rural economic value chains.

**What are the most binding capacity constraints that you or your institution/organization encounter when designing, implementing and evaluating policies and programmes aiming to address the issues affecting rural youth under the age of 18? What are the data gaps regarding the challenges affecting rural youth employment and livelihoods that you periodically encounter?**

The most binding capacity constraints our organization encounters pertains to youth readiness, matching youth skills to local market needs and access to financing and capital. In order for rural youth to thrive, they need skills to make a business plan and successfully manage their business. They also need to know where the opportunities exist and how to match their work to the market. More micro-regional data on local labour markets and demand for goods and services is needed. Additionally, in some places, gaps in banking policies may need to be addressed to ensure youth can access age-appropriate financial services, including loans.

For youth under-18, there is the added challenge of child labour definitions that can prevent youth from meaningful engagement, recognition and protection in the world of work. Therefore, policies are needed that both protect youth while empowering vocational pathways and the reality of their circumstances as working youth.

**How can education and vocational training in rural areas be improved to support rural adolescents and youth to productively engage in agriculture or related activities? What are the skills and support they need? What does the school-to-work transition for rural youth aged 15-17 look like and what works to effectively support rural youth during this transition?**

We find that youth are often just taught what to do rather than how to fully exercise their agency. For youth, and especially youth aged 15-17, schooling and vocational trainings needs to be more participatory and socially engaging, located in the field and joined with technology. This includes:

- Build an entrepreneurial mindset – encourage youth to explore, monitor and see what works
- Invest in sustainable techniques – promote green business models that link together a whole value chain of production cycle inputs and waste products as new inputs
- Facilitate social learning and group collaboration – enable youth to work as groups where they can explore new ideas, techniques and crops together and minimise individual risk
- Connect with technology – teach technology skills so youth are trained to find market information, explore agriculture practices and techniques, and link to new learning, financing and work opportunities
- Emphasize life skills – ensure youth have the social and emotional skills needed for success in both work and in life
- Promote environmental restoration and resilience-building - use this as an opportunity to equip the next generation to be positive force of change
- Access - it is important that youth can access appropriate and inclusive training opportunities in or near their own communities. Once they leave home, they are less likely to return to deploy their new skills

Added together, these investments will make rural agriculture more exciting with more moving pieces to think about and work together on socially.

**What approaches are most effective in overcoming the additional challenges rural youth under the age of 18 face in accessing decent jobs, including (decent) green jobs (e.g. skills mismatch, health and safety conditions, discrimination, exclusion) or becoming entrepreneurs (e.g. barriers in access to finance, producers organizations and markets)?**

Much of World Vision's current approaches are viable and appropriate for youth as long as we include them and layer youth development strategies to support their transition into adulthood.

Through HungerFree, we are looking at how to layer youth development strategies alongside our food and agriculture programming in order to invest in the futures of rural youth. Programmes such as Cash for Assets leverage food assistance to provide both the food needed for today while building assets and capacity for long term development and food security. However, many of the rural youth who are not employed, in education or in training lack the basic skills, life skills, financial literacy and business skills to successfully sustain such an investment. By leveraging programmes like Cash for Assets and approaches like Youth Ready, we can more effectively invest in young people and overcome the unique challenges they face. This is designed to ensure youth can build assets that are productive and then have the skills to manage them.

For youth under the age of 18 who have already dropped out of school, this creates an alternative pathway to invest in their success both in work and in life.

#### 94. Philippe Remy, IFAD, Italy

Dear Jacqueline,

Thank you for giving us the opportunity to contribute to this interesting discussion. The points shared below and summarized by Elena, are based on experiences from the IFAD-supported FIER project in Mali. FIER, which started operations in 2014, has the objective to foster youth employment in rural areas. Everyone between the age of 15 and 40 living in the targeted villages is entitled to take part in the project's activities. Young facilitators from local NGOs work with 4 groups of youth (girls 15-17; boys 15-17; young women 18-40; young men 18-40), showing them different possible professions in their rural area to help them choose their path. At the end of this 6-months process, youth under-18 have the possibility to choose among a range of education options, while young people over-18 can apply to receive the micro-credit and professional training that will help them set up their own (individual or group-based) economic activity.

The repartition of youth in 4 groups allows us to identify the specificities related to working with youth in the 15-17 age range, as well as the challenges of working with girls in particular. It is too early for talking about results or impacts, but the challenges encountered, and some of the approaches adopted, are still worth sharing:

- It is proving harder to reach 15-17 years old than it is for the 18-40 age range. This is especially so if the households are required to choose one youth within the household to take part in the project's activities. In that case, older youth are generally selected by the households. To counter this problem, FIER adopted an inclusive targeting strategy where every youth in the selected villages is entitled to benefit from the project.
- Even when the project targets every youth in the village and there is no need to choose among different young people within a household, parents tend to be reluctant to let under-18 take part in the project's activities, preferring to keep them at home, generally to work in the fields, even if they say it is to go to school!....

- To promote under-18 participation, the facilitators conducted door-to-door sensitization with parents.
- Youth aged 15-17 tend to have greater difficulties in expressing themselves, especially in the presence of older youth. For this reason, working with separate groups of under- and over-18 proved helpful.
- 15-17 years old are often already running an economic activity and express interest in applying for the microcredit like the youth in the older group. However, this is not possible as minors cannot access credit. The approach used was to encourage them to open a bank account anyway and start saving in the meantime. Under-18 youth was also allowed to become part of a group-based economic activity that included over-18 youth able to access credit.
- Adolescents easily get bored. It proved harder to retain 15-17 years old if the animation sessions were monotonous. The facilitators talked about the need to engage them with dynamic, participatory approaches and to develop games to share information in an interesting way. Approaches such as participatory photography or the staging of performances and sketches seem to work well.
- At 15-17, youth are particularly vulnerable to migration. That is the age where both boys and girls often move to urban centers or, in the case of some regions in Mali, to do hazardous work in gold mines. This makes it harder to get them involved in the project activities, as they are often away from the village. The project also has to compete against dreams of easy money they hope to make in the city. The youth's coming and going from the village also makes it harder to ensure continuity in the 6-months process. To counter these difficulties, it proved useful to carry out an intensive information campaign involving radio stations, local authorities, and the targeted communities so that even youth that were not present in the village could get information on the project. It also seems important to have a relatively flexible schedule of activities where youth can fit in even if they missed the first sessions.
- 15-17 years old tend to be particularly impatient. The approach used was to develop a clear time plan and explain them the whole process and exactly how long each step takes.

On top of such challenges, working with 15-17 girls is particularly difficult because:

- Girls – especially married girls – face restricted mobility and their families are less inclined to get them involved in a project that might require them to take a training far away from home. The approach adopted was to identify training opportunities close-by, or even mobile units that go to the villages, and to explain to the families from the start of the project that girls will not necessarily have to move.
- There is a reluctance in investing in unmarried young girls, since they might move away from the village and certainly will move away from the household. Sensitization with the parents is thus especially important for girls.
- The category of 'youth' is generally understood as referring to men. Girls become women as soon as they marry, independent of their age. They are thus often put in the over-18 group (even by some of the NGO facilitators), where they face greater difficulties to express themselves given the presence of older women.

In conclusion, some of the main lessons learned so far are:

- Involving the families is crucial

- To avoid the risk of households selecting older youth to take part in the project, targeting should be either very inclusive (every youth is a potential beneficiary), or very specific (e.g. only 15 to 17)
- Dynamic, new activities are helpful to retain youth that might easily get bored
- For girls, it is important to take their restricted mobility into account and identify training possibilities nearby

Best regards,

**Philippe for the Mali team.**

## **95. Youth in Action Programme, Save the Children, Malawi**

### **Youth – Feeding the future. Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work**

#### **Save the Children – Youth in Action Program**

Youth in Action is a six-year learning and livelihoods program implemented by Save the Children in partnership with the MasterCard Foundation. The program seeks to improve the socio-economic status of 40,000 rural, out-of-school young people, girls and boys, in Burkina Faso, Egypt, Ethiopia, Malawi and Uganda. Working with local partners, parents, communities and youth, Youth in Action (YiA) supports stakeholders to enhance their existing resources and capacity and build new knowledge and skills in order to strengthen youths' engagement in their own social and livelihood development and make informed decisions about their future.

#### **Specific challenges rural youth aged 15-17 face (different from those over 18) in making a (current or future) living in agriculture and related activities?\***

Land access issues are increasingly tense across age groups and contexts, however for rural African youth who are principally engaged in work on the agriculture value chain, these issues define their capacity to engage in profitable livelihoods activities. As minors, youth under 18 years of age are often unable to legally purchase or rent land, and have almost no financial resources to do so even where the law allows. They are therefore relegated to unpaid or low-paid labor on others' land, often without opportunities for advancement.

In addition to land access issues, rural youth under 18 years of age across Africa often have negative associations with agricultural livelihoods activities due to the subsistence nature of the bulk of the farming they have been exposed to. The poor agricultural yields they have seen in their families and communities lead young people to believe that agriculture is unprofitable and contributes to their lack of desire to engage in agriculture in the long-term. Many lack access to knowledge of current technology and practices, which are not typically found in school curricula nor in local libraries where they exist. Instead, youth seek to migrate to urban centers, for which they are often unprepared.

Youth below 18 years are excluded from governmental livelihood support programs. A case for Uganda where there is governmental agricultural support program called "Operation wealth creation". This program targets people who are above 18 year old and thus leave out those below 18 years of age who have dropped out of school and their only hope is to engage in the agricultural sector.

Most of the agriculture policies that are in use today were formulated without proper consultation with youth who are under 18 years of age and thus they exclude their voice and issues that youth face within the agriculture sector. In Malawi the agriculture policy supports agricultural trade fairs as a

way of bringing together farmers and exposing them to potential markets. However there is no deliberate measures to include youth below 18 years of age in such events.

There is also a significant gender component to the experiences of youth under the age of 18. Before the age of 18, many African girls in rural areas are married, by choice, force, or coercion; their male counterparts are often engaged in work for wages, but marriage is delayed. Both boys and girls of this age group are typically engaged in work in the non-formal agriculture sector, with little opportunity to enter into the formal sector. They are generally limited to engagement in agricultural related businesses that are close to their homes, like setting up stalls where they can sell vegetables and some food items in close supervision of their parents and care takers. This greatly limits them in accessing the wider markets. Those who are dealing in farming can only rear small animals like rabbits and chicken at a small scale since they have little or no finances to engage in bigger agricultural enterprises. Additionally, as the under-18 cohort is less respected and has no legal autonomy, they are often exploited in one way or another; customers use their influence to insist that young youth provide services or goods on credit, tradespeople provide services or goods of lesser quality, and many underpay. In the worst circumstances, exploitation includes physical and/or sexual abuse.

**How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply them to support those under 18? Please share relevant examples and lessons from your experience.**

The under-18 cohort needs an integrated approach to programming, with opportunities to gain key foundational skills, such as literacy and numeracy, combined with livelihoods training and life skill building activities. The adolescent stage is also an opportune moment to introduce in-depth sexual and reproductive health programming. It is this combination of essential components: education, livelihoods, life skills, and sexual and reproductive health that creates the critical mass of knowledge, skills, and capacity that adolescents need to achieve their full potential as adults.

Save the Children (SC) is addressing these challenges through its YiA program. YiA supports youth from 12 – 18 years, both girls and boys, to identify and explore agriculture related livelihood opportunities through a combination of non-formal educational and practice-oriented learning experiences. The youth go through a minimum of 6 months training where the first three months are centered on acquiring knowledge around literacy, numeracy, markets and businesses skills. The last three months are called the “Action phase”, where youth translate their learning into sustainable livelihoods through pathways of their choice. During this phase, youth under 18 years old are provided with four pathway choices which include; Education, Enterprise, Vocational Training and Apprenticeship. Each youth chooses one pathway and also selects one business within that pathway. The Education pathway provides youth especially those between 12- 14 years with an opportunity to go back to formal school. Enterprise pathway allows youth to start up small businesses within their community and they are supported by local experts. Vocational Training pathway involves youth joining vocational training institutions where they are formally trained in different trades around agriculture and the Apprenticeship pathway links youth to local artisans within their communities to acquire specific skills in different trades.

#### **Lessons learnt:**

In all the 5 countries, where Youth in Action is implemented, most youth have chosen the enterprise pathway since it provides an immediate opportunity to start their own businesses. Youth usually start businesses that either one of their family members is engaged in. The program relies a lot on parental and community support. For example in Ethiopia, some parents have matched the livelihood grant the youth receive from the program. Community leaders also play a big role during the youth led procurement process. They go with the youth and help them negotiate prices in the market.



Youth below 18 years, especially girls, tend to engage in agribusinesses that is close to home in order to ensure their own safety. In Egypt, a group of girls were recruited to work in a cloth factory that was out of their community and the company provided transport services however, their parents declined the offer since felt they could not ensure their daughters safety away from home.

Vocational training in most of the countries is formal and includes a myriad of requirements that often prevent youth who are under 18 and/or those have dropped out of school from participating. Most vocational training centers are quite distant from the rural communities so youth either have to join the boarding section or incur high transport costs which their families cannot afford. This prevents access and participation of youth in this category especially the girls whose families rely on them for most of the domestic chores.

There is limited access to markets for youth in their rural communities. Youth have to travel long distances to sell their produce, especially during the weekly markets. In addition, because of their age, youth under the age of 18 do not have access to formal savings institutions and often fear being attacked by thieves on the way back to their villages after a market day.

**What are the most binding capacity constraints that you or your institution/organization encounter when designing, implementing and evaluating policies and programmes aiming to address the issues affecting rural youth under the age of 18? What are the data gaps regarding the challenges affecting rural youth employment and livelihoods that you periodically encounter?**

Youth who are below 18 years in rural Africa are not allowed to open up a saving account which affects their access to financial services. In Uganda, Egypt, Malawi, Ethiopia and Burkina Faso, the average age of opening up a saving account is 18 years.

People under 18 are minors and they have no right to own land, which is one of the fundamental requirement for one who is interested in on land agriculture activities. Since they usually have little or no financial resources, they can't rent land neither.

Most of the rural farmers are practicing subsistence farming which doesn't not generate a lot of income. Therefore, most youth associate agriculture with poverty thus they lose interest in taking part in agriculture. The governmental extensional workers target adults with their services leaving the youth with no new modern agricultural skills.

There are significant data gaps around participation in the non-formal economy, specifically related to wages earned, funding streams, and use of earnings. Additionally the risks associated with underage participation in the non-formal economy is under-researched, specifically the exploitation of this age group.

There are also gaps in data on youth skills, specifically literacy and numeracy skills. These skills may or may not be associated with primary schooling (any at all or completion), and little is known about the skills youth gain in the market itself.

**How can education and vocational training in rural areas be improved to support rural adolescents and youth to productively engage in agriculture or related activities? What are the skills and support they need? What does the school-to-work transition for rural youth aged 15-17 look like and what works to effectively support rural youth during this transition?**

For rural youth who are under 18 years to actively engage in viable agriculture, there is need to re-brand agriculture within the early education system. For example in Uganda, when students/ pupils have committed a crime at school, they are usually asked to go and dig in the school farm or in teachers gardens. This has been a norm for so many years in that youth grow up with a mentality that agriculture is done by people who have committed a crime. There is need to use youth friendly



strategies that can attract them into farming. In addition, there is need to provide access to modern agricultural knowledge and skills within training institutions. Knowledge and skills around high production, processing, financial services available to support youth in agriculture have to be readily available in both urban and rural settings.

The vocational training institutions should create non – formal agriculture related trainings for youth who are out of school. They should set up community technical colleges in the rural areas where youth can access quality practical agro-education trainings. In Malawi, most girls under 18 years of age who would like to choose the vocational training pathways often don't because these institutions are out of the communities and it takes 4 months of learning. Adolescent girls cannot afford to be away from their families since they have household responsibilities like taking care of their children, cooking, and cleaning. This greatly hinders their access and participation in vocational training.

The under-18 cohort needs an integrated approach to programming, with opportunities to gain key foundational skills, such as literacy and numeracy, combined with livelihoods training and life skill building activities. The adolescent stage is also an opportune moment to introduce in-depth sexual and reproductive health programming. It is this combination of essential components: education, livelihoods, life skills, and sexual and reproductive health, which creates the critical mass of knowledge, skills, and capacity that adolescents need to achieve their full potential as adults.

**What approaches are most effective in overcoming the additional challenges rural youth under the age of 18 face in accessing decent jobs, including (decent) green jobs (e.g. skills mismatch, health and safety conditions, discrimination, exclusion) or becoming entrepreneurs (e.g. barriers in access to finance, producers organizations and markets)?**

Provision of non-formal education: most youth under 18 years in rural areas drop out of school earlier and thus they need skills in literacy and numeracy to be successful in their businesses.

Agribusiness mentorship / coaching: for rural youth need to be linked and attached to local experts within their communities so that they can have access to mentors who can share experiences with them but also act as an adult friend they can turn to in case they face challenges within their businesses.

Provision of a small livelihood grants: most youth in the rural areas especially those who are under 18 years face challenges of accessing financial resources due to the high rates of poverty. This affects their ability to start up any viable agricultural business which is a missed opportunity. Small livelihood grants help youth below 18 years to start up small enterprises and this provides them with valuable experience whether business succeeds or not.

Introducing ICT: Mobile phones have become a need for most of the youth both in rural and urban areas, thus this explains why youth are spending their small financial resources to own a mobile phone. This physical asset can help youth access information around markets outside their communities. Here youth will be able to know which produce is demanded and already has market but also knowing the market prices so that they are not cheated by the agriculture brokers. Youth will also use phones to do transactions like saving money but also paying for their business related expenses.

Finally, it is important to remember that youth under 18 years of age do not exist in a vacuum. They are part and parcel of families and communities. Successful youth-focused programming engages families, especially parents, as well as community members at-large. This frequently means catalyzing a shift in opinion of youth so that adults see them as productive members of society. Engaging adults as “youth champions” supports their transition to decent work.

## 96. Magdalena Fulton, Save the Children USA, United States of America

**Save the Children Online Consultation Contributions: Youth – feeding the future. Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work.**

**Based on your experience, what are the specific challenges rural youth aged 15-17 face (different from those over 18) in making a (current or future) living in agriculture and related activities?\***

The challenges faced by rural youth over 18 in preparing and accessing decent work are further compounded for adolescents ages 15-17. Some of the more nuanced challenges that are key when programming for the adolescent cohort versus older youth include **deeper consideration for family dynamics**, greater emphasis on **life skills and employability preparation** as well as **protection from exploitation**. Younger adolescents are more closely tied to family dynamic and often their participation in the type of agriculture livelihoods opportunities is defined by family and their role within the family unit. Adding awareness building activities that work with families and communities have proven to help younger adolescent engage in rural livelihoods activities and be better supported by their families. Life skills and employability opportunities are particularly important to the younger cohort of adolescents because they allow them to build personal competencies such as confidence, leadership and resiliency that are crucial in this key developmental period. Furthermore, life skills combined with project-based learning allows adolescents to practice their skills and gives them access to opportunities that are not always available to youth 15-17. All Save the Children life skills and employability programs contain project-based methodology as well as a community capstone project. In addition, limited opportunities to practice skills for youth 15-17 makes them vulnerable to exploitative labor. Ensuring that young adolescents have access to project based learning, internships and apprenticeship is crucial (i.e. Community garden and demonstration lots). Finally in Save the Children's work with vulnerable, highly deprived youth population, especially in conflict and post conflict environments, the psychosocial element of working with young adolescent is essential before engaging them in any type of "learning & earning" activity.

**How can policies and programmes overcome the challenges faced by rural youth in a cost-effective manner? If they target older youth, how could we apply them to support those under 18? Please share relevant examples and lessons from your experience.**

**Investing in multi-stakeholder partnerships for youth development is a cost effective strategy to overcome the many challenges faced by rural youth. Understanding the role of local government, youth serving organizations and private sector and how they can work in concert for rural youth allows for greater program synergy and impact. In addition, utilizing innovation and Information and Communications Technology (ICT) presents many solutions to the challenges faced by rural youth. In particular,** the role of innovation in agriculture by promoting the application of ICTs for value chains development. Furthermore, ICT can be used to educate and train those unable to access educational opportunities and it can be used as a tool to help young people spread knowledge, build networks, and find employment.

Even if the programs targets older youth, **including the younger cohorts in program design and evaluation** are effective ways of proactive engagement. This could include activities such as **youth mapping** of livelihood opportunities with rural communities as well as **peer-to-peer mentoring** of younger adolescent by the older peers. Similarity, allowing younger youth to have the **voice and input** into the demand of livelihoods programs for rural youth is equally important and effective as a way of engaging them in the program.

What are the most binding capacity constraints that you or your institution/organization encounter when designing, implementing and evaluating policies and programmes aiming to address the issues affecting rural youth under the age of 18?

Scale and sustainability of programs for rural youth continue to be a priority and pose most binding capacity constraints for local implementing organizations and governments. A key challenge of many initiatives is how to build on the success of the program and scale them beyond the life of the initial funding.

What are the data gaps regarding the challenges affecting rural youth employment and livelihoods that you periodically encounter? Follow up with participants ;

Currently there is not enough data on the underlying root causes of why and when young people decide to migrate to urban and peri-urban settings. Understanding the factors that shape the educational, career and residential aspirations of rural youth and the forces that determine success in meeting these goals is critical for better targeted rural livelihoods programming. Studies of migration streams have documented a steady net out-migration of rural youth and young adults from nonmetropolitan municipalities. Few studies include information on career and migration plans of youth that can help us to understand how migration decisions are associated with other important life decisions. These decisions ultimately affect the well-being of rural youth and rural communities. To more fully understand the aspirations, attitudes and decisions that shape the future of rural youth and communities it is essential to examine individual youth aspirations and behaviors and how these are influenced by family, peers, school and community.

How can education and vocational training in rural areas be improved to support rural adolescents and youth to productively engage in agriculture or related activities? What are the skills and support they need? What does the school-to-work transition for rural youth aged 15-17 look like and what works to effectively support rural youth during this transition?

Focus on a more **relevant curriculum** is one way to better support youth in rural areas. Most schools lack access to training and education on farming and therefore youth are not being encouraged to perceive agriculture as a future career. One recommendation would be to incorporate **project based pedagogy on how to grow high-value crops, keep livestock and how to market produce for global markets**. In terms of vocational education there is a real challenge of access to the existing institutions and investing in **mobile vocational training units** provides a viable solution. Furthermore, reaching out to youth with **relevant training at aggregation points** has proven to be a successful intervention.

The school to work transition for rural youth is difficult mostly because the **discrepancies between the supply and demand of youth labor**. Rural youth have even less viable employment pathways than urban youth and hence **increased training in entrepreneurship and agripreneurship** are essential as a viable solution to school-to-work transition. In addition, looking at the **ecosystem of value chains** as a source of employment allows youth to be integrated into the value chain vertically versus the more traditional horizontal employment pathways.

What approaches are most effective in overcoming the additional challenges rural youth under the age of 18 face in accessing decent jobs, including (decent) green jobs (e.g. skills mismatch, health and safety conditions, discrimination, exclusion) or becoming entrepreneurs (e.g. barriers in access to finance, producers organizations and markets)?

Youth savings programs as well as **holistic, integrated programming** provide effective approaches for rural youth under the age of 18. Youth savings programs allow youth access to secure and appropriate savings services, through informal or formal approaches, in order to reduce their

vulnerability and provide youth with the opportunity to invest in their future. A growing body of research has shown that enabling youth to accumulate assets, specifically savings, not only increases their resiliency to economic shocks, but also positively impacts their attitudes and behaviors, leading to better psychosocial, educational and health outcomes. The promotion of youth savings therefore has great potential for improving the confidence, economic resiliency, and livelihood opportunities of rural youth.

The YouthSave partnerships opened more than 130,000 project-sponsored accounts for young people (mainly between the ages of 12-18), and collected and analyzed data on the savings patterns of 70,000 young account holders. YouthSave's Ghana Experiment conducted impact analysis through the largest known experimental study on youth savings implemented globally to date. Through Save

the Children and its partner community based organizations, YouthSave also reached over 44,000 youth with face-to-face financial education and 9,000 with SMS messages; 48,000 individuals with community-based financial education; and over 600,000 with radio-based financial education.

Partner banks delivered additional financial education modules to account holders. Many youth used their savings to start a business or invest in further education.

Save the Children's Youth in Action program is an example of successful, holistic, integrated programming creating pathways to opportunity. Youth in Action is sustainably improving the socio-economic status of 44,700 rural youth between the ages of 12 and 18 in Burkina Faso, Egypt, Ethiopia, Malawi, and Uganda. The program is designed to support young people who are out of school to build skills and knowledge geared towards the market, so they can make informed decisions about their future, and start taking steps towards realizing their ambitions. This is accomplished through an innovative combination of educational and entrepreneurial opportunities in the agricultural sector.

Youth in Action provides a three-pronged approach to its programming:

Learning for Life, which incorporates the Literacy Boost program, helps participating youth develop the technical and life skills – such as literacy, numeracy, financial literacy, employability, and relationship-building skills – needed to be successful in their lives.

Taking Action gives young people a chance to identify, select, and start on a path that will help them improve their longer term earning capacity. Pathways include continuing their education, learning an agriculture-related skill, getting a job or starting out a small business in the agricultural sector.

Through Mentorship and Aftercare, the program provides youth with technical, financial, and networking guidance and support to strengthen their chances of sustainable success.

### 97. Sarah Grime, SchoolTalk, United States of America

Good afternoon,

Thank you for the opportunity to contribute to this online consultation on addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work.

I'd like to first say that agriculture is not my area of expertise. However, I can speak to education and supporting youth in the transition from school to work process. My academic and professional background is in children's rights advocacy. Through my professional experiences, I've worked on designing and implementing programs that support youth in accessing services, engaging in education, building self-advocacy and self-determination skills, preparing for work, and problem solving. I currently am the program director for a nonprofit organization. A branch of our work is supporting youth with disabilities, ages 14-25, prepare for and transition from school to adult life (post secondary

education, employment, and independent living). I work directly with these youth on youth leadership, youth engagement, and employment related programs. The youth I work with face a different set of challenges than rural youth including poverty, trauma, disconnected from education, disability, etc. The feedback I am providing is based on my current work and previous professional experiences working for nonprofits and working for the International Labour Organisation's Programme on the Elimination of Child Labour.

### **How can policies and programs overcome the challenges?**

Policy and programming must include youth voice at every stage of development from identifying challenges to creating interventions, to implementing solutions. Without including them throughout the process, we risk missing an essential piece of the puzzle. By listening to their hopes, goals, concerns, and fear from the beginning, we ensure that we are designing programming that meets youth where they are and policies that support what they experience more fully.

### **How can education and vocational training be improved to support youth?**

Aligning and integrating vocational exploration and training (starting at a young age) with education is key. Schools are a great place for youth to gain exposure to employment options and begin to build the necessary skills to work. One challenge with integrating the two is that educational policies often dictate that schools meet certain standards. As such, schools may push back that they don't have the time and/or capacity to include vocational exploration and training into an already full curriculum. Vocational exploration and training programs need to take into account the challenges that schools face and include strategies that align with what the school is already teaching. If a school is unable to add vocational training classes due to scheduling conflicts or time restraints, then the programming created needs to include ways that the schools can adapt the vocational exploration and training into what they are already teaching. For example, a history class could include lessons on the history of agriculture and how agriculture practices have transformed over time. A geography class could include lessons on weather, climate change, etc. Exposure to employment options must start early and be integrated into schools.

### **What are the skills and support youth need?**

In order for youth to be successful in academic and employment settings, they need to build self-advocacy and self-determination skills. Programming that supports these skills is impactful for youth because they are able to advocate for their needs and make decisions about their own lives. These are skills that will follow them throughout their lives. Often times, parents, elders, teachers, etc. assume the decision making role for youth while they are young and still in school. Once they get older, exit school, and begin to work they are expected to assume this role. Therefore, it is important to ensure that schools and programs provide youth with opportunities to build self-advocacy skills and practice self-determination early on so that they are prepared to drive their transitions from school to work and advocate for what they need along the way. Additionally, building problem-solving skills is very useful to youth because it provides them with the tools and skills to address conflicts they face at school, at work, and in the community.

Youth can learn about employment options and begin to build the skills to work when they are still in school. However, students must also have access to paid work-based learning experiences before they exit the school system. Research shows that participating in work-based learning experiences while still in school is one of the strongest indicators of post-secondary success. It is important to note that work-based learning experiences should be aligned with their education so that they are able to continue to expand their knowledge base while also building the skills needed to be successful in employment.



One approach that is used with students with disabilities is developing a transition plan. Starting early on, the student works with members of the school staff and family to develop a career goal and identify the steps and services needed to reach this goal. Services may include vocational training, child care, mental health, etc. Then the student and school partner with community organizations that provide the services outlined in the plan. This approach has been effective because it is individualized to meet the unique needs of each youth, centers around the youth's voice, and promotes collaboration between youth, schools, families, and the community.

### **What does the school to work transition look like and what works effectively to support youth during the transition?**

The school to work transition looks very different for each youth. We all experience many transitions throughout our lives and this is one of the most challenging transitions. One of the most powerful ways to support youth through this transition is by tapping into their peers. Peer-to-peer mentorships and support is an extremely effective strategy because a peer not only understands, but has experienced some of the same challenges. Learning from a peer that has successfully made the transition to work is incredibly impactful and helps to mitigate some of the fears and concerns that youth experience. Peers are very honest with each other about their experiences and can speak to each other in ways that adults can not. They are also more apt to reach out to a peer for help when faced with a challenge during the transition because they are more approachable and come from a place of understanding.

Thank you again for the opportunity to contribute.

Kind regards,

Sarah Grime

## **98. Silvia Paruzzolo, Save the Children, United States of America**

### **Youth – feeding the future. Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work.**

At Save the Children we work with adolescents and youth in both urban and rural contexts to support them in their transition to work and break the intergenerational cycle of poverty. We have a lot of programming and policies on food security and livelihoods in the rural context and we don't always have programming specifically targeted to youth. Yet the 15-17 age group is definitely one that deserves specific attention as it represents a time period when more definitive decisions are made around education, work, fertility and marriage (assuming they haven't already started).

SC's experience in adolescent and youth economic empowerment has shown that working with adolescents who have suffered deprivations relating to poverty should be combined with the **fostering of 'agency'**. Agency will be promoted through mutually reinforcing building blocks, such as the development of key life and employability skills and voice and participation, as well as 'good practice principles'. This will cover ways of working, such as the use of participatory methods and active learning – engaging adolescents and youth in the design of programmes and their measures of success.

**SC has also found that partnerships are essential** for ensuring the **relevance and sustaining** the impact of these programmes. Partnerships may include **local NGOs, government, small and medium local businesses, parents and communities, as well as in many cases, with visionary corporate partners and industry**. Such partnerships are important for building local market, normative and social systems which provide hands-on and market relevant learning opportunities for adolescents and youth and are supportive of their rights. For example, working with local employers to ensure that skills training opportunities are accessible to adolescents and youth from deprived backgrounds and



that work places are safe for them. It is also important to work with training providers and employers to ensure that services and jobs are equally accessible to boys and girls, young men and women, as well as to adolescents and youth living with disabilities to the highest extent possible.

In terms of programming, policy and advocacy we focus on a few key building blocks for this age group. I will mention a few.

**Transferable life skills.** This relates to developing adolescent and youth life or non-cognitive skills relevant for the multiple transitions adolescents and youth go through at this stage in life.<sup>[1]</sup> These are skills that can be taught in the context of a transition to work but are ‘transferable’ to all areas of life. A recent study by Child Trends (2015) identified five life skills as key for youth workforce success: higher-order thinking; communication; self-control; positive self-concept; and social skills.<sup>[2]</sup> Programmes may focus on additional or alternative skills depending on the context and needs of the specific population, as the development of life skills also play a role in the way adolescents and youth manage other aspects of their lives. Examples of this can include a girl’s refusal to have sex with a man, the negotiation for a plot of land to grow healthy foods, or more generally to promote resilience and facilitate adolescent’s and youth’s ability to claim their rights.<sup>[3]</sup> Furthermore, these skills can lead to enhanced health results, improved parenting and social cohesion.<sup>[4]</sup> The application of these skill sets, in particular positive decision-making, negotiation and communication skills can lead to the practice of gender equality in contexts where girls are often seeking to improve household dynamics in an appropriate way. *Life skills cut across all building blocks and represent a foundation for mitigating livelihood barriers.* Moreover, improved life skills will help youth succeed in other building blocks, e.g. on the job training, voice and participation. Learning and practicing life skills can have beneficial impacts on aspects beyond economic empowerment. Evidence from the Population Council research indicates that exercising these skills through building financial capability can result in improved health outcomes.<sup>[5]</sup>

**Financial Capability.** Another key building block looks at the combination of financial literacy and access to savings tools, which has been successful in enabling young people to build up financial assets.<sup>[6]</sup> which in turn have been associated with improved academic performance, health, future orientation and financial capability.<sup>[7]</sup> This building block should be set in place as early as possible. By starting earlier, there is higher financial asset growth potential and the ability to build skills and habits such as budgeting, planning expenses, foregoing impulse purchases, managing cash flow and setting financial goals. Encompassed in this building block are also loans that can be accessed to improve a livelihoods opportunity for older adolescents and young people.

**Market-relevant technical skills.** This building block points to technical training of adolescents and youth in **market relevant skills**, including *vocational and entrepreneurship training* with links to opportunities to practice and internalise these skills. The range of interventions could include: technical skills training through training programmes or existing technical vocational education and training (TVET) centres; apprenticeship programmes in cooperation with small or medium local businesses or large corporates; training through business development hubs. The definition of what constitutes “market-relevant” skills should be based on market assessments (as discussed in the first good-practice principle below) and the interests and aspiration of adolescents themselves (linked to the youth led principle below). Furthermore SC programmes should aim at going beyond traditional vocations.

**Services and market opportunities.** This building block focuses on facilitating access to youth friendly *employment, business and financial services*. It is about working with adolescents and youth to identify internship opportunities that help to position themselves, not only for entry to the employment market, but also for participating in viable value chains or trade sectors as

entrepreneurs. *Skills to Succeed* facilitates access to job fairs and offers opportunities for adolescents and youth to have practical experiences working in the private sector.

**Guidance and mentorship.** This building block includes career counselling to enable adolescents and youth to make informed choices on which paths to take (employment, entrepreneurship, more schooling, etc.) at the beginning, during and after the end of the training part of any programme. Coaching, mentoring and ongoing/follow up support is available to youth as they start a business or engage in employment opportunities, as well as during the search for a job. Follow-up services include options such as alumni groups or career counselling services that also facilitate tracking status on livelihoods activities after the programme ends. Mentoring is also recommended as it fosters network development for adolescents and youth, as well as positive role modelling and the care of a supportive adult.

**Voice and economic participation.** This building block includes the fostering of youth engagement and advocacy for decent livelihoods. If properly engaged and supported, adolescents and youth will be able to have a voice in decision-making within their family, community and society at large. They will influence perceptions on youth, find participation spaces and improve intergenerational relations and dialogue. Promotion of youth-led approaches foster agency and empower youth to make their own labour market assessments, internalise data, understand the system, know their rights and how to apply them, know who their duty bearers are **and cultivate their ability to act on an economic opportunity**. Programmes should build the skills of adolescents and youth to analyse the situation in their work environment and assert their rights.

**Enabling environment.** Adolescent and youth's successful transition to decent work is not dependent on their individual skills alone, but to a large extent is *dependent on the environment in which adolescents and youth operate*. This environment includes *formal (e.g. policies and laws) and informal rules (e.g. social norms and expectations), effective training and market systems as well as effective social networks*. This includes advocacy for holding duty bearers accountable to design and implement effective, inclusive and safe skills transfer programmes. It also includes capacity building for and with duty bearers such that they are enabled to fulfill their duties. Activities to promote an enabling environment furthermore include: *advocacy and capacity building of local stakeholders from the public and private sector* to provide decent learning and working environments; *working with parents and communities* to create more gender- and youth-equitable social norms and expectations; *working with local, national and international private sector actors* to create more training, job and entrepreneurial opportunities for youth (fostering youth inclusive markets); *fostering social networks* between younger people and older people as well as among younger people for mutual support and increased inter-connectedness.

At Save the Children we have also developed a few key good programming principles, of which I am reporting a few below:

**Contextual analysis** (including economic structures and systems). To be effective, all programme design needs to be informed by a set of analysis of structures and systems that shape adolescent and youth's economic opportunities and constraints. Required assessments include: a **market assessment** to identify market relevant skills and opportunities; an assessment of existing skill transfer systems (e.g. vocational training systems) in order to identify opportunities and barriers for the most deprived adolescents and youth; a **gender analysis** to identify barriers in reaching gender equality; and a **child rights and needs assessment** to identify rights violations and their structural drivers and to identify the most deprived adolescent girls and boys, as well as their specific deprivations and needs.

**Active and Applied (experiential) learning.** Programmes will use interactive learning approaches that foster empowerment through practical hands-on training methodologies for all skills

continuously linked to the purpose of improving livelihoods. This link is critical for literacy and numeracy as well as life skills to be applied to real life situations, as opposed to solely for purposes of academic learning. *Youth in Action* for example, promotes the development of literacy and numeracy skills that can be applied in adolescent and youth livelihood activities and provides adolescents and youth with the opportunity to participate in sessions that simulate day-to-day realities and foster the development of problem-solving and decision-making skills.

**Adolescent/youth-led and friendly activities.** Adolescents and youth can and should play a role in designing and leading activities with adequate and appropriate support to do so. At a minimum, adolescents and youth should be playing a key role in defining the type of skills they want to acquire and opportunities they would like to access, as well as the delivery methods of our programmes. Resources in programmes should be dedicated to develop these skills and participatory leadership roles within and beyond programme activities. Programmes such as *Children Lead the Way* enable adolescents and youth to actively take on leadership roles in working children's movements, for example. Activities should be delivered in youth-friendly ways. The Suunata programme in Finland offers an online one-stop-shop counselling and advisory service focusing on career and education guidance as a natural way for young people to communicate. S2S in China developed a phone application to better serve migrant youth who can use it while *on the move*. [8]

**Social connectedness/capital.** Group-based activities are foundational to mitigate social isolation and foster interaction and social connectedness. This is especially true in the case of highly deprived adolescent girls and boy who may need to support each other in times of crisis and will benefit from a platform for sharing thoughts and ideas. Examples include: 'Group based assets' such as savings or cash transfers, as well as building a platform for asserting rights and access to services; 'Safe space' programmes for girls, demonstrating the importance of establishing these groups to prevent HIV; [9] 'Group based therapy' for young men in Liberia, which has proven more effective in reducing violence than the use of cash transfers; [10] 'Peer to peer groups' that empower youth to advocate for better working conditions.

**Earning while learning.** Adolescents and youth will often find themselves needing to earn at least basic amounts of income for themselves and their families while they learn new skills to improve their livelihood options. Programmes should support adolescents and youth to be able to do both, so the poorest can participate. Scheduling of programme sessions should also work around the availability of the programme participants who may still need to work while attending the programme, or have other commitments in their households. Time use analysis tools [11] may be useful to understand the best times for scheduling programme activities.

**Scale and sustainability.** This entails shifting the focus from direct service provision to catalysing sustainable change through influencing and leveraging local stakeholders in the public and private sector.

[1] World Development Report 2007, *Development and the Next Generation*, The World Bank Also available here: [http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2006/09/13/000112742\\_20060913111024/Rendered/PDF/359990WDR0complete.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2006/09/13/000112742_20060913111024/Rendered/PDF/359990WDR0complete.pdf)

[2] More specifically, the skills identified by the Child trends study by Laura Lippman, Renee Ryberg, Rachel Carney and Kristin Anderson Moore from June (2015) include: high-order thinking skill set (problem-solving, critical thinking, and decision-making), social skills (ability to respect others, using context-appropriate behaviour, and resolving conflict), communication skills (oral, written, non-verbal, and listening skills), self-control (ability to delay gratification, control impulses, direct and

focus attention, manage emotions and regulate behaviour), and positive self-concept (self-confidence, self-efficacy, self-awareness, and beliefs, self-esteem and sense of well-being and pride). As also illustrated in the youth participation toolkit

[3] DFID evaluation of Rwanda 12+ Programme indicates that life skills programme focused on developing decision-making, problem-solving, negotiation, self-worth, and communication skills had impact through girls refusing sex with men and setting up home-based kitchen gardens to eat better.

[4] Evidence from a SC youth livelihood project in Iraq (unpublished report).

[5] See Bruce, J. and Hallman, K., Reaching the Girls Left Behind, Gender and Development, 16:2, 227-245.

[6] YouthSave 2010-2015 Findings from a Global Financial Inclusion Partnership, October 2015

[7] YouthSave (2010) *Youth Savings in Developing Countries: Trends in Practice, Gaps in Knowledge*. Washington, DC: YouthSave Consortium. Available at: <https://www.newamerica.org/downloads/YouthSavingsReportFINAL%208-24-2010.pdf>.

[9] See Bruce, J. and Hallman, K., Reaching the Girls Left Behind, Gender and Development, 16:2, 227-245.

[10] See Blattman et. al, Reducing crime and violence: Experimental evidence on adult non-cognitive investments in Liberia, May, 2015

[11] See for example the “Time Use PRA Guide and Toolkit for Child and Youth Development Practitioners” developed by Obed

Diener, Whitney Moret, and Diana Rutherford in 2013:

<http://www.seepnetwork.org/time-use-pra-guide-and-toolkit-for-child-and-youth-development-practitioners-resources-1057.php>

## 99. Sam Panapa, Tuvalu

### YOUTH – FEEDING THE FUTURE

This online consultation is a great initiative for us to ponder, brainstorm and discuss about ‘rural youth’ as agents to reduce poverty and improve food security, in the future. The theme is very encouraging and optimistic, as it puts youths to the forefront as ‘future of food security and rural poverty reduction’.

Tuvalu (26 km<sup>2</sup>) has eight small islands – the smallest independent island in the world. It has a population of 11,000 people. About 34% of the Tuvalu’s population is youth. About 49% of youths are unemployed. The biggest concern now in Tuvalu is the high unemployment rate of youths. Funafuti Island – the capital island – is the only island in Tuvalu that we labeled it as urban, while the other seven islands are labeled as rural. Tuvalu does not have data to indicate the total number for 15-17 years old (youth) who are on the outer-islands and do not go to secondary school. In fact, Tuvalu has only one public secondary school, which is located on the outer—island (rural). It is a compulsory boarding school. The other secondary school is on the capital island (urban) – a church and day school. However, and of course, there are a few youth (15-17 years old) who have dropped out from school and now living on the outer-islands (rural).

These few ones in the outer-islands are not our big concern now in Tuvalu. We are more concerned of those youths (15-17 years old) who are now living in Funafuti Island (urban). This is because the

youth at outer-islands do live on the land; they learn the island way of living; they fish; they farm; and they participate in communal works/festivities, as they live closer to their parents and attach more to the land. I am not saying that these youth are living as pure and full law abiding islanders. Of course, these youths sometimes join activities such as drinking-alcohol spree that disturb the peacefulness of the rural community. However, I know that what we need now is a policy or set of strategic plans that enhance rural youth to attach more with their land, ancestors and cultures.

It is helpful if family-heads (*matai*) are aware and understand of the connection/linkage between youth and food security in the future. Some youth (mainly distant relatives of the matai, and girls) do not have equal access to land. However, if *matais* understand the importance of food security in the future, then they (*matais*) would be able to work together with the nieces and nephews (youth) on ways that their land are fully utilize to produce enough food and money, in the future.

The youths' lack of knowledge to cultivate land is something to be considered. This is a problem to many youth. They have lands but the knowledge to work on the infertile soil of Tuvalu is lacked. Note that Tuvalu's land is known of its porosity, infertility and vulnerability to climate change phenomenon). Families with traditional (secret) planting skills are known in the community for having the largest cultural crops, such as *taro* (*Colocasia esculenta*) & *pulaka* (*Cytosperma chamissonis*). A policy or program for these families to teach youth on how to plant better will motivate these youths to toil on a land (soil) that is not promising. Many youths do not like to work on their cultural crops plantations because it requires hard work, much effort and techniques to produce reasonable size crops. A fair knowledge on how to plant and produce good size crops will definitely motivate youths to attach more their land.

The integration of agriculture science in primary school in Tuvalu is also something that concerned ministries do need to be considered. This is one way that may enhance Tuvaluan youth, from young ages, to value their land and food production. They can be motivated to find green jobs.

Setting up an Agricultural vocational school (by the Agriculture Department in partnership with Education Department), whereby only Agricultural practical courses are run. Only the 'hands on' basics (competencies) are taught to the interested youth – which they will learn about modern (and also traditional) techniques/ways of growing various crops and vegetables; livestock farming; poultry raising; and others. This is one way to pull in the unemployed youth to engage with agriculture.

All in all, in Tuvalu, the youth (15-17 years old) do not pose a significant problem to the society as only a few youth (at that age group) are living in the outer-islands (rural). However, we can always help these few youth, by providing them with doors that they can enter to get a better future. Though Tuvalu is different from many other countries due to its islandness, the aim to engage youth with their land, families and future is a general intention for all countries. The Agriculture Department does realize that it has a responsibility to these youth to prepare them for a better future.

#### 100. Pradip Kumar Nath, National Institute of Rural Development, India

**Youth – feeding the future. Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work.**

Writing in the context of India

The present generation of youth is much hyped as the Real Human Capital. Demographic Dividend to be reaped by utilizing the same force which is completely not equipped to face the challenge is the biggest issue now.



The policy for Employment vide MGNREGS - the world's largest Employment Guarantee Programme has come in handy to look forward to. (If the labour force from this young masses are not skilled)

But the moot question for both male /Female youth in Rural areas is the lack of Skill at present. In this direction Government of India has come out with blueprints to skill them in a massive scale.

The name of the programme is Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDUGKY).

Here in we are giving training on different trades as per the demand to be generated in the coming 30 years both in INDIA as well as abroad.

The uncared for areas/ trades/skills are seriously taken care for.

Ex - Driving with right Training. Transport sector repair work/ Health care/ Teaching - particularly Primary and secondary school. Yoga. Tourism. Care services - particularly of the aging population.

Hitherto these areas have never been taken care of with certified training by recognized Institute.

Government has come in a big way to fill this demand of these services and the supply of these services.

One challenging area in India is the dream for whitecollar jobs and the desire to come to Urban centre. There is no aspiration to continue in Rural areas and earning a livelihood there.

The lure of Urban centre need to be shattered by creating same level of Urban amenities. In this direction PURA (Provisioning of Urban Amenities in Rural Areas, development of SMART Cities, Development in Small/Medium Towns are the latest attempts by Government.

Another area of concern is the disenchantment to join the Agriculture and Allied sector by Rural Youths (both male and female). This is because of the non-viability of Agriculture and allied sectors as a source of Livelihood.

In this direction there is an attempt to increase the productivity and diversify the activities in Rural Areas.

It is really a Himalayan task to create employment and productively engage the Rural Youths (15 to 17 years today) in future. If this is not taken of seriously perhaps this Human force will be the real time bomb to challenge the prosperity of any kind.

#### 101. **Olivia Lecoufle, Save the Children, Canada**

Dear colleagues.

Please find attached a submission made by Save the Children Canada, which would complement other submissions sent by our colleagues at the global level and in the field.

We appreciate the opportunity to contribute to this key issue of youth in agriculture and we look forward to hearing from you,

Warmest wishes,

Olivia

Attachment:

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/SC\\_FAO\\_consultation\\_on\\_youth\\_employment.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/SC_FAO_consultation_on_youth_employment.pdf)



**102. Abir Abul Khoudoud, Ministry of Agriculture, Lebanon**

Dear all,

I would like to contribute to the forum by sharing my experience in developing and implementing program addressed to Youth. The document is a brief description of the Lebanese context and the efforts and ongoing Public-Private partnership to address the needs of the youth as future feeders of the world is being implemented. It is especially critical as humanitarian challenges are adding to the Lebanese context in now addressing the needs of the Lebanese and the displaced Syrian youth as a result of the Syrian crisis.

I have been going through the valuable contributions of my colleagues in the forum which I found as valuable and innovative. I hope that sharing and building on everyone's knowledge will be systematically continued and be supported by FAO.

Abir Abul Khoudoud

Head of Extension and Education Services

Ministry of Agriculture

Attachment

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/contribution\\_to\\_youth\\_online\\_Lebanon\\_Abir.docx](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/contribution_to_youth_online_Lebanon_Abir.docx)

**103. Raymond Erick Zvavanyange, Young Professionals for Agricultural Development, Zimbabwe (second contribution)**

Dear members,

Please find below a blogpost featuring an interview with a young agriculture entrepreneur in Zimbabwe, originally published on the YPARD "Young Professionals for Agricultural Development" website:

<http://www.ypard.net/2016-may-13/agriculture-career-choice-young-people-zimbabwe-interview-young-professional-agribusiness>

Though not specifically related to the 15 to 17 age group, it touches on common challenges youth face in engaging in agriculture and agribusiness.

Best regards

Raymond

**Agriculture as a career choice for young people in Zimbabwe: An interview with a young professional in agribusiness management**

Agriculture is at crossroads. There are many positive and negative changes taking place in the sector each day, all of which require that collective solutions be sought by the young and the old people.

Higher education plays a critical role in training the next generation of scientists and agriculture professionals, as shown by the interview below, with a young professional in agribusiness management in Zimbabwe. It was a pleasure to meet a forward-looking young person studying in the Faculty of Agriculture, at [Women's University in Africa \(WUA\)](#), and hear how his career in agriculture is shaping up. One thing that inspired me from the conversation we had was his belief that we should

seek for inspiration from as many places as is possible, as we forge ahead with our careers in agriculture.

Enjoy the interview below

*Raymond:* Briefly tell me about yourself and your background?

*Tarzen:* My name is Tarzen T Mushangi. I am the second born in a family of three children. I am 25 years of age. My grandfather was a smallholder farmer and did well at his level. I completed both my primary and secondary education at two rural schools in Shurugwi district of Zimbabwe.

When the results of my Ordinary Level came out, I found out that of the subjects with passes that I had, agriculture was one of them. I was really happy, though I had to retake some other subjects I had not done so well.

I studied Agriculture Science, Management of Business, and Geography in my high school. I got enough points that allowed me to enroll for a degree programme. My aunt and uncle are a big inspiration as far as my studies are concerned. Both have graduated from WUA, and have big responsibilities in the society. They motivate me to do my best in my studies.

I was accepted in the Agribusiness Management degree programme at Women's University in Africa, Faculty of Agriculture. I am now a second year student and still working hard to achieve my set goals and shape my career.

*Raymond:* What made you choose a career in agriculture and in particular agribusiness management?

*Tarzen:* It took me a little while to decide on a career path. However, after careful consideration as well as looking at some of the successful people in Zimbabwe, I found agriculture as the most favorable option. I have learnt that agriculture involves the rearing of animals and growing of food crops for consumption and sale. A funny thing about all this is, it never crossed my mind that I would be fully engaged in agriculture. I imagined going into rural advisory services (extension). Interestingly, though, I now fully appreciate how agribusiness enterprises are managed and why research is important in agriculture. To summarize, I can say the main reasons why I chose agriculture were:

Agriculture is a supplier of raw materials to many industries. It made sense to me to be involved in it one way or the other.

You learn by doing when you practice agriculture.

Agriculture is a weapon against poverty.

I want to be a part of the food producers in my country.

*Raymond:* Why is it important that young people see agriculture as a career option?

*Tarzen:* Like I suggested earlier on, young people should see agriculture and its many avenues. There is a need for more innovation, which implies the need for new designs, strategies and ways to implement new ideas and technologies. The sector is also in need of new blood in the form of young people. Many older generation farmers are aging and young people can fill in this gap. I believe it is in the best interest of the young people to start to engage with the sector as soon as is possible. They can be a part of change in their communities – rural and urban – which speeds up progress in our societies. There are many opportunities even as consultants in the agriculture sector.

*Raymond:* What do you see as the pressing problems in agribusiness management in Zimbabwe?

*Tarzen:* To start with, financial issues need to be addressed. The tobacco sector is a case in point where payments to farmers are erratic and the hustles involved in the transactions. Rural farmers are also being exploited by opportunists and dealers. There is a shortage of inputs, even access to such by

the farmers. This will lower their productivity in the subsequent seasons. The other challenge is that of poor road networks, to use so that they access markets. Some farmers are switching sectors because of these problems. There is also lack of research and development, which is important to ensure new knowledge flows into and out of the agriculture sector.

*Raymond:* In your opinion, is it important to learn the many different concepts in agriculture/agribusiness management?

*Tarzen:* Yes. Agriculture is a broad sector. The many seemingly unrelated concepts are the source of strategic foresight and management strategies. This can assist the sector to grow.

*Raymond:* What particular courses do you enjoy the most in agribusiness management?

So far, in my degree programme, I have thoroughly enjoyed these courses: Agribusiness Plans and Strategies; Management and Information Systems; Economic Principles; Managerial Decision Making; Principles in Crop and Animal Production; Farm Business Management; and Managerial economics; and many others.

*Raymond:* What advice do you have for students who are contemplating on the degree path in higher education?

I would like to encourage young people to explore the various career choices available to them as soon as they complete their secondary education. They should also be introduced to as many subjects as possible so that they can choose wisely. Of course, I hope that they choose agriculture. There is always room for new comers.

*Raymond:* How can people reach you?

*Tarzen:* My email address is tarzenmushangi2014 (at) gmail.com

*Blogpost by Raymond Erick Zvavanyange the YPARD Zimbabwe Country Representative. He is passionate about foresight in science and agriculture in Africa. Raymond can be reached on Twitter: @zvavanyanger3 and Email: ypard (dot) zimbabwe (at) gmail (dot) com*

#### 104. **Alexander Kaygorodov, East Kazakhstan State University S. Amanzholov, Kazakhstan**

##### **Contribution posted on the FSN Forum in Europe and Central Asia**

Please note the comment of Natalia Kirienko, carried out in Belarus with youth, which seeks to develop the competencies and experience of young people that are required for employment. This experience may be useful for other countries.

##### **Russian version**

Заслуживает внимание упомянутая в материале Натальи Киреенко осуществляемая в Республике Беларусь Молодежная практика, позволяющая молодежи приобрести компетенции и опыт, необходимые для трудоустройства. Этот опыт может быть полезен и в других странах.

#### 105. **Olivia Muza (second contribution)**

Climate change will place an enormous gender specific burden on the already vulnerable 15-17 age group. Gendered pathways for 15-17 aged boys and girls should be well articulated in the transition to

a greener and low-carbon economy expected to generate up to 60 million jobs worldwide over the next 2 decades (ILO, 2015).

Strategies for engendering the green economy discourse with the 15-17 age group in mind are key and so are the specific interventions for instance:

- 15-17 aged boys/girls should have a voice in the design and improvement of green technology or labour issues related to their work
- Labour saving and labour efficiency technologies should address both the productive and domestic roles of 15-17 aged boys/girls
- Time saving technologies are important for both 15-17 aged girls/boys domestic and production roles to free up time for both formal/informal vocational training/studying
- Programs targeting 15-17 aged boys/girls could take advantage of new technologies and contribute to the development of others, encouraging use of locally available resources within the environment and preserving the environment
- The green equilibrium dashboard could be employed to assess green jobs for acceptable decency and meeting the needs of the 15-17 aged boys/girls

#### 106. **Abass Amina, Niger (second contribution)**

##### **Original contribution in French**

Chers toutes et tous,

Je reviens sur notre plateau pour continuer les échanges sur les questions des approches les plus efficaces pour surmonter les difficultés additionnelles que les jeunes de moins de 18 ans des zones rurales rencontrent pour avoir accès à des emplois décents.

Je pense qu'à ce niveau il serait intéressant de raisonner d'abord:

- De la responsabilisation des jeunes par une prise en compte des savoirs et des compétences dont disposent les jeunes femmes et hommes pour entreprendre des activités productives et contribuer ainsi au développement socio économique de leur communauté,
- Sur le plan institutionnel: Inciter la création des associations des jeunes entrepreneurs agricoles, leur mise en réseau et de leur renforcement des capacités
- Incitation pour l'inclusion des jeunes dans les instances décisionnelles communales ou locales,
- Faciliter l'accès au financement et au marché des jeunes entrepreneurs agricoles,

Offrir des incitations pour favoriser l'accès des jeunes femmes et hommes à des formations professionnelles les préparant à l'emploi.

Merci une fois de plus de m'offrir cette occasion pour échanger sur l'emploi des jeunes en milieu rural et j'espère revenir très prochainement avec d'autres idées sur ce plateau.

Amina ABASS,

Direction des Etudes et de la Programmation,

Ministère de l'Agriculture, Niger.

##### **English translation**

*Dear ladies and gentleman,*

*I am coming back to our platform to continue our exchange on the most effective approaches to overcome additional difficulties that young people under 18 years of rural areas face in accessing decent jobs.*

*In this regards I think it would be interested to approach first:*

- youth empowerment by taking into account the knowledge and skills available to young men and women to undertake productive activities and contribute to the socio economic development of their community,*
- Institutionally: Encourage the creation of associations of young agricultural entrepreneurs, their networking and their capacities*
- Incentive for the inclusion of young people in municipal and local decision-making bodies*
- Facilitate access to finance and market for young agricultural entrepreneurs*
- Provide incentives to promote access for young women and men in vocational training to prepare them for employment.*

*Thank you once again for giving me this opportunity to discuss youth employment in rural areas and I hope to return soon with more ideas on this platform.*

*Amina ABASS, Directorate of Studies and Programming, Ministry of Agriculture, Niger*

## 107. Tomomi Ishida, FAO RAP, Japan

### Contribution posted on the FSN Forum in Europe and Central Asia

#### Russian version below

Youth employment is one of the biggest issues in Asia and the Pacific as well and many governments are struggling to find the best solution to truckle this serious issue not only in agriculture sector but whole sectors in urban area. The challenges that youth in Asia and the pacific faced in acquiring requisite skills and finding decent work, given the state and demands of modern labour market. Governments are requested to address such challenges through, inter alia, well-coordinated macroeconomic and employment policies and the introduction and strengthening of public employment support services such as active labour market programme in particular for youth facing the school-to-work transition period.

In regard to youth employment in agriculture sector, having faced with shrinking investment on agriculture and increased disaster related risk which have negative impacts on livelihood of people relying on natural resources, entrepreneurship opportunities in agriculture sector are getting decreased which has pressured employment of youth and female who have less skills or physical capacities to work in agriculture sector. Hence boosting investment on agriculture can be a good solution. The other option is to promote multispectral or holistic approach such as industry development in rural area to feed other income generating options in rural area from regional planning perspective.

The agricultural sector has been influenced by manufacturing counterpart, which has shown an increasing capacity to drive the growth in the economy in developing countries. The manufacturing

sector helps generate demand and incomes for the agricultural sector. Any excess and seasonally unemployed labour forces in the latter sector has been absorbed and employed by the former sector. But production costs in agriculture have also been bid up by the manufacturing sector, due to the rise in industrial demand for limited land and natural resources.

Recognizing the successful demographical change in developed countries, policy needs to focus on improving employment opportunities for farmers outside the sector as well as within it and eventually it will support youth population to access decent work.

### Russian version

Обеспечение занятости молодежи также является одной из серьезнейших проблем для Азиатско-Тихоокеанского региона, а правительства многих стран пытаются найти лучшее решение этой проблемы не только в сельскохозяйственном секторе, но и во всех секторах в городах. Проблемы, с которыми столкнулась молодежь в Азиатско-Тихоокеанском регионе в процессе получения необходимых навыков и поиска достойной работы, учитывая состояние и требования современного рынка труда. Правительствам рекомендуется решать такие проблемы посредством, в частности, хорошо скоординированных мер политики в области макроэкономики и занятости, а также с помощью внедрения и укрепления служб поддержки занятости, таких как активная программа рынка труда, в особенности для молодежи в период перехода из школы к трудовой деятельности.

Что касается занятости в сельскохозяйственном секторе, то столкнувшись с сокращением инвестиций в сельское хозяйство и ростом риска стихийных бедствий, которые оказывают отрицательное воздействие на жизнеобеспечение людей, полагающихся на природные ресурсы, возможности для предпринимательской деятельности в сельском хозяйстве сокращаются, что оказывает влияние на занятость молодежи и женщин, у которых меньше навыков и физических сил для работы в сельскохозяйственном секторе. Следовательно, увеличение инвестиций в сельское хозяйство может стать верным решением. Другим вариантом является содействие многоспектральному или целостному подходу, такому как развитие промышленности в сельской местности, для поддержки других вариантов получения доходов в сельской местности с точки зрения регионального планирования.

Сельскохозяйственный сектор находится под влиянием производства, которое продемонстрировало возрастающую способность к стимулированию роста экономики в развивающихся странах. Производственный сектор помогает генерировать спрос и доходы для сельскохозяйственного сектора. Любой избыток рабочих или сезонно безработные кадры в последнем секторе начинают работать в вышеуказанном секторе. Однако издержки производства в сельском хозяйстве также возросли и по вине производственного сектора, в связи с ростом потребностей промышленности в ограниченных земельных и природных ресурсах.

Признавая успешные изменения демографической ситуации в развивающихся странах, необходимо, чтобы меры политики были сосредоточены на улучшении возможностей трудоустройства для фермеров как вне сектора, так и в его рамках, что окажет поддержку молодому населению в получении доступа к достойному труду.

*Томми Ишида, Япония, FAO RAP*



### 108. Adwoa Atta-Krah, Education Development Center, Mali

My name is Adwoa Atta-Krah and I am a youth development specialist. I manage literacy and entrepreneurship projects in Mali and the DRC.

While rural youth, in general, are underserved by the educational system and lack the basic skills needed to earn a living, the sub category of *out of school youth*, are even more vulnerable: In order to help these youth become engaged citizens who fully contribute to their communities, development programs should seek to provide them with the opportunity to i) become literate, ii) engage in an income generating activity following vocational training (entrepreneurship) and iii) access credit. In addition, programs should include a community service component in order to further provide youth with a sense of community and belonging. This type of **integrated holistic approach** empowers youth in a sustainable way.

The **Mali Out of School Youth Project** (2010-2015, see attachments) represents a potential “solution” to the out of school youth challenge, especially in rural Africa. It sought to help 10,000 out of school youth (ages 14-25) in rural areas become better educated, more economically productive, civic engaged and empowered to improve their lives and those of their families and communities. The project’s youth development model was holistic and integrated, consisting of basic education in mother tongue, mobile learning, vocational training in 14 income generating activities most of which were sylvo agro pastoral, provision of entrepreneurship starter kits, creation of savings and internal lending groups and post training monitoring and accompaniment. Activities were implemented through a corps of Malian volunteers who worked through existing youth associations to ensure community buy-in and sustainability.

The project exceeded its goal, with 10,951 youth completing vocational training. In order to reach the 10,000 targeted youth, the project worked with 3 different cohorts of youth, with the intake of the third cohort exceeding 7000 and therefore, operating at scale. Like many African countries, youth in rural Mali have few prospects. Although agriculture constitutes a major part of rural life, few appreciate the value it could bring to them. Many youth leave their villages in search of greener pastures in nearby towns, cities and countries. There is high unemployment, high illiteracy, marginalization and even radicalization in certain conflict-affected regions such as Timbuktu, which since the 2012 coup d’etat, has become fertile ground for the recruitment for extremist terrorist groups.

This integrated holistic model successfully gave youth a sense of belonging, a chance to be literate in their mother tongue, a chance to learn a vocation, launch a microenterprise, earn a living and contribute to their communities. An external US-government commissioned study concluded that the model positively reduced violent extremism. A important lesson learned is that if youth in rural areas are given a tangible opportunity to earn a living and fully contribute to the development of their communities, they will not only stay in their communities but also play a sustained active role in the development of their communities. The project was highly successful with a start up rate of microenterprises at 74%, 82% of whom were self-employed. The large majority of microenterprises were sylvo agro pastoral activities (agriculture: grain cultivation, market gardening, poultry raising, livestock fattening etc). 70% of youth microenterprises were still in operation up to 24 months after the end of the intervention (cohorts 1 and 2) with between 83% and 85% of youth reporting an increase in profits. 9534 youth participated in savings and internal lending groups. Across indicators, women outperformed men. 177 community service projects completed. Youth associations from 228 villages benefited from training on administrative and organizational management, conflict resolution and promoting a culture of peace.

Below are three **lessons learned/recommendations** in response to common challenges: i) low motivation levels and high attrition rates of literacy activities, ii) rural to urban migration of youth in search of employment and other opportunities and iii) implementing at scale.

Although literacy is key to developing the capacity of youth, programs should focus on the acquisition of literacy skills for entrepreneurship purposes. Rural youth tend to be less interested in literacy for literacy sake, and more interested in functional literacy or literacy for entrepreneurship.

*Proximity trainings* should be scaled up: To maximize the amount of time youth spend in villages, vocational training should be brought to them, rather than having youth commute to neighboring towns and cities for trainings.

To the extent possible, programs should incorporate phased implementation. They should have built-in flexibility to allow for modifications to ensure that interventions and activities remain relevant to the needs of beneficiaries (youth). The timing or roll-out of inputs should be able to be modified based on feedback received from the field.

Attachments:

#### Summary of the Mali Out of School Youth Model

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/May%2010%20factsheet%20Mali.pdf>

#### Mali Out of School Youth Project Final Report

[http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/MOSYP%20final%20report\\_Feb%202029a-96dpi.pdf](http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/MOSYP%20final%20report_Feb%202029a-96dpi.pdf)

### 109. Emilio Mouannes, AVSI, Lebanon

Dear all,

Vulnerable youth, **especially refugees**, are facing a lot of difficulties in the **Middle Eastern** area due to the unstable situation. Pressure from the hosting community is constantly increasing while few sustainable solutions are offered. In fact, refugees in Lebanon face a very complicated legal situation limiting their world of work to three sectors; agriculture, craftsmanship and construction. The latter working sectors are generally little paid, thus the **rise of child labor** as a way to supplementary provide their families. Even more, **illiteracy and school dropout** levels are quite high mainly due to complicate social situations and lack of professional and adequate support.

Accordingly our work in Lebanon targets the vulnerable local and refugee youth communities (15-25 y.o.) in order to help them cooperate and improve the agriculture and rural sectors. **Agriculture vocational training** (AVT) is being implemented, since 2014, for the empowerment of youth abilities in the agriculture sectors. In fact, short term courses allow participants to acquire a specialized skill in a relatively small period of time (5-7 days); subjects range from agriculture practices such as pruning and grafting, installation of irrigation systems and micro gardening to food transformation techniques as the production of jams, olive oil and bread. While medium term courses help students acquire a wider range of information in various agriculture sectors such as gardening, nurseries, arboriculture and horticulture simultaneously. By the end of the both trainings, students who successfully complete the courses benefit from official certificates allowing them to enhance their working status as well as their income.

Meanwhile, **basic literacy and numeracy** (BLN) and **life skills** courses (LS) are also implemented targeting the same youth category. BLN courses are divided into two; the first for illiterate participants

and the second for dropout students who wishes to develop their English and IT skills. Whereas LS courses help participants express there self and know their basic rights. Furthermore, all participants are offered an internship opportunity in order to introduce them to the world of work. Local and national companies are contacted around the year in order to identify their needs in term of workforce and encouraged to receive beneficiaries for internships as a way to cover their gaps.

In numbers, a total of 280 students have successfully completed the medium term and life skills courses during the last two years; this number is expected to reach more than 500 student with this year course. Even more, around 1000 participants will benefit from the BLN and life skills courses and 500 from the short term course this year. Finally, 50 companies already accepted to receive participants for internships in the last two years and the number is also expected to raise this year in order to assure internships for more than a 100 beneficiary.

All inclusive, we believe that this work can help the vulnerable youth category in Lebanon integrate in the agriculture sector and his society by offering him the right tools and proper formation.

#### 110. **Jacqueline Demeranville, facilitator of the discussion, FAO, Italy**

Dear contributors,

I wish to very sincerely thank you for sharing your insights and experiences in this discussion forum. It has been a very rich exchange of approaches and diverse perspectives.

The knowledge you have shared here will feed into the international expert meeting to be held later this year and will inform the recommendations that will be issued.

In these last few days, a number of contributions have highlighted the need for approaches to pay attention to both the broader context factors affecting rural youth and the particular needs and challenges of youth under 18 (both girls and boys). For instance, participants pointed to the need for greater investment in agriculture and rural development in general, but also to the need for youth employment and agricultural development programmes to specifically target youth under 18 and develop tailored approaches for them.

While the need for increased policy coherence was raised, a number of contributions highlighted the importance of measures to ensure youth under 18 were not excluded in practice during implementation (even when included in policy and programme design). The need to consider legislative barriers facing those under 18 was also raised. In other cases, participants pointed to cultural and social norms that act as barriers to youth. The importance of engaging youth's families was stressed by several contributors in this regard, as was supporting youth to develop their agency and voice. Organization - whether in youth associations, cooperatives or producers' organizations - was another common theme.

With regards to education and vocational training – participants consistently pointed to the need to strengthen the inclusion of agricultural curricula in the education system and to improve agriculture's reputation, both in schools and vocational training centers. Again and again, contributors stressed the importance of schools and vocational training programmes being located in rural areas and close to home, in particular for girls. A number of you also pointed out that the school-to work transition is not linear and that for many youth it is important that they are also earning an income while learning. To engage youth – whether in school, training or business – you also highlighted the social dimension, the creation of a sense of belonging and the provision of advice and support through peer groups or mentorship. Participants shared experiences working with disabled youth and the challenges of youth education and employment in conflict areas and humanitarian crises.

A number of practical and enlightening case studies and models have been provided that further enriched the discussion.

While unfortunately we must bring this discussion to a close, I would like to invite you to send any additional contributions directly to [FSN-Moderator@fao.org](mailto:FSN-Moderator@fao.org) within the next few days.

Thank you again!

My best regards,

Jacqueline

### 111. Moises Jorge Gómez Porchini, Centro Estatal de Capacitación UAT, Mexico

#### Original contribution in Spanish

Ser joven en el campo en México y en muchos otros países de los llamados en desarrollo, que comparten características estructurales similares, significa enfrentar ante todo una disyuntiva muy clara: Quedarse en el campo para ser pobre con toda seguridad o irse a la ciudad, en donde cuando menos existe la posibilidad de dejar de serlo.

Esta percepción, que tienen muy arraigada los jóvenes rurales en México, tiene desgraciadamente bases reales. Según datos del Instituto Nacional de Estadística, Geografía e Informática ( INEGI) 7 de cada 10 niños que viven en comunidades indígenas viven en situación de pobreza, mientras que el nivel general de pobreza en el país es de 46.2 según la misma fuente oficial. La mayoría de estos niños viven en comunidades de menos de

2 500 habitantes, lo cual confirma aún más la percepción que asocia la vida rural a la pobreza.

Ahora bien, si revisamos la estructura productiva del campo mexicano, rápidamente nos daremos cuenta que los esfuerzos, tanto privados como oficiales, están encaminados a promover una agricultura moderna, de preferencia de exportación, enfocada a satisfacer las demandas del mercado, para lo cual se requieren grandes inversiones dentro de las cuales no tienen cabida, salvo como peones, los jóvenes rurales pobres. El enfoque de esta estructura hace que los esfuerzos gubernamentales orientados a promover el bienestar de los jóvenes rurales resulte inútil, pues los programas de apoyo para jóvenes plantean la conformación de pequeñas empresas que poco tienen que hacer frente a los grandes capitales también apoyados, ellos sí en gran medida, por el gobierno mexicano.

Así es que no es cuestión de falta de capital invertido o de falta de recursos por parte del estado, pues según la OCDE en su “Análisis sobre el extensionismo en México” el gasto del gobierno de México en agricultura es el más alto de América Latina, pero está enfocado en subsidiar al capital, no en una perspectiva de bienestar social. Este esquema, en el cual se apoya con capital a fondo perdido, ha provocado que aquellos que reciben el apoyo, se encuentren en una situación ventajosa frente al resto, que tiene que enfrentar una estructura en la cual las barreras de entrada a los mercados se han vuelto enormes.

Pongámonos por un momento en el lugar de un joven rural mexicano, sin capital ni preparación especializada, que tiene frente a sí un panorama en el cual, en el mejor de los casos, tendrá empleos temporales por los cuales cobrará alrededor de 8 dólares por día, con el agravante de que en el campo los empleos son por lo general de temporada. ¿Qué opciones tiene? La migración se convierte en una respuesta lógica, pero si consideramos que los sueldos en los empleos formales de la ciudad son igualmente bajos (Alrededor de 10 dólares el día) encontraremos la explicación de la grave crisis de violencia que sufre México: El crimen organizado es el único sector de la economía que en México

ofrece a los jóvenes la posibilidad real de ingresos decorosos y, algo muy importante, el sentido de pertenencia que se pierde al dejar las comunidades rurales.

Así es que si queremos que los jóvenes realmente participen en la producción de alimentos, tenemos que empezar por reconocer que no es una situación coyuntural, sino estructural, de

fondo, de tal manera que sea un enfoque de fondo el que se emplee para cambiar la situación actual. No basta con ofrecerles preparación o apoyo para iniciar sus propias empresas, debe realmente atenderse la agricultura como lo que debe ser, una actividad con sentido social, por medio de la cual se deben producir los alimentos que la población requiere, destinando los recursos naturales y económicos a lograr un desarrollo realmente equilibrado, en donde sigan existiendo los recursos naturales y en donde las utilidades no sean obtenidas en base a empobrecer a la población, como actualmente está ocurriendo.

Al final de cuentas debemos entender que ir por los jóvenes e integrarlos se ha convertido ya en asunto de seguridad nacional, pues si la sociedad formal no va por ellos, ya hay quien sí lo está haciendo: el crimen organizado.

Saludos cordiales desde México

M.V.Z Moisés Gómez Porchini

Docente Medio Ambiente y Desarrollo

Instituto de Ciencias y Estudios Superiores de Tamaulipas

### English translation

*Rural youth in Mexico and many other developing countries, sharing similar structural features, face a very clear dilemma: staying in rural areas and being poor, or migrating to the cities, where, at least, they might have the chance of escaping poverty.*

*Unfortunately, this feeling, deeply rooted in Mexican rural youth, has real foundations. According to the National Institute of Statistics, Geography and Computer Science (known in Spanish as INEGI), 7 out of 10 children living in indigenous communities are poor, while the overall national poverty level amounts to 46,2%. Most of these children live in communities with less than 2,500 inhabitants, further confirming the perception linking rural life to poverty.*

*However, if we analyse the Mexican rural production structure, we will quickly realize that all efforts, both private and public, are aimed at promoting modern agriculture, preferably export-oriented, focused on satisfying market demands, requiring large investments, and in which poor rural youth can only get involved as labourers. Following this approach, government efforts aimed at promoting rural youth welfare rural are fruitless, as youth support programmes are focused on the establishment of small businesses that can hardly compete with large companies, backed to a great extent by the Mexican government itself.*

*Lack of investment or shortage of resources is not the issue. According to the OECD report "Analysis of agricultural extension in Mexico", government spending on agriculture is the highest in Latin America, but is focused on subsidizing capital instead of improving social welfare. This approach, involving non-refundable funds, has placed recipients in an advantageous position, as other people must deal with a structure in which market access constraints are substantial.*

*Put yourself in the shoes of a young rural Mexican for a minute. With no resources or specialized training,*



*facing a challenging scenario involving, in the best case, a temporary job with a daily wage of approximately USD 8 and the aggravating circumstance of its seasonal nature. What options does he or she have? Migration would be a reasonable alternative, but considering that daily wages in formal employments in the cities are equally low (around USD 10), the reason behind the serious violence crisis scourging Mexico seems evident. Organized crime is the only economic sector offering young people a real chance of earning decent income and, very importantly, the sense of ownership lost when leaving rural communities.*

*So, if we want young people to be really involved in food production, we must first acknowledge that the current situation is not temporary but structural, and therefore requires an in-depth approach. Providing training or support to start a new business is not sufficient. Agriculture should be addressed as an activity with social sense, through which food required by the population must be produced, allocating natural and economic resources to achieve a truly balanced development, preserving the environment and generating income without impoverishing the population, as is currently the case. After all, we must understand that attracting and integrating rural youth has already become a national security issue: if we do not offer them a job in the formal sector, someone else is recruiting them: the organized crime.*

*Best regards from Mexico.*

*M.V.Z Moisés Gómez Porchini*

*Environment and Development Professor*

*Tamaulipas Institute of Science and Higher Education*

## **112. David Venegas, EDAPROSPRO, Peru**

*[English translation will be available soon]*

Muchas gracias por tener este espacio de reflexion e intercambio de experiencias sobre este importantr cuestion para desarrollo de nuestro paises.

Espero poder contribuir al discusion con algunas ideas, lo hare por partes y en varios dias, para no ser muy extenso en mis propuestas.

El tema es desafios alos que se enfrenta la juventud rural de 15 a 17 años en la preparacion y acceso a un empleo decente.

Creo que son tres cuestiones basicas a analizar: la relacion urbano-rural; el relevo generacional en la zona rural; y la identidad e interculturalidad, en el contexto de mi pais Peru.

Como se remarcado el impacto del acceso al mercado laborales urbano y la relacion entre lo entre lo urbano y lo rural, estan significando grandes cambios en mundo rural. Resultados: despoblamiento creciente de las zonas rurales, envejecimiento de la poblacion rural, abandono prematuro de los jovenes del campo. Esta situacion nos plantea un desafio central para nuestro desarrrollo.

Se puede evitar? Es dificil. El "encanto" de las grandes ciudades, las posibilidades de una mejor educacion y de empleo, por lo tanto de mejores ingresos son actores que debemos enfrentar.

Por otro lado en nuestros paises va mejorando la conectividad terrestre entre ciudad y el campo, hay mas carreteras o vias de comunicacion que facilitan este traslado. Asi mismo cada vez hay mas acceso



a las comunicaciones, ya sea por radio, television o internet, que "seducen" a los jovenes por una vida mejor.

Como enfrentar estos retos?

**113. Genna Tesdall, The Pennsylvania State University, International Association of Agriculture and Related Sciences Students (IAAS), United States of America**

As the former President of the students' network IAAS (the International Association of Agriculture and Related Sciences Students), I heartily advocate for fostering and bolstering networks of young people. The connections, professional and personal, formed through our network of agriculture students, are some of the strongest relationships our members have in their professional lives. Our international events and internships are organized by young people in agriculture for young people in agriculture, thereby providing an exchange of opportunities, experience, and cross cultural understanding. Internships and events in our association lead to agriculture sector jobs for our students. Connections within the association foster agricultural projects and connections to job opportunities locally and around the world. Networks of students are very loyal to each other and provide the support for an career in agriculture that they will not find outside networks of peers.

**114. Economic Commission for Latin America and the Caribbean, Chile**

Latin America and the Caribbean is home to approximately 160 million young people between the ages of 15 and 29. Although this region is characterized by being the most urbanized region on earth, with over 75 percent of the inclusion in the economic, social, and political processes that are taking place. A notable feature of the rural youth population in some countries of the region is that rural youth are mainly indigenous youth, which adds population living in cities (World Bank 2014), rural youth face a specific set of challenges to achieve an additional dimension of discrimination and exclusion. Despite their key role as drivers in agricultural development and rural poverty alleviation they often lack the necessary skills, support, and opportunities to contribute fully to their communities.

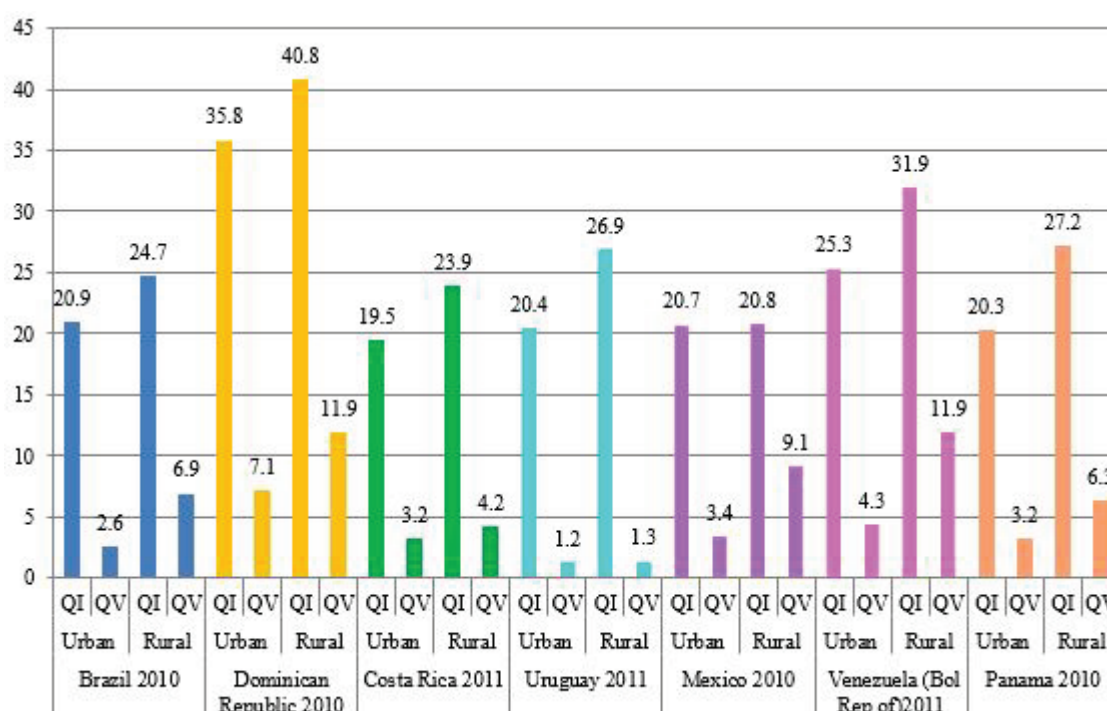
**Some of the specific challenges facing rural adolescents in the region (< age 18):**

1. Limited access to education and appropriate training;
2. Early entry into the labour market (due not only to the limited access to education opportunities in their communities, but also the high poverty levels of their families), frequently into the informal labour market and family work in agriculture, which is common at an early age in the rural areas throughout the region;
3. Low levels of access to social protection mechanisms (including health coverage); this is due to the fact that they are unable to access these mechanisms either through their parents or their own work situation;
4. Limited access to knowledge and to resources that will enable them to initiate entrepreneurial activities; the issue of access to financial resources for youth is particularly a challenge as most mechanisms aimed at improving access to such resources among rural residents are not destined specifically to this population;
5. Few channels for participation in community decision-making;
6. Early motherhood.

This last point is especially pernicious in perpetuating the intergenerational transmission of poverty in rural areas. Data from the most recent census rounds in 7 countries of the region indicate clearly that independent of wealth, adolescents in rural areas have significantly higher chances of being mothers than their counterparts in urban areas (graph 1). Being a mother at an early age can truncate educational trajectories for young women, can limit their opportunities for entering the labour market, all of which has negative impacts on household poverty levels.

# **Graph** 1 **Latin America (7 countries): Women aged 15 to 19 who are mothers, according to wealth quintile and area of residence**

(Percentages)



**Source:** Jorge Rodríguez, “La reproducción en la adolescencia y sus desigualdades en América Latina. Introducción al análisis demográfico, con énfasis en el uso de microdatos censales de la ronda de 2010”, Santiago, Economic Commission for Latin America and the Caribbean (ECLAC) in Trucco and Ullmann (2015).

With regard to points 2 and 3, rural areas combine both a high degree of informality and youth labour market insertion. According to ILO figures, in Honduras and Guatemala, for example, more than half of youth who work do so in rural areas (59.2 and 51.5% respectively). The incidence of informality among rural youth varies between 80% in Colombia, Ecuador, Paraguay, El Salvador, Nicaragua and Guatemala and exceeds 90% in Mexico, Peru and Bolivia (ILO, 2015).

Initiatives that hold most promise are those that employ a multi-pronged approach that target several of these challenge areas (such as increasing investments, incentives; strengthening infrastructure, labor market institutions; enhancing skills in entrepreneurship; improving working conditions, social protection, labor rights and representation of young workers).

Actions that can effectively target rural youth fall under a wide range of concurrent special programs for sustainable rural development, including agricultural education; flexible capacity building

programs (this point is important – that the programs be flexible); scholarships for indigenous youth to pursue education; support for business incubators for young people; programs for young rural entrepreneurs; funds to support micro, small and medium enterprises; policies that promote and ensure compliance with labor rights of young workers in rural areas.

In this vein, the region is also witnessing initiatives aimed at formalizing rural workers and family farming, where young people are identified as a potentially receptor general formalization policies for rural workers group (ILO, 2015).

**Some specific examples of programmes include:**

*Hospedaje estudiantil en familia, Bolivia*

Addresses the lack of and distance from schools in rural indigenous communities and aims at preventing school desertion by matching students with families willing to host them in proximity to the school.

*Prevención del fenómeno de droga y mara en áreas urbano marginales y rurales, Guatemala*

Seeks to facilitate and strengthen training, capacity building and organization of children in youth in rural areas in order to prevent them from participating in gangs and drug related activities.

*Acre Social and Economic Inclusion and Sustainable Development Project (PROACRE), Ecuador*

Seeks to improve the quality of education and health services in 100 rural communities. I don't have more information; I know it's a WB project.

*Young rural entrepreneurs program (SENA), Colombia*

This programme was created in 2004 and is aimed at socially vulnerable young people aged 16 to 35 years in rural areas. In order to assist them in the realization of projects, the programme provides technical training and practice to develop skills in strategic sectors for six months. The contents of the training are defined according to business projects that are selected. Participants receive support and guidance on how to develop their business plan and access to financing. Moreover, by integrating participants of the programme in the development of the programme itself, it fosters a sense of belonging among participants. From its inception until 2012, more than 1.5 million young people have benefited from it. The program has a quasi-experimental impact evaluation. The estimated effects on employment and income for young people who participated in this programme are positive.

*Nossa Primeira Terra Programme (under the National Land Loan Programme), Brazil*

Implemented since 2003, this programme aims to promote the development of youth 18-29 years in rural areas. The programme provides low interest loans to landless rural youth and access to additional financial resources for infrastructure development projects. The support extends to the preparation of property, purchasing equipment and technical advice.

*Pronaf Jovem, Brazil*

Aims to finance agricultural, tourism, and handicraft initiatives by youth 16-29 in rural areas.

*Local youth councils*

Local youth councils or committees have been established in many countries in the region (Costa Rica, Ecuador, Colombia, Argentina) in order to increase youth participation in general. This strategy has expanded the opportunities for rural youth to be involved in local and national decision-making, which is usually highly centralized.

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**115. Mary E. Miller, Child Labor / Young Worker Specialist, USA**

Dear Jacqueline,

The attached journal article was written in response to the Obama administration's decision in 2012 to pull the proposal that would have updated the US agricultural child labor rules for the 21st century. This was after the process was fully underway and public comments submitted, and amid much political opposition, particularly from the American Farm Bureau. The proposal was not even made available to use as a reference for recommended work restrictions for youth. I believe youth advocates, injury prevention and health and safety professionals should still use details of the proposed rule as guidance for age-appropriate work. Additional elements not covered by the proposal are included in the journal article as well. I acknowledge an oversight in the attached document, that attention must be given to ergonomic limitations for children and youth, particularly weight restrictions for lifting and carrying; and should be considered by researchers and policy makers.

Let me know if you have any questions.

Best regards,  
Mary E. Miller, RN, MN  
Child Labor/Young Worker Specialist

Attachment:  
<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Developing Model Policy JAM 2014.pdf>

**116. Mary E. Miller, Child Labor / Young Worker Specialist, USA (second contribution)**

Dear Jacqueline,

You may also find interesting this article describing the regulations limiting hazardous work by children in agriculture and highlighting the significant differences between agricultural and nonagricultural regulations in the U.S.

Kind regards,

Mary

Attachment:

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Ag%20Hazardous%20Orders JAM Miller 2012.pdf>

**117. David Venegas, EDAPROSPPO, Peru**

Amigos y amigas,

Saludos,

Creo que hay dos temas que podemos analizar en esta oportunidad: el rol de la escuela y la identidad cultural en los jóvenes de nuestras zonas rurales.

Al hablar de uno de estos ejes la identidad local, tenemos que hacerlo desde un enfoque intercultural. Como hemos dicho existe una tensión entre lo urbano y lo rural. Esta tensión afecta en muchos casos la identidad local y la pone en cuestión, sobre todo por el uso creciente de nuevas tecnologías, principalmente los celulares e internet. El espejismo de una vida moderna o de significado del "progreso", pone en cuestión la identidad local y entra en conflicto con los saberes ancestrales, la vida comunitaria y vida en el campo. Es inevitable esta situación?. Opino que no. Hay muchos ejemplos de un uso positivo esta tensión, de saber aprovecharla y articular. Apropiarnos de nueva tecnología y ponerle los contenidos del campo es un primer reto. Hacer que esos contenidos sea de significación para los jóvenes es el reto mayor.

El rol de la escuela en zonas rurales es otro aspecto clave, en los jóvenes de 15 a 17 años, es su espacio normal, como atiende la escuela las demandas de estos jóvenes es un tema clave. En términos de una currícula apropiada, normalmente ella está alejada de la realidad de la comunidad. Plantearmos la relación de escuela y trabajo rural es una cuestión clave. Por ejemplo, en mi país las clases escolares normalmente son de marzo a diciembre. La cosecha en zonas rurales es de mayo a agosto, en esa época es "normal" el ausentismo o la deserción escolar de los jóvenes.

La propuesta curricular en las escuelas no toma en cuenta la realidad del trabajo en el campo. Flexibilizar el currículo escolar, integrarlo a esa realidad, establecer un diálogo entre comunidad y escuela, entre saberes ancestrales y saberes occidentales es una necesidad, no se trata de anteponerlos sino respetarlos.

La distancia entre la escuela y los casa de los jóvenes es otra traba, allí hay soluciones simples, programa de préstamo bicicletas comunitarias, bus escolar a cargo del gobierno local o de la comunidad.

Finalizo con un último problema crítico, con las mujeres jóvenes en zonas rurales, es clave enfrentar el embarazo adolescente e infantil. Este es un problema crítico, las altas tasa de embarazo de las jóvenes, esto afecta seriamente nuestro desarrollo. es un problema complejo, no solo es dar educación sexual en las escuelas, esto tiene que ver también como la familias campesina entienden la reproducción familiar y el rol de las mujeres en el campo.

Aquí termino para no hacer muy extensa mi contribución.

David Venegas

**118. David Venegas, EDAPROSPPO, Peru**

Para finalizar deseo desarrollar dos temas que considero importantes para tratar entender la problemática de los jóvenes de 15 a 17 años en zonas rurales:

El concepto de familia en zonas rural, en nuestro país el concepto de familia es amplio, es decir para los padres tener una familia amplia y congregarlos alrededor de unidad económica familiar, la finca o

la comunidad es normal. Tiene que ver mucho con la idea del ayllu andino. Otro aspecto que se destacar es que para las familias, el emparejar a los jóvenes en temprana edad no es un problema. En algunos casos es consentida y promovida por los padres. Entonces el tema de la planificación familiar tiene que tener en cuenta esta situación, los programas públicos de salud en zona rural deben trabajar con un enfoque que tomen en cuenta esta realidad.

La presencia de Estado en zonas rurales es una cuestión de debate, generalmente se cuestiona la ausencia del Estado en las zonas rurales. Ante ello aparece como prioridad la construcción de postas médicas, escuelas, servicios de extensión agrícola principalmente y en ese orden. El problema no es construcción de esta infraestructura física, sino del personal profesional o técnico que debe brindar los servicios que la población necesita, el debe poner en uso esta infraestructura. En zonas rurales las condiciones laborales de este personal son duras y no generan condiciones para su permanencia. Política de obligar a un servicio cívico temporal de los profesionales de salud, incentivos a los sueldos del personal de salud y profesores que trabajan en zonas rurales pueden ser una alternativa, pero insuficiente. Hay que completarla y ampliarla, por ejemplo ¿donde puede dormir en condiciones dignas este personal?. En algunas zonas las enfermeras y doctores viven en la posta médica, en otros casos, en las escuelas se habilita cuartos para dormir de los profesores; una última política es gobierno peruano es la construcción de unos llamados "tambos" en zonas alto andina, con servicios básicos adecuados, camas, agua potable y baños, para acoger funcionarios públicos que van a las zonas rurales. Creo que estas políticas públicas deben ser evaluadas y sistematizadas, para mejorar la necesaria presencia de Estado en nuestras zonas rurales y darles condiciones adecuadas a los jóvenes y sus familias para que puedan tener servicios públicos de calidad.

Espero que estos aportes sirvan al trabajo de Ustedes, gracias.

David Venegas

#### 119. **Bibhu Santosh Behera, Ouat Bhubaneswar, Odisha, India**

Dear All UNEP/FAO members

Please find out the detail of activities of Green College, an Innovative adult and extension learning institution for Rural and Tribal Youths to feed the future by the Rural and Tribal Youths by getting Vocational Short Duration, Medium Duration and Diploma Courses being conducted by Green Colleges.

Here Living Farms-Green College is Playing a Major Role in Tribal and Remote area of Rayagada Dist. to show the path to the Agroecopreneurs, Youths and Tribal people to give food sovereignty and sustainability.

Here I have attached some activities of Green College by celebrating International Indigenous People day and Green day in Kachhapaju Village a Remote in accessible area of Bissamcuttack Block of Rayagada Dist.in Odisha of India.

Please give your suggestions and help these tribals

Regards

Bibhu Santosh Behera

Independent Scientist (Climate Smart Extension Education and People's Innovation Science)

India

Attachment:

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/BIBHU.docx>



**120. Bibhu Santosh Behera, Ouat Bhubaneswar, Odisha, India (second contribution)**

Dear All UNEP/FAO and all friends

Please find out Living Farms Green College initiatives, case studies and impacts in order to upgrade rural tribal youths to make them empowerment by green skill based education and also helps in stopping migration.

Regards

Bibhu Santosh Behera, PhD (OUAT)

Scientist and Principal

Green College, Muniguda, Rayagada, Odisha, India

Attachment:

<http://www.fao.org/fsnforum/sites/default/files/discussions/contributions/Green%20College%20latest.docx>