

Mainstreaming youth in IFAD operations

A practitioner's guide

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Originator: Tom Anyonge, Lead Technical Specialist – Youth.

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Acronyms

APR	Asia and the Pacific Division
COSOP	country strategic opportunities programme
CSN	country strategy note
ECG	Environment, Climate, Gender and Social Inclusion Division
ESA	East and Southern Africa Division
ICT	information and communication technologies
IFAD11	Eleventh Replenishment of IFAD's Resources
LAC	Latin America and the Caribbean Division
MDB	Multilateral Development Banks
M&E	monitoring and evaluation
MSME	Micro, Small and Medium
NEN	Near East, North Africa and Europe Division
ORMS	Operational Results Management System
PDR	project design report
PDT	project delivery team
PTL	project technical lead
RYAP	Rural Youth Action Plan
SDG	Sustainable Development Goal
SECAP	Social, Environmental and Climate Assessment Procedures
SSTC	South-South and triangular cooperation
WASH	water, sanitation, and hygiene
WCA	West and Central Africa Division



Foreword

What this document is about

This practitioner's guide presents the Rural Youth Action Plan (RYAP) priority areas and the working definitions of “youth-sensitive” country strategies, and “youth-focused,” “youth-sensitive” and “youth-aware” projects, together with their practical implications for all those engaged in developing IFAD country strategies, both country strategic opportunities programmes (COSOPs) and country strategy notes (CSNs), as well as in project design.¹ This includes country directors, project technical leads, consultants, social inclusion officers, IFAD country offices, partners, and all those involved in the COSOP and project delivery teams. The annexes are likely to be more useful for consultants and those working on project designs.

In recent years, IFAD and others have produced a number of knowledge products about youth in agriculture and rural development.² This brief guide cannot replace them, but rather signposts the rich body of knowledge and experience they contain, while framing them within the Rural Youth Action Plan (RYAP). Part A focuses on COSOPs and CSNs, Part B on project designs and Part C on project implementation and supervision. The annexes contain more detail and concrete examples of youth engagement approaches.

What this document is not

This guide is not intended to provide a prescriptive definition of how rural youth engagement should be carried out by all parts of the organization – but instead it outlines a framework with examples and principles to help guide IFAD's engagement with rural youth throughout its operations. It is also not a blueprint but should be adapted to the local context and enriched through direct consultation with young people and their organizations, governments and partners working with rural youth.

1. Please note that this publication was prepared before the COVID-19 pandemic and therefore does not reflect necessary measures to be taken during emergency situations. For further guidance on design and implementation during the COVID-19 emergency please refer to the Operations Manual repository: <https://xdesk.ifad.org/sites/opsmanual/index#/covid-19crisisresponse/covid-19crisisresponse>

2. See annex 11 of *Mainstreaming youth in IFAD operations: a practitioner's guide*.



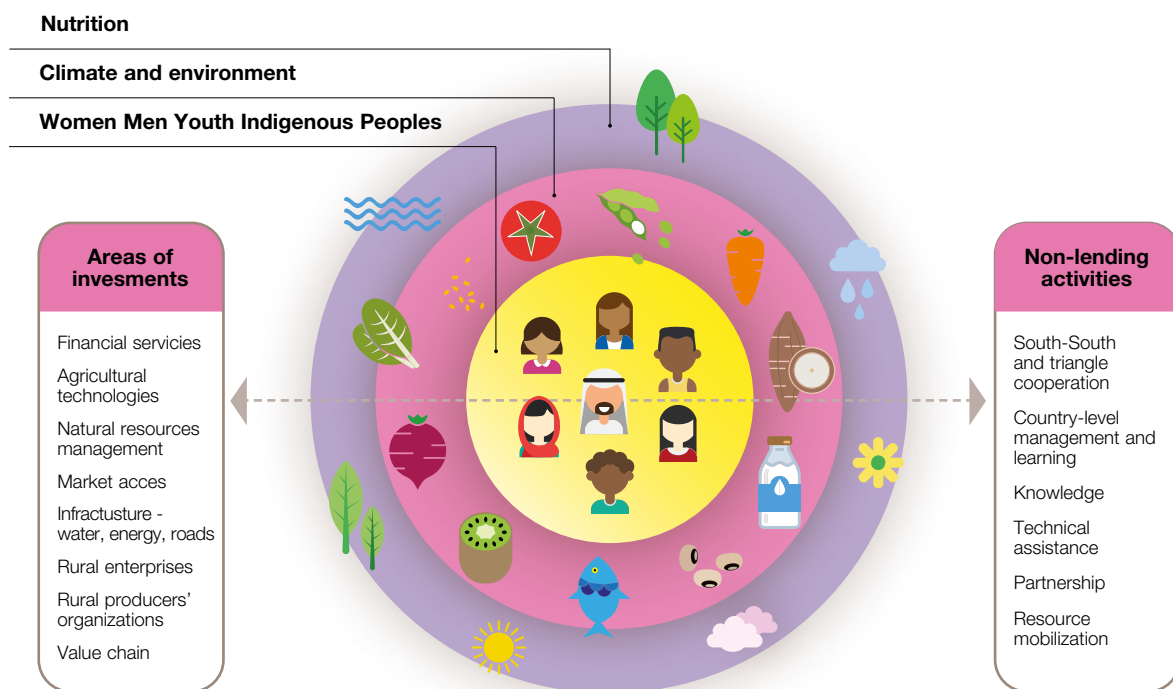
Why mainstreaming youth in IFAD operations?

IFAD mainstreaming themes

Environment and climate change, gender, nutrition and youth are critical and intersecting areas of work in global development towards reducing poverty and hunger and fostering resilient rural livelihoods. Over the last decade, these interconnected themes have also become an essential part of the 2030 Agenda, with specific targets under dedicated Sustainable Development Goals (SDGs) – such as SDG 13 for climate change, SDG 5 for gender equality and SDG 2 for nutrition – but they also directly and indirectly contribute to the achievement of SDG 1 (poverty eradication) and SDG 10 (reducing inequality). Thus, addressing environmental sustainability and climate change, promoting gender equality and women’s empowerment, improving nutrition and fostering youth employment are critical goals in the pursuit of IFAD’s mission.

At IFAD, an integrated approach to these mainstreaming themes has been progressively reshaping overall country engagement, especially since the Eleventh Replenishment of IFAD’s Resources (IFAD11). At the project level, this approach means that the theory of change of projects at design needs to clearly show synergies and intersectionality between different mainstreaming themes, as shown in figure 1.³

FIGURE 1 **IFAD’s mainstreaming themes: interlinkages**



3. Figure 2 was sourced from the IFAD draft “Framework for implementing transformational approaches to the mainstreaming themes”, forthcoming. For the core ORMS criteria on mainstreaming themes, see annex 4 of this guide.

It is clear, for instance, that: (i) nutritional outcomes can be better achieved by weaving the role of women and men into child care and household nutrition; (ii) given the increasing feminization of agricultural production, empowering young women and men will enhance management of the environment and its resources, and improve the resilience of ecosystems; and (iii) young people, both women and men, with their different aspirations and values, have the potential to become the driving force for inclusive rural transformation.⁴ And all of these cannot be separated from the context of climate change.⁵

Figure 2 illustrates the general framework for mainstreaming themes through country programme delivery.

Moving towards youth mainstreaming

IFAD recognizes that the role of agriculture in the rural economy is changing; food systems are key determinants of nutritional status, the well-being of rural people and the health of ecosystems; demographic conditions are revealing the critical importance of the youth bulge; and environmental degradation and climate change are altering the agricultural landscape and the sustainable development potential of rural dwellers.

It has become clear that the failure of rural economies to deliver decent work to their young people affects national economies, threatens political stability, nurtures extremism, and causes socially and economically disruptive migration. Youth are two to three times more likely than adults to be unemployed. Rural youth, especially young women and girls, are often excluded from participation in organizational structures, decision-making and leadership of political processes. Rural young women and girls also have additional burdens related to early marriage and pregnancy, leading to further exclusion due to intergenerational cycles of malnutrition and poverty.⁶ Overall, rural young people have limited access to opportunities and resources such as land ownership, water, markets and finance. Yet they have the potential to become the driving force for inclusive rural transformation. Creating decent job opportunities for rural young women and men and tapping into their potential for innovation and entrepreneurship can generate significant social and economic returns for rural areas in the developing world, making it an effective target for development cooperation. Depending on the context, this can possibly include young people with disabilities, or from minority ethnic and religious groups, geographically-isolated young people, and many others. IFAD will aim to reach and support the engagement of marginalized young people, paying specific attention to their diverse and complex needs so as to ensure the real causes of their discrimination are addressed. To that end, IFAD's 2019 Rural Development Report, *Creating Opportunities for Rural Youth*,⁷ provided relevant research and key insights into the particular kinds of constraints faced by rural youth, and the potential investing in young people can yield in terms of poverty reduction, employment generation, reduction of rural outmigration, and food and nutrition security.

4. IFAD. 2017. Mainstreaming of climate, gender, nutrition and youth. <https://webapps.ifad.org/members/repl/11/03/docs/IFAD11-3-R-4.pdf>

5. See annex 1 for more specific examples of youth-mainstreaming approaches that are also integrated with other mainstreaming themes. See annexes 2, 3, 5 and 6 for more information on youth mainstreaming in relation to other IFAD mainstreaming themes.

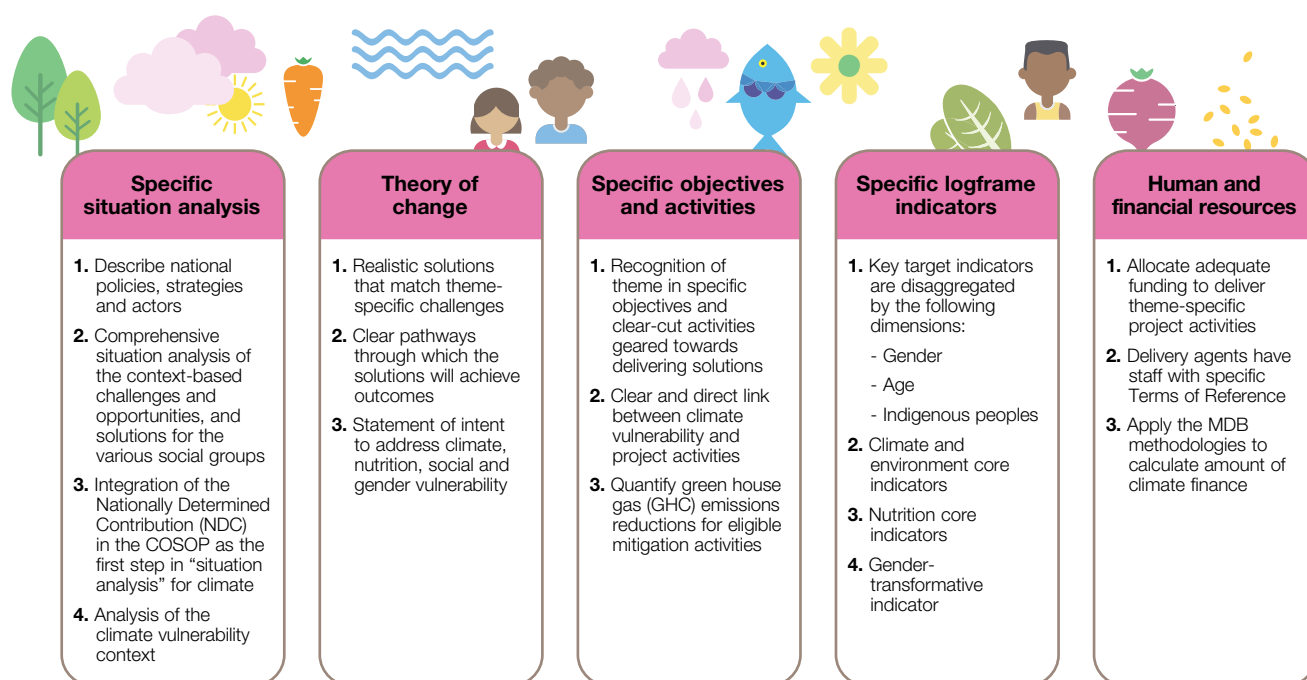
6. IFAD. 2019. The narrative on rural youth and economic opportunities in Africa: facts, myths and gaps. IFAD Research Series. https://www.ifad.org/documents/38714170/41187395/21_Mabiso+and+Benfica_2019+RDR+BACKGROUND+PAPER.pdf/f741a15a-49c1-93ae-5155-5b0ef7bdf733

7. IFAD. 2019. Creating opportunities for rural youth. <https://www.ifad.org/en/document-detail/asset/41397731?inheritRedirect=true>

In line with this context, the IFAD Strategic Framework 2016-2025⁸ includes the creation of viable opportunities for rural youth among its core principles of engagement, key to realizing SDGs 1 and 2, and to the achievement of full employment, as called for by SDG 8. Specifically, according to the Strategic Framework this includes: (i) ensuring that youth issues are mainstreamed in 100 per cent of COSOPs and 50 per cent of investment projects; (ii) updating IFAD's targeting guidelines to systematically take into account the youth dimension and adequately address child labour issues; (iii) ensuring that project monitoring and evaluation (M&E) systems collect, analyse and track age- and sex-disaggregated data, within the overall ORMS framework; and (iv) using South-South and triangular cooperation (SSTC) as a modality for building the capacity of rural youth for entrepreneurship and for exchange of best practices in youth-sensitive initiatives.⁹

FIGURE 2 **General Framework for Mainstreaming**

Gender, Nutrition, Youth and Environment and Climate and Indigenous Peoples



8. IFAD. 2016. Strategic Framework 2016-2025. <https://www.ifad.org/en/web/knowledge/publication/asset/39369820>

9. Ibid.; see also IFAD. 2017. Mainstreaming of climate, gender, nutrition and youth. <https://webapps.ifad.org/members/repl/11/03/docs/IFAD11-3-R-4.pdf>



Introduction to IFAD's Rural Youth Action Plan (RYAP)

Why is the “youth factor” key to IFAD investments?

The overwhelming majority of the world's 1.2 billion young people, equivalent to 88 per cent, live in developing countries and mostly in rural areas.¹⁰ Almost 71 million of them are unemployed¹¹ and rural youth are especially disadvantaged; their livelihoods are under increasing pressure from a lack of access to assets, goods and services and limited opportunities to acquire new skills. This, in turn, is linked to unemployment, which results in a host of connected problems such as financial exclusion and landlessness. Yet the large rural youth population and a growing demand for diversified foods, sustainable and climate-resilient agricultural practices and renewable energy technologies in many developing countries represent a unique opportunity to advance towards the three objectives of decent job creation for youth, food security and sustainable production as spelled out in the 2030 Agenda.¹²

IFAD's Rural Youth Action Plan (RYAP)

The International Fund for Agricultural Development (IFAD) is committed to maximizing this “youth factor” and confirms in its 2016-2025 Strategic Framework that: *“Investing in and harnessing the potential of rural youth will be essential to sustain dynamic rural economic growth in the future, making them a priority group for IFAD. Increasing attention to rural youth, particularly in countries where strong rural population growth is projected, will also be important to mitigate pressure on land, natural resources and labour markets, and stem unmanageable patterns of rural-urban migration. In promoting youth-sensitive development, IFAD will more consistently incorporate the needs and aspirations of young people into its operations and pay closer attention to identifying and creating rural employment and enterprise options appropriate to them, in both the farm and the non-farm sector.”*

In 2018, IFAD approved its first Rural Youth Action Plan (RYAP) for the period 2019-2021. The RYAP builds on IFAD's comparative advantage in empowering rural young women and men through **jobs** and **entrepreneurship** opportunities and intensifies efforts to improve their access to critical productive factors and especially to **assets** (such as land and water), **services** (including financial services) and to relevant **skills**, from literacy to vocational training. It does so in the context of a changing climate and environmental degradation, as well as recognizing that young women and men, including indigenous youth, have different constraints and should be targeted appropriately. It also pays attention to youth well-being, including through improved food security and nutrition and decent work.¹³ The RYAP has been a key step towards IFAD's integrated transformational agenda, set to mainstream youth, gender, nutrition and environment and climate in its IFAD11 portfolio.

10. United Nations. 2018. World Youth Report. <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/WorldYouthReport-2030Agenda.pdf>

11. International Labour Organization. 2017. Global Employment Trends for Youth 2017: Paths to a better working future.

12. OECD. 2018. The Future of Rural Youth in Developing Countries. Tapping the Potential of Local Value Chains.

13. See the RYAP at <https://webapps.ifad.org/members/eb/125/docs/EB-2018-125-R-11.pdf>

BOX 1 **Rural Youth Action Plan highlights**

- **Increased ambition: all country strategies and 50 per cent of all new projects to be youth-sensitive by 2021.** Increased engagement and partnership with young people through a Rural Youth Engagement Mechanism, youth targeting, youth-sensitive country programming and delivery, strengthened implementation capacity, and resource mobilization.
- **Theory of change: jobs, entrepreneurship and well-being for youth through more access to productive assets, services and skills.** IFAD's pro-youth interventions aim to foster economic empowerment in the food and agriculture sector and throughout the rural economy by offering a comprehensive menu of interventions comprising: business development, new technology and innovation models, vocational training and education as well as interventions on emerging themes of decent work, child labour in agriculture, adolescent girls, indigenous youth and youth with disabilities.
- **Fit for purpose: evidence-based policy engagement and partnerships.** Build evidence base through M&E activities, documentation of good practices and strategic knowledge sharing. Country-level policy engagement based on evidence of what works and what does not work for rural youth; and facilitate in-country dialogue providing evidence and support to national policies related to rural youth.

What do we mean by “youth” and “youth-sensitive”?

The official United Nations definition of “youth” is people between 15 and 24 years of age, while “adolescents” are aged between 10 and 19 years, but countries often adopt different age brackets.

All IFAD's COSOPs and project designs should define youth on the basis of a country's own definition. It is important to note that in many contexts, beyond any official definition, concepts of youth and adulthood are defined more by life stage, for example marriage or entering employment. Working definitions for youth-sensitive IFAD country strategies and youth-sensitive, youth-aware and youth-focused projects are set out in the following pages.

What do we mean by mainstreaming engagement with youth in IFAD operations?

“Young people have many innovative ideas but are often excluded from planning and policy processes relating to the future of rural areas,” Moses Abukari, IFAD.

A youth-sensitive country strategy or project is not just about the right analysis and documents. Engaging with youth means just that – listening to them and working on relevant solutions together throughout the design, implementation and supervision processes, giving them a voice from the home through community levels and in key institutions, right up to giving them a platform to engage in national and international policy processes. Concretely, IFAD can:

- consult with youth directly to identify their different needs and ideas for solutions, making sure that young women and all vulnerable people among rural youth are included in consultation activities
- include provisions to engage youth in participatory planning, design, monitoring and evaluation, as well as project management
- support youth participation in household and community decision-making

- facilitate youth participation in farmer, agribusiness, extension and off-farm groups – or invest in youth-specific groups
- strengthen existing and create new platforms for youth engagement in policy and advocacy at the local, national, regional and global level

IFAD can do all this directly or through partnerships with youth-oriented organizations – see annex 9 for a preliminary list.

IFAD's priority areas for youth mainstreaming and engagement

In 2016, IFAD presented a strategic framework that articulates IFAD's role in the 2030 Agenda. The framework includes three strategic objectives: 1) Increase poor rural people's productive capacities; 2) Increase poor rural people's benefits from market participation; and 3) Strengthen the environmental sustainability and climate resilience of poor rural people's economic activities. The RYAP's priority areas and their contribution to IFAD Strategic Objectives are shown in table 1. There is a clear focus both on jobs and on the building blocks needed for young rural people to access jobs (assets, skills/capacity- building and services), whether that be in paid employment or to set up as entrepreneurs. Emerging themes are extremely important but beyond IFAD's experience, hence IFAD is strengthening its partnerships with organizations already spearheading these themes. For example, IFAD is partnering with the International Labour Organization in decent employment and child labour – see annex 9 for a list of partnerships.

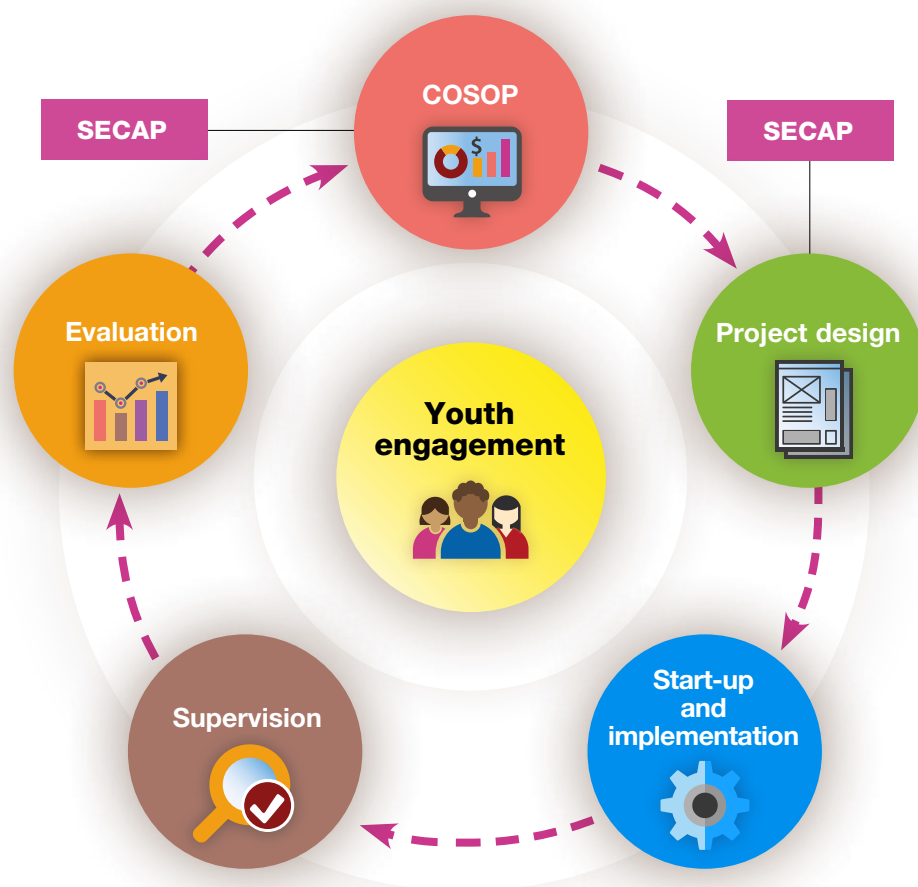
Is there anything special about young people?

IFAD knows that all rural people face significant challenges in realizing their potential. However, rural youth often have distinct characteristics. Youth tend to be a more mobile group, more likely to migrate than their adult counterparts. They **aspire to decent work** with a positive image, rapid returns and less drudgery, so engagement options can include innovative and profitable smallholder models, new and labour-saving technologies, including information and communication technologies (ICT) and climate-resilient technologies, off-farm and wage employment. They are often **quick to learn, take up innovations and take risks** that they perceive as relevant to their aspirations – and to abandon any that do not work for them. It is critical for them to perceive any interventions as being relevant to them. Capacity development activities need not only to effectively connect young people to employment, but also to be delivered in a way that keeps them interested and engaged. Many rural young women and men are also **frustrated at their lack of assets, services and skills**, as well as **voice**. But there are important differences between young women and men, for example in asset bases (inheritance usually favours boys) and livelihood options in many locations. Young women usually have fewer ways of earning a living than young men. They are more exposed to gender-specific disadvantages in the labour market and households, including gender-based violence, lower wages and labour exploitation, limited decision-making power, and to the possibility of being deprioritized when it comes to access to nutritious food within the household. Young rural girls are indeed one of the poorest segments of the rural population and are therefore deserving of adequate targeted support. The needs of indigenous young men and women and youth with disabilities also require special consideration and should be highlighted. This guide includes concrete examples of how to tackle these issues and build on young people's strengths (see annexes).

TABLE 1 Rural Youth Action Plan priorities and emerging themes by Strategic Framework objective

	Strategic Objective 1 Increase poor rural people's productive capacities	Strategic Objective 2 Increase poor rural people's benefits from market participation	Strategic Objective 3 Strengthen the environmental sustainability and climate resilience of poor rural people's economic activities
	<ul style="list-style-type: none"> • Access to natural resources • Access to agricultural technologies and production services • Inclusive financial services • Nutrition 	<ul style="list-style-type: none"> • Diversified rural enterprise and employment opportunities • Rural investment environment • Rural producers' organizations • Rural infrastructure 	<ul style="list-style-type: none"> • Environmental sustainability • Climate change
Priority themes (IFAD comparative advantage)			
• Youth employment and entrepreneurship	✓	✓	✓
• Access to land and natural resources (assets)	✓		✓
• Access to rural finance (services)	✓		
• Access to climate-resilient productive technologies and practices (assets/services)	✓	✓	✓
• Profitable smallholder organizational models (services)	✓	✓	
• Access to skills (including training and education opportunities) related to above areas	✓	✓	✓
• Voice and participation in governance and decision-making	✓	✓	✓
Emerging themes (working with partners)			
(i) decent employment	✓	✓	✓
(ii) child labour in agriculture	✓	✓	✓
(iii) adolescent girls, indigenous youth and youth with disabilities	✓	✓	✓

FIGURE 3 Youth mainstreaming and engagement throughout IFAD operations cycle





Part A: IFAD country strategies

A working definition of a **youth-sensitive country strategic opportunities programme (COSOP) or a country strategy note (CSN)** is one that **includes a youth analysis based on that carried out in the Social, Environmental and Climate Assessment Procedures (SECAP) and aligned with the Rural Youth Action Plan (RYAP)**. It does not take into account the extent to which a country strategy includes youth in strategic outcomes or project concept notes, as this will depend on whether youth are a priority in a particular context.

Key steps

The key steps are as follows, as set out in Figure 1:

- ▶ Step 1: Identify who is responsible for social inclusion in the COSOP/CSN preparation team, integrate youth responsibilities into their Terms of Reference (TORs) and carry out analysis
- ▶ Step 2: Integrate analysis into COSOP “SECAP Background Study, including nationally determined contribution (NDC) analysis and targeting strategy”/CSN
 - Step 2A. Decide to what extent rural youth are a priority
 - Step 2B. If youth emerges as a high priority, consider further youth-related studies;
- ▶ Step 3: Integrate analysis/recommendations into COSOP and project/non-lending (grant) concept notes as relevant
 - Step 3A. Consider the best mix of youth-aware, youth-sensitive and youth-focused¹⁴ investments/non-lending activities
 - Step 3B. Find the best fit between youth engagement and the overall thrust of the country strategy.

Step 1: Identify who is responsible for social inclusion in the COSOP/CSN preparation team and carry out analysis

The first step involves assigning responsibility for analysing rural youth issues and integrating them as appropriate in the SECAP annex and the COSOP/CSN. Suggested terms of reference (TORs) are given in annex 10; these should be adapted to context. If budget/time does not permit the level of detail suggested in annex 10, a more detailed analysis could be carried out during project design. Meanwhile, for the preparation of COSOP/CSN, an initial analysis could focus on succinctly addressing the following questions, disaggregated as much as possible by gender, age groups and other vulnerable groups such as indigenous youth, adolescent girls and youth with disabilities:¹⁵

14. The definitions of youth-aware, youth-sensitive and youth-focused projects are further developed in Part B of this document.

15. See annex 11 for useful references.

- What is the **number/percentage of rural youth** in the country?
- What are their **aspirations**?¹⁶
- What is their **employment** status in rural areas (unemployment rates; agriculture/off-farm; wage/entrepreneurship; formal/informal)?
- What is the poverty rate of rural young people?
- Do young women have the same opportunities as young men in the country and what are the main opportunities for young women in the country?
- Do rural youth face specific nutrition or food security related issues?
- Is there an **outmigration trend** from rural to urban areas?
- What is their access to **assets** (physical, natural, financial, social, e.g. belonging to relevant networks and groups such as farmers' organizations, cooperatives, civil society organizations)?
- What kind of **knowledge/skills** do they possess?
- What kind of **services** can they access, e.g. financial/credit, extension?
- What are the main **policy** provisions/gaps?
- Are there any potential **partners**?
- What is IFAD's experience of working with youth in the context/nearby relevant contexts?
- Based on the above, what are the **main opportunities** to engage with youth?

At this stage the analysis may well be desk-based and the annexes (in a separate document) contain many useful resources. In many situations, responsibility for youth will be addressed by staff or a consultant covering targeting and all social issues such as gender and women's empowerment, and indigenous peoples. This can be helpful in developing a holistic national targeting strategy. Youth could also be addressed by other specialists, for example agronomist/ value chain and rural finance specialists.

Step 2: Integrate analysis into COSOP “SECAP background study, including NDC analysis and targeting strategy”/CSN

IFAD's templates for the SECAP annex give clear indications of where to integrate youth issues. Suggestions for integrating youth issues are given in annex 2 of this guide.

Step 2A. A key decision that the country director and COSOP delivery team need to make is to what extent rural youth are a priority. In some countries, this may already be clear from previous IFAD experience, whereas in others this requires rapid analysis carried out as a first step of SECAP studies. There are no hard and fast criteria, but if the following indicative criteria are met, it may be appropriate for IFAD to place a high priority on youth:

- Rural youth are a national policy/programming priority¹⁷
- Rural youth represent a significant proportion of the population, e.g. 30 per cent or above¹⁸
- High poverty and unemployment rates among rural youth¹⁹

16. This can be obtained by surveys and consultations with youth groups or by secondary data from the government or partner organizations operating at the country level.

17. Youthpolicy.org is a useful website to check this.

18. ILOSTAT is a useful website, e.g. for the unemployment rate by gender, age and by rural/urban areas (per cent). Number/percentage of youth should also influence the selection of geographic areas and should be considered as a criterion for geographic targeting to be combined and balanced with other priority criteria (in particular incidence and intensity of poverty).

19. Ibid.

- Risk of exposure of young women and/or men is high and likely to influence SECAP categorization, e.g. if their resettlement is a possibility, or child labour is a risk
- The country director and team/government judge that youth engagement is critical for achieving IFAD's strategic objectives in the Strategic Framework 2016-2025.

Step 2B. If youth emerges as a high priority, consider further youth-related (including a possible combination of desk research and fieldwork), either focusing on youth specifically or ensuring that youth issues are analysed in other background studies such as those for value chains, market access, etc.²⁰ Consider whether youth should be further addressed on related country strategy development missions if any projects are likely to be at least youth-sensitive, for example to consult them directly.

Step 3: Integrate analysis/recommendations into COSOP and project/non-lending (grant) concept notes as relevant

This step is about integrating relevant sections from the SECAP analysis and background study into the main body of the COSOP/CSN. In the COSOP/CSN, there is likely to be room for no more than one or two paragraphs summarizing key issues and priorities plus the integration of youth into concept notes as appropriate.

Step 3A. The first question to consider is the best mix of youth-aware, youth-sensitive and youth-focused investments/non-lending activities (see Part B). The types of investment, proportion of youth and the alignment of youth to the COSOP/CSN theory of change depend on the extent to which youth beneficiaries and their engagement is identified as a priority according to the country context. Table 2 suggests some approaches, but the decision will depend on context.

See Part B on project design for definitions of “youth-aware,” “youth-sensitive” and “youth-focused”.

Step 3B. The second question is how to find the best fit between youth engagement and the overall thrust of the country strategy. The suggested TORs for the analyst/consultant (annex 10) include this task but some suggestions for some types of IFAD support and entry points are expanded in annex 1.

The country director and team need to integrate youth together with gender dimensions, and also, if applicable, the considerations of indigenous peoples and attention to disability. They also need to do so with an environment and climate, as well as a nutrition lens. For these reasons, youth engagement should as far as possible integrate these dimensions to maximize benefits across all these areas and minimize trade-offs. See annex 1 for examples of youth engagement approaches and annex 5 for opportunities for synergy.

20. This example is not from IFAD but is, nevertheless, useful: EcoVentures International for Education Development Centre for USAID's EQUIP III G-Youth project in Garissa Kenya. 2010. Youth Labour Market Assessment, North Eastern Province, Kenya: A study of market opportunities and workforce needs for youth.

TABLE 2 Possible investment approaches for youth in project concept notes

Dimensions	Youth are high priority	Youth are medium/low priority
Investment modality	<p>All project concept notes at least youth-sensitive</p> <p>AND/OR</p> <p>Youth-focused projects or youth-focused project components may be needed</p> <p>AND/OR</p> <p>Youth-focused grants to foster innovation.</p>	<p>All project concept notes at least youth-aware</p> <p>AND/OR</p> <p>Youth-focused project components may be needed in some interventions</p> <p>AND/OR</p> <p>Grants to foster innovation.</p>
Further studies	Consider providing for youth-focused SECAP studies to inform detailed project design.	May not be needed.
Youth action plan	This can be youth-focused assessments carried out and inserted as an annex to the SECAP or as simple as detailing youth provisions/targets alongside project components and specifying to which RYAP priorities they contribute.	Optional, or part of the targeting strategy.
Proportion of youth to be targeted	Depends on context; in general, the proportion of youth targeted by the project could be expected to reflect the proportion of rural youth in the country . However, it may be important to target a smaller percentage critical to catalyse future youth outcomes, or it may be especially challenging to start attracting youth back to agriculture and therefore a smaller percentage is appropriate. What is important is a clear rationale and the percentage of benefits to youth should be specified and explained in the targeting strategy and results framework beyond youth-disaggregated data.	Depends on context; may be important to target a small percentage critical to catalyse future youth outcomes, or it may be especially challenging to start attracting youth back to agriculture and therefore a smaller percentage is appropriate. What is important is a clear rationale and the percentage of benefits to youth should be specified in the targeting strategy and results framework beyond youth-disaggregated data.
Fit with theory of change	Youth are central and may be agents of change.	Youth are part of, but not central to, the theory of change.
Results framework	<p>Youth-sensitive indicators/targets, such as the following, disaggregated by gender, adapted from RYAP priority and emerging areas for youth engagement:</p> <ul style="list-style-type: none"> (i) number of jobs created/IGAs created (x percentage youth, women, etc.) (ii) number of people to access land and natural resources (x percentage youth, women, etc.) (iii) number of people to access rural finance (x percentage youth, women, etc.) (iv) number of people to access climate-resilient productive technologies and practices (x percentage youth, etc.) (v) number of people to access profitable smallholder organizational models (x percentage youth, women, etc.). <p>These are not intended to be prescriptive but serve as examples. For countries where youth are a high priority, these indicators can be linked to a quota for youth.</p> <p>See also annex 6 for IFAD core indicators that can be disaggregated by young/not young.</p>	

TABLE 3 **Selected youth entry points in IFAD country strategies**

Overall thrust	Youth engagement entry points
Community development	Holistic youth support (access to assets/services/skills) for self or wage employment, access to producer organizations and other community groups
Infrastructure	Improve youth access to markets, services and skills
Environmental management/climate change	Access to climate-resilient technologies, access to land ²¹ /related skills
Rural finance	Access to affordable credit, ²² which can pave the way to access to land, services and skills
Value chains	Various entry points along value chains ²³



Youth engagement opportunities in IFAD operations cycle: suggestions from youth in Latin America and the Caribbean. Panama, June 2019

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21. See this IFAD publication for ideas and examples: IFAD. 2014. Lessons learned: Youth and land tenure.

22. See this IFAD publication for ideas and examples: IFAD. 2015. How to do note: Youth access to rural finance.

23. See this IFAD publication for ideas and examples: IFAD. 2014. Toolkit: Commodity value chain development projects.



Part B. IFAD project design

- ▶ A “youth-focused” project primarily targets young people.
- ▶ A “youth-sensitive”²⁴ project is one that generates long-term youth employment and/or entrepreneurship opportunities by addressing context-specific challenges and potential of rural youth. A youth-sensitive project design is one that:
 - (i) describes youth and its context-based challenges and opportunities in the project design analysis, and (i) informs a targeting strategy that explicitly targets youth with concrete objectives and activities to achieve impact in priority areas, expressed as part of the project’s theory of change, approach and results framework. It also allocates resources to deliver activities targeting youth.
- ▶ A “youth-aware” project is one that has some of the above elements but not all.

These working definitions have been developed in consultation with regional youth focal points and agreed by IFAD senior management and will be refined on the basis of IFAD’s experience. From IFAD11 onward, at least 50 per cent of new projects must be “youth-sensitive”. Although the definition is kept broad, projects should be encouraged to further disaggregate the youth category, along different age groups, as well as other critical social axes, and come up with criteria and definitions that are easily identifiable and endorsed by local stakeholders and communities.

For project design, the key steps are:

- ▶ Step 1: Identify who on the project delivery team is responsible for youth/carrying out studies
- ▶ Step 2: Integrate youth into the project design report annex on “Social Environment and Climate Assessment”
- ▶ Step 3: Integrate youth into the rest of the project design documents for youth-focused, youth-sensitive or youth-aware projects, as appropriate, in RYAP priority areas. According to the Revised Project Design Guidelines, these will be *Annex XI*, *Annex XII*, *Annex XIII*, *Annex XV* and *Annex XVI*.

The previous section on country strategies also applies to a great extent, but a greater degree of specificity about the project site, youth targeting and detail about implementation is needed. More detail is given below.

24. See annex 4 for mainstreaming integration framework, including youth-sensitive Operational Results Management System (ORMS) criteria.

Step 1: Identify who on the project delivery team is responsible for youth/carrying out studies

The first step involves assigning responsibility for analysing youth issues,²⁵ commissioning an analysis and integrating them as appropriate in the project design report, including in the annex on “Social Environment and Climate Assessment”. In countries/projects where youth are a high priority, a youth-focused analysis should be considered to feed into the SECAP review note and the rest of the project design report.

Suggested TORs for youth-sensitive/youth-focused projects are given in annex 10 but these should be adapted to the context. Again, in many situations, responsibility for youth will be addressed by someone covering targeting and all social issues including gender and women's empowerment, as well as indigenous peoples and people with disabilities and nutrition in some cases – this can be helpful in developing a holistic project targeting strategy and allows for the integration of cross-cutting issues. Youth could also be addressed by other specialists, for example agronomist/value chain and rural finance specialists. Depending on resources, background research (4-5 days) should be carried out before a design mission, which can be used to refine approaches/engage youth. For projects envisaged as youth-aware, youth analysis could be purely desk-based and focus on succinctly answering the questions in box 2, whereas for potentially youth-sensitive and youth-focused projects, youth should also be addressed on design missions. Site-specific data may be unavailable and missions present an important opportunity to listen to young women and men. The overall questions that need to be answered in any analysis, as far as possible disaggregated further by gender, life stage, etc., are shown in box 2.

BOX 2 Key questions to consider in youth analysis

- What is the **number/percentage of rural youth** in the target group in the project area?
- What is the status of **young women** in the project area? Do young women generally have the same opportunities as young men in the project area?
- Are there any specific nutrition or food security related issues that rural youth face in the project area?
- What are their **aspirations**?
- What is their **employment** status in rural areas (unemployment rates; agriculture/off-farm; wage/entrepreneurship; formal/informal)?
- Is there an **outmigration trend** to urban/other areas/illicit activities, i.e. youth involved with illegal substances?
- What is their access to **assets**:
Physical, e.g. infrastructure and equipment including climate-smart agriculture technologies
Natural, e.g. land, water, forests, vegetation and wildlife, fisheries
Financial capital
Social, e.g. belonging to relevant networks and groups?
- What kind of **knowledge/skills** do they possess, including what level of education (e.g. knowledge/skills including indigenous knowledge, literacy and numeracy, schooling, business skills, nutrition, WASH and hygienic practices)?
- What kind of **services** can they access (e.g. financial/credit, extension)?
- What are the main **policy** provisions/gaps?
- Are there any potential **partners**?
- What is IFAD's experience of working with youth in the context/nearby relevant contexts?
- Based on the above, what are the **main opportunities** to engage with youth?

25. This is usually the responsibility of the project delivery team member from the Environment, Climate, Gender and Social Inclusion Division.

Step 2: Integrate youth into project design report annex on “Social, Environmental and Climate Assessment Procedures” (SECAP)

The SECAP review note (an annex of the project design report) summarizes the development context, looks at how the project might impact it in terms of IFAD’s mainstreaming themes, including youth, and makes recommendations on how the project can mitigate risks and better address social and environmental concerns. IFAD’s template gives clear indications of where to integrate youth issues, and more detail is given in annex 3. **All analysis and recommendations should be further disaggregated by gender, age, ethnicity, cultural specificities** and similar factors.

Step 3: Integrate youth into rest of the project design documents for youth-focused, youth-sensitive or youth-aware projects, as appropriate, in RYAP priority areas

Step 3A. The project delivery team needs to verify/adjust the investment approach set out in the project concept note, that is whether a youth-focused, youth-sensitive or youth-aware project is most appropriate – see table 2: “Possible investment approaches for youth in project concept notes”.

Step 3B. Next, the main sections into which youth should be integrated as relevant are in (i) background sections on context, (ii) targeting strategy and theory of change, (iii) results framework, (iv) budget and cost tables (COSTAB) and (v) project implementation manual (focus on practical implementation aspects and ensure essential analysis is in the project design report/reference SECAP review note).

A youth-sensitive targeting strategy is defined above. In addition, IFAD’s new targeting guidelines²⁶ include youth and offer important guidance. Experience at IFAD shows that further disaggregating youth by age and by gender and setting quotas for specific and vulnerable subgroups such as adolescent girls or youth with disabilities is key to developing relevant project services, as their constraints and capacities are often substantially different. Further disaggregation is key where the national definition sets the upper age limit high (e.g. 40)/youth predominate in the area.

Examples of activities that support youth access to assets, skills and services, and which should be considered as part of the targeting approach, include: (i) generating **employment** opportunities for youth, (ii) promoting mechanisms to facilitate young people’s access to productive **assets** (i.e. land and natural resources), (iii) developing entrepreneurship skills through vocational, technical **training and business incubation** adapted to context-based needs/interests, (iv) providing credit/equity **financing** for youth-owned enterprises and start-ups, (v) promoting climate-resilient and innovative **technologies** (including ICTs), (vi) involving youth as key stakeholders in local, national **governance** structures and in policymaking, and promoting **profitable smallholder organizational models** for young entrepreneurs, and (viii) **improving access** to education, vocational training and business skills for **young women**.

Table 4 further indicates the relevance of various demand side (enabling environment, needed for longer-term rural transformation) and supply side (young women and men) options for farm and off-farm self-employment and wage employment. The table highlights the links between actions to engage rural youth and actions to create a more enabling environment. It follows that IFAD support for demand-side investments offers entry points for engaging youth.

26. <https://www.ifad.org/en/document-detail/asset/41397731?inheritRedirect=true>

TABLE 4 **Action areas to increase rural youth employment²⁷**

	Farm		Rural non-farm	
	Self-employment	Wage employment	Wage employment	Self-employment
Facilitate inclusion of rural youth in policy dialogue and programme design	X	X	X	X
General demand-side actions				
Invest in complementary infrastructure	X	X	X	X
Raise agricultural productivity growth to raise demand for non-farm goods and services			X	X
Promote high-value agriculture and value addition		X	X	X
Improve the rural business climate and trade	X	X	X	X
Promote competition and private-sector participation and investment	X	X	X	X
Promote secondary towns	X	X	X	X
Role of farm mechanization		X	X	X
Specific targeted supply-side actions				
Develop skills and match rural youth to jobs through training programmes and capacity-building	X	X	X	X
Facilitate access to land	X	X		
Improve access to affordable finance	X	X	X	X
Promote MSME development			X	X
Support social protection and safety net programmes, and access to social services	X	X	X	X
Support access to health (including reproductive health and care for youth with disabilities), access to water and basic hygiene services	X	X	X	X

X = relevance of the listed action area to self and wage employment of rural youth in farm and rural non-farm activities.

27. World Bank and IFAD. 2017. Rural Youth Employment. Paper commissioned by the German Federal Ministry for Economic Cooperation and Development as an Input Document for the G20 - Development Working Group.

See annexes 1 and 7 for concrete examples of “supply side” actions, and annex 11 for useful references and toolkits. The RYAP contains a list of ongoing youth-oriented loan- and grant-funded operations, as does a baseline study available from the IFAD Youth Desk.

What works?²⁸

Youth are ready to live in rural areas and even engage in agriculture if the activities generate high returns on investment, have short gestation periods, confer business ownership on them and lead to social linkage opportunities. The answer to “what works” clearly depends on context, and there are few impact studies in the literature, but some “takeaways” stand out:

- **Intentionality** matters: a conscious effort to reach youth through direct targeting, including harder-to-reach younger, female and indigenous youth, has proved a key factor.²⁹
- **Holistic packages** such as business skills training paired with business advisory services and financial support have led to positive effects on self-employment in rural settings.³⁰
- Youth participation in the design of projects is important, as is ensuring that young people have **decision-making power** and can contribute to their own well-being and development.³¹
- Focus on **empowering young women** by designing interventions that specifically address constraints they face; evidence from Egypt shows that technical, business and vocational training at young women’s clubs had a positive impact on business development in rural areas.³²
- The success of many IFAD-supported projects comes from **tailoring financial products and services** to young people’s needs, where IFAD can broker mutually beneficial links between youth and financial services providers.
- **Non-financial services** in IFAD-supported projects have proved pivotal in achieving success, as young people need complementary education and training services, such as business education and entrepreneurship training and coaching, especially in agribusiness.³³
- **Non-farm activities** are a key source of income for rural households, including for the landless poor and subsistence farmers; there are opportunities for youth here.³⁴
- Young people in rural areas, especially women, can benefit from policy interventions that ensure **access to productive assets** and resources, in particular those related to the ownership and management of land.³⁵

Key tips for designing youth-sensitive projects

1. When it comes to skills, soft skills are important: *“For agriculture specifically, skills transfer effectively occurs in work-based learning venues such as farmer field schools, on-site employer-based training, internships, volunteer opportunities, and co-curricular youth organizations. Soft skills ... are as important to success in the workplace as technical or agricultural-specific skills, including in the agriculture sector where ever-changing global demands require flexibility and adaptation...”*³⁶ See annex 1 of this guide for concrete approaches for engaging youth.

28. See annex 1 and annex 7 of the *Mainstreaming youth in IFAD operations: a practitioner’s guide*.

29. ACIDI-VOCA for USAID. Youth Engagement in Agricultural Value Chains Across Feed the Future: A Synthesis Report.

30. M. Hatayama. Institute of Development Studies. 2018. Youth employment programmes: What works in rural settings?

31. IFAD. 2018. IFAD’s engagement with rural youth.

32. A. Elsayed and R. Roushdy (2017). Empowering young women through business and vocational training: Evidence from a field intervention in rural Egypt, Impact Report Series, Issue 8 (Geneva, International Labour Office) in ILO. Undated. Youth in the Rural Economy.

33. IFAD. 2018. IFAD’s engagement with rural youth.

34. ILO. Undated. Youth in the Rural Economy.

35. Ibid.

36. Source: <https://www.youthpower.org/what-works-youth-and-agriculture-food-security-and-nutrition#Youthskillsdevelopment>

2. Not all young people want to leave farming; IFAD can keep youth engaged by working together to support their decisions on life improvement opportunities and decent work – and even employ others. In Guinea, for example, the IFAD-supported National Programme to Support Agricultural Value Chain Actors offered young farmers technical advice on how to use compost, fertilizers and phytosanitary products, and how to maintain irrigation infrastructure, store crops and manage a business. They were also given access to credit to buy inputs and tools. The result was a marked increase in yields. Household food security improved and hundreds of jobs were created.
3. Be clear about market demand/access to market for entrepreneurship, and the job market for wage employment, for example plan a market/job market analysis.
4. The majority of IFAD investments are related to value chains and while there are many related guides, two are worth highlighting. The first is the IFAD “Nutrition-sensitive value chains: A guide for project design” Volumes 1 and 2. These guides are about developing nutrition-sensitive value chains, but also integrate youth, gender and climate/environment considerations. The second is the “Project Design Guide for Youth-Inclusive Agriculture and Food Systems: Volume I” on project design (USAID, 2018); although designed for USAID programming this is still relevant for IFAD. If using this, ensure alignment with IFAD’s RYAP.
5. Consider whether there are IFAD grants engaging youth that could be scaled up and whether the project could benefit from one of the IFAD partnerships in annex 9.
6. Indigenous youth – see annex 8 for a list of youth-focused winning proposals from the 2018 IFAD-supported Indigenous Peoples Assistance Facility (IPAF). These are interesting to check as examples and could be scaled up.
7. Keep potential benefits of migration in mind, for example seasonal migration opportunities provided by better rural roads can bring wages to offset low agricultural seasons, and remittances can be channelled to young entrepreneurs.³⁷
8. If self-targeting is chosen, the project services must be closely tailored to the needs of young women and men taking into account possible barriers, or there is a risk that they will not be adopted. Direct targeting may be a better strategy for “hard to reach” rural youth, including the most vulnerable.
9. See annex 7 for examples of projects that integrate youth.
10. Contact the regional youth focal points or the Youth Desk with youth-related queries, including strategies for youth participation and engagement throughout operations.

37. See the Babyloan experience in Mali in annex 1.



Part C. IFAD implementation and supervision support

This section outlines key steps to be taken during implementation and supervision missions to review and ensure youth engagement and evaluate previous youth engagement during the project cycle.

Key steps are:

- ▶ Step 1: During project start-up, ensure that project implementers are aware of youth definition, commitments and provisions in the Project Implementation Manual (PIM) as early as possible.
- ▶ Step 2: Ensure that the youth dimensions are included in project baseline and adequate data are collected on the youth target group, and that the targeting strategy is checked and refined based on insights from baseline results.
- ▶ Step 3: Ensure human resources for monitoring and reporting on youth-related indicators during supervisions, including ensuring that youth aspects of the targeting strategy are implemented.
- ▶ Step 4: Ensure effective knowledge management of youth-related experiences from supervision missions and overall project implementation.
- ▶ Step 5: Ensure a clear picture emerges of progress against youth-related commitments during project closure.

Step 1: Project start-up

Ensure that project implementers are aware of youth commitments and provisions in the Project Implementation Manual (PIM) as early as possible. This can be through a start-up workshop or similar and should ideally be done as part of broader targeting/social inclusion sensitization. If there is someone responsible for youth,³⁸ make time to ensure they are fully briefed and know where to turn for advice on youth-related matters. It is important to sensitize and encourage project management unit (PMU) staff to start engaging with the youth as early as possible and ensure that they are reached by information campaigns and social mobilization activities using appropriate channels and language. The person responsible for monitoring and evaluation (M&E) is another key person to brief, ensuring that they understand their role including any knowledge management dimensions and qualitative monitoring aspects.

Step 2: Project baseline

Ensure that the youth dimensions, including disaggregation by age, are adhered to, for example if the project intends to target young heads of households, then their economic status at project initiation needs to be appropriately captured to track changes.

38. Ensuring adequate human resources working on youth/social inclusion in the PMU is mandatory to be categorized as youth-sensitive.

Step 3: Supervision and monitoring support missions

Ensure that someone is tasked with monitoring youth-related dimensions and writing up the reports, consulting with young boys and girls in the project area. Whether a consultant dedicated to youth or the gender and social inclusion specialist, someone needs to track whether youth commitments are on track/identify issues and support the project implementers in resolving them. For example, if a youth action plan is missing, the mission may have to develop one. Clear documentation of successes and agreed actions is key in the mission reports, to ensure continuity in the event of changes in personnel. It is useful to include a brief assessment of the extent to which project actions contribute to job creation for rural youth when relevant to the project scope and propose remedial actions if the youth-related objectives have not been met. The mission member should aim to familiarize themselves with emerging IFAD partnerships and initiatives at the corporate level, including youth organization members of the forthcoming Rural Youth Engagement Mechanism, to guide project implementers towards concrete opportunities.

Step 4: Knowledge management

Effective knowledge management can serve three main purposes: (i) inform project design and implementation in the country and elsewhere, (ii) act as an evidence base for policymaking and (iii) take stock of concrete examples and lessons to share with IFAD members, donors and relevant youth groups to further boost investment in rural youth and scaling up good practices. Some projects may have provided for specific youth-sensitive knowledge products in the design. Even if this is not the case, consider capturing and sharing youth-related experiences from supervisions, etc., with (i) regional colleagues, (ii) multi-stakeholder platforms/government where IFAD experience can contribute valuable evidence on which to build policy and (iii) IFAD youth team, which may share more widely for corporate learning.

Step 5: Preparing for project completion

Ensure a clear picture emerges of progress against commitments, including unintended results and, as far as possible the reasons for the achieved results in relation to the theory of change. Ensure that the TORs for the person preparing the project completion report and the evaluation specialists include youth dimensions. Ensure that an adequate Exit Strategy is in place to allow for sustainability of the youth-targeted activities.

Key tips for youth-sensitive monitoring and evaluation, and learning

1. A youth-sensitive monitoring, evaluation and learning (MEL) system should go beyond monitoring participation in programme activities to measuring the impact of programme interventions on rural youth. A participatory and youth-sensitive MEL system can provide a platform for local stakeholders, empowering them to articulate their own needs. In this way, the programme can facilitate continuous and joint learning and reflection, including the consultative development of indicators, which is particularly important for adaptation because of the constantly changing needs of the community. One key mechanism to be leveraged to ensure a youth-sensitive MEL is engaging with the future Rural Youth Advisory Council.

2. The monitoring system assesses and reports on change in young men's and women's adaptive capacity, secure access to resources, markets and services, jobs and/or self-employment, participation in collective and household decision-making, diverse and robust sources of production and income, and nutrition, as part of the standard and agreed programme indicators to enable improvements based on adaptation learning and evidence.
3. The programme monitors and evaluates youth dynamics not only in absolute terms (numbers of female/male, different age groups or ethnicities of beneficiaries) or in isolation (impacts on young men versus impacts on young women), but also in relative terms (increases or decreases in gaps, changes in social relations). Consider how activities may impact on a range of dimensions and ask questions to monitor change in communities. Track changes in young peoples' voices in public decision-making forums and increased access to and control over resources crucial for adaptation. Youth-sensitive indicators (disaggregated by age and gender) can not only monitor participation of young women and men, but also indicate changes in control of productive assets, decision-making, access to resources, and economic status. Examples of IFAD core indicators which can be disaggregated by age/gender are included in the list of annexes (annex 6).
4. The MEL system monitors and documents youth achievements in the programme to generate critical knowledge and evidence (Step 4), which can be used to advocate for and contribute to an enabling environment for youth-sensitive policy at community, local, national and global levels.

Annex 1. Rural youth engagement approaches and mainstreaming themes

Illustrative examples of actions on mainstreaming themes in IFAD's investment areas				
Investment areas	Climate and environment	Gender	Nutrition	Youth
Integration of poor rural people into value chains	Promote measures to enhance resilience and generate benefits for the environment	Enable access to markets for women	Select nutritious food value chains	Generate employment opportunities for youth in selected on- and off-farm value chains
Improved agriculture technologies and effective production service	Select climate- and environment-sensitive technologies and production service	Empower women to use and benefit from technologies and production service	Ensure that technologies and production services contribute to nutrition outcomes	Attract youth into the sector using ICTs and digital services that are more attractive to youth
Rural enterprise development and off-farm employment	Incentivize sustainable enterprises	Promote women entrepreneurs	Focus on enterprises which promote nutritious food	Offer employment and entrepreneurship opportunities to youth
Inclusive financial services	Financial services enable actions that respond to climate change and environmental degradation	Improve women's access to financial services	Target financial services for business activities around nutritious food	Support youth entrepreneurship through financial inclusive services and products
Natural resources, water, energy and biodiversity	Improve amount and quality of ecosystem services	Ensure equitable access to ecosystem service opportunities	Promote nutritious neglected and underutilized species	Ensure ecosystem service opportunities for future generations and access to green jobs
Support to rural producers' organizations	Support climate-resilient and sustainable pathways	Empower women in rural producers' organizations	Support activities focused on nutrition	Support youth empowerment and involvement in producer organizations

Rural youth engagement approaches and activities per youth issue			
YOUTH ISSUES	ENGAGEMENT OPTIONS		
	Advocacy and training on youth access to land	Access to land and natural resources	Access to infrastructure including access to markets
Access to assets RYAP Theme 2: Access to land and natural resources IFAD11 2.3.16	Training Young Community Resource Persons³⁹ The IFAD Orissa Tribal Empowerment and Livelihoods Programme in India has promoted the capacity development of young people as community resource persons (CRPs): educated local village youth are trained to identify landless households in project villages and vacant village land and to assist the landless households in securing land and land titles. Advocacy towards implementing existing laws and regulations granting youth access to land In the Philippines, advocacy activities resulted in more efficient implementation of the agrarian reform mandated by the Philippine Constitution. In Burkina Faso, advocacy campaigns targeted the local traditional authorities, such as the village chief and the land chief, to release some of the land to young women.	Land banks/funds to facilitate land transfers to young farmers (or youth aspiring to become farmers) and intra-vivos land transfer⁴⁰ See World Bank 'Young Rural Entrepreneur and Land Fund Programme'. Through this system, the elderly transfer (a part of) their land to younger family members while they are still alive. This has been proven beneficial to both parties because the elderly often no longer have the capacity to manage their lands in the most efficient way and youth are keen to have their own land and have better access to new technologies. Short-term land leases for youth⁴¹ Rivali Uganda Limited enters into short-term lease agreements with landowners who do not wish or do not have the capacity to use their land in the foreseeable 12 months. RUL works closely with the local authorities to sensitize landowners with regard to youth and their need for access to land.	Agriculture cooperatives⁴² Supporting youth cooperatives can mean financial support, extension services, business planning support, training and others; and cooperatives can be formed all along the value chain – from producer cooperatives to processing, marketing and distribution cooperatives. Forming a cooperative can facilitate young people to access credit for building infrastructure, for instance, or bulking their produce before marketing.

39. This initiative supports youth by integrating both access to skills and access to assets/resources themes.

See <https://www.ifad.org/en/web/knowledge/publication/asset/39183159>

40. See "Young Rural Entrepreneur and Land Fund Programme" (*Fondo de Tierras e Instalación del Joven Emprendedor Rural* – FTJER) in IFAD, FAO and CTA (2014) <http://www.fao.org/3/a-i3947e.pdf>, pp. 24–26. See also <https://www.ifad.org/documents/38714170/39135645/Facilitating+access+of+rural+youth+to+agricultural+activities.pdf/325bda30-ac08-494f-a37d-3201780a5dff>, p. 10.

41. See IFAD, FAO and CTA (2014) <http://www.fao.org/3/a-i3947e.pdf> for the Rivali Uganda Limited (RUL) case study, p. 28.

42. International Movement for Catholic Agricultural and Rural Youth (MIJARC), FAO and IFAD, Summary of the findings of the project implemented by MIJARC in collaboration with FAO and IFAD "Facilitating Access of Rural Youth to Agricultural Activities", (Rome, IFAD, February 2012). <https://www.ifad.org/documents/38714170/39135645/Facilitating+access+of+rural+youth+to+agricultural+activities.pdf/325bda30-ac08-494f-a37d-3201780a5dff>

Rural youth engagement approaches and activities per youth issue		
YOUTH ISSUES	ENGAGEMENT OPTIONS	
Access to assets RYAP Theme 2: Access to land and natural resources IFAD11 2.3.16	Access to land and natural resources	
	Group acquisition of land and cooperative farming⁴⁴ Youth often inherit small plots of land and lack access to finance to buy more land. To overcome these constraints, cooperative farming in India has proved to be successful. The Adarsh Yuvak Swayamrojgar Sewa Sahakari Sanstha Cooperative was supported by the Poorest Areas Civil Society (PACS) Programme; an initiative of the UK Government's Department for International Development (DFID). PACS helped them to register the cooperative and to work out a business plan.	
Access to services RYAP Theme 3: Access to rural finance IFAD11 2.3.4 RYAP Theme 4: Access to climate-smart productive technologies and practices and profitable smallholder organizational models IFAD11 2.3.13	Access to financial services	Access to climate-resilient productive technologies and non-financial services
	Youth savings and credit groups Stable youth savings groups have proved to be very effective mechanisms for building the financial capability of young people in remote rural areas. A savings group can serve as an ideal platform for young people before their financial needs increase. Scalable approaches to savings accounts have incorporated more flexibility in account opening requirements, reduced account opening amounts, provided greater account control for the youth and simplified the product design. Schools are effective entry points for reaching large numbers of young people, especially minors, but youth savings groups represent an alternative strategy for reaching out-of-school youth in rural areas. See Rural Youth Economic Empowerment Program (RYEEP) Egypt; and IFAD, How to do youth access to rural finance. ⁴³	Climate-resilient and nutrition-sensitive approaches/technologies targeted at youth⁴⁵ For instance, building resilient agro-sylvo-pastoral systems through a participatory approach, inclusive of youth and women. IFAD's AEP-Youth (PEA-Jeunes) project in Cameroon invests in financial and technical support for young entrepreneurs in agropastoral value chains, including awareness-raising activities aimed at including young women. This approach is both nutrition-sensitive and climate-resilient in the context of Cameroon, on top of being culturally appropriate.

43. See IFAD, How to do youth access to rural finance: <https://www.ifad.org/web/knowledge/publication/asset/40184463>; see also IFAD Rural Youth Economic Empowerment Program (RYEEP) Egypt https://static.globalinnovationexchange.org/s3fs-public/asset/document/cf5fc8_2d40f189d59d4cc88820de1caac0ccfd.pdf?MyEgzkNp977IP2EQkATQWVerQS.b5TH7V

44. See "Facilitating Access of Rural Youth to Agricultural Activities", (Rome, IFAD, February 2012).

45. See IFAD AEP-Youth for an example. <https://www.ifad.org/en/web/operations/project/id/1694/country/cameroon>; See also CGIAR. Climate Smart Technologies and Practice. <https://ccafs.cgiar.org/flagships/climate-smart-technologies-and-practices>

Rural youth engagement approaches and activities per youth issue		
YOUTH ISSUES	ENGAGEMENT OPTIONS	
	Access to financial services	Access to climate-resilient productive technologies and non-financial services
<p>Access to services</p> <p>RYAP Theme 3: Access to rural finance IFAD11 2.3.4</p> <p>RYAP Theme 4: Access to climate-smart productive technologies and practices and profitable smallholder organizational models IFAD11 2.3.13</p>	<p>Mobilizing diaspora/financial products expressly for young people and lower risks of lending, e.g. matching grants, catalytic funds, patient capital, microfinance⁴⁶</p> <p>Babyloan, a leader in online interest free lending, allows for the Malian diaspora in France to send remittances directly to fund youth entrepreneurs being trained by IFAD projects in Mali. The FIER project is helping the youth prepare sound and viable projects, and accompanies the implementation of their activities. These projects are presented on the platform and this constitutes a guarantee for the migrants.⁴⁷</p> <p>Youth finance mentoring</p> <p>Design needs to take into consideration that trusted adults other than parents and relatives can also facilitate access to financial services. This is especially critical for young people who do not want parental involvement in their finances. Mentoring programmes with experienced business owners can help build the business and financial skills of young entrepreneurs and farmers.⁴⁸</p> <p>Life cycle approach to financial inclusion⁴⁹</p> <p>Financial services need to be appropriate to the life stage of young people as well as tailored to the business cycle of a young entrepreneur. Using a life cycle approach to financial inclusion can help ensure services are adequate for key life transitions. For rural youth, these life stages, including different activities that contribute to the family income, may take place at an earlier point in life than for urban youth.</p>	<p>Off-grid/renewable energy solutions for homes and small youth-led businesses (training and employing youth in renewables)</p> <p>IFAD's OTELP project engages with DESI Technology Solutions to train young women as entrepreneurs to disseminate solar technology.⁵⁰</p> <p>Innovations in technology/ICT</p> <p>Mobile technology offers much promise in promoting the financial inclusion of young people in rural areas.</p> <p>Youth-sensitive non-financial services</p> <p>IFAD can:</p> <ul style="list-style-type: none"> • Support and finance the capacity-building of financial service providers and non-financial NGOs to offer a wide variety of non-financial services for rural youth. Non-financial services can range from financial education to technical and business training for farm and non-farm activities. • Encourage cross-subsidies of financial services for non-financial services. • Engage ministries of education in facilitating school-based models to deliver both financial and non-financial services.⁵¹

46. See Rutten, L. and Fanou, S.L. (2015): *Innovative and Inclusive Finance for Youth in Agriculture*. CTA https://ypard.net/sites/default/files/legacy_files/finance%20agriyouth.pdf

47. <https://www.ifad.org/en/web/latest/story/asset/39640148>

48. See IFAD, How to do youth access to rural finance: <https://www.ifad.org/web/knowledge/publication/asset/40184463>

49. Ibid.

50. See IFAD Odisha Tribal Empowerment and Livelihoods Programme <https://operations.ifad.org/documents/654016/0a7dbfd9-7e2e-4cf7-ac4a-1b26c00c30a6>; see also <https://www.wri.org/publication/can-renewable-energy-jobs-help-reduce-poverty-india> for multiple examples in and outside of IFAD.

51. Ibid.

Rural youth engagement approaches and activities per youth issue		
YOUTH ISSUES	ENGAGEMENT OPTIONS	
	Entrepreneurship skills	Capacity-building and vocational training
Access to skills RYAP Action Area 2: young people's capacity built through specific skills enhancement activities, e.g. vocational training, business incubation, climate-smart agriculture, nutrition, etc. IFAD11 2.3.3 and 2.3.8	Business and life skills training offered through savings groups⁵² For youth who want to start their own business, participating in business training can help them build a realistic and bankable business plan, and improve their business skills and their likelihood of obtaining and repaying a loan. In rural areas, specialized training or technical assistance could focus on a variety of agribusiness topics (such as crop production, distribution, processing and sales), as well as non-farm entrepreneurial opportunities (trading, transportation, construction, manufacturing, commerce and service activities). Agro-entrepreneurship incubators,⁵³ e.g. Songhai An incubation centre for young, socio-economic entrepreneurs, Songhai is a research and training ground for young African farmers to learn aquaculture and crop and livestock production. Young people also learn how to participate in socio-economic reconstruction, and contribute to developing their own communities. The centre is an economic as well as a social institution which carries out training, production and research by combining traditional and modern learning methods. The Songhai Centre has signed a Memorandum of Understanding (MoU) with the IFAD-funded Community-Based Natural Resource Management Programme in the Niger Delta – which has also been successful in targeting young rural people with financial and technical training. ⁵⁴	Peer-to-peer life skills education⁵⁵ In El Salvador, PRODEMORO's life skills education programme (Educacion para la Vida) creates a space in which young people can talk about key life and health issues, such as love, sexuality and HIV/AIDS. The specific needs of young girls are addressed. Sons and daughters of the members of beneficiary rural organizations have priority of access to the scholarships for the courses organized by the programme. Training-of-trainers (ToT) approach⁵⁶ Increasingly used in areas such as health education or HIV and AIDS prevention and lately also in the Ebola virus disease contexts, peer education through trained and motivated young people has demonstrated its potential for and adaptability to agricultural vocational training. Young people have a great influence on their peers, and are often in a better position to share knowledge and encourage the adoption of new practices. Youth tend to be more comfortable and more proactive when there are other youth involved. Furthermore, this process contributes towards strengthening youth-led initiatives and associations. ⁵⁷ Potential partners: Save the Children; FAO; PROCASUR

52. Ibid. On life skills, see Save the Children. Adolescents' Peer Leader Manual for Life Skills Development.

<https://resourcecentre.savethechildren.net/library/adolescents-peer-leader-manual-life-skills-development>; see also International Youth Foundation. Strengthening Life Skills for Youth: A Practical Guide to Quality Programming. <https://www.iyfn.org/library/strengthening-life-skills-youth-practical-guide-quality-programming>

53. See Songhai Centre and IFAD <http://www.fao.org/3/a-i5024e.pdf>; <http://www.songhai.org/index.php/en/home/38-actualites-anglaises/468-songhai-and-ita-partners-for-youth-training-in-25-african-countries>; See for example IFAD operations in Nigeria in partnership with Songhai <https://operations.ifad.org/documents/654016/dcf1adf4-0f3f-48b0-8d19-2201b36497d5>

54. Ibid.

55. For example, PRODEMORO, El Salvador. See <https://www.ifad.org/documents/38714170/40184033/lessons+learned+youth+access+to+rural+finance.pdf/7b591a5a-05e7-461d-9288-f6ecc2e2135d>; see also <http://www.fao.org/3/a-i5024e.pdf>

56. See IFAD successful example – Capacity-Building for Resilient Agriculture in the Pacific (CBRAP) <https://xdesk.ifad.org/sites/APRop/Lists/APR/2000000150/Progress%20Report/IFAD%20CBRAP%20Annual%20Report%202017.pdf>

57. See <http://www.fao.org/3/a-i5024e.pdf>

Rural youth engagement approaches and activities per youth issue	
YOUTH ISSUES	ENGAGEMENT OPTIONS
Access to skills RYAP Action Area 2: young people's capacity built through specific skills enhancement activities, e.g. vocational training, business incubation, climate-smart agriculture, nutrition, etc. IFAD11 2.3.3 and 2.3.8	Capacity-building and vocational training
	<p>Junior Farmer Field and Life Schools (JFFLS) methodology⁵⁸</p> <p>JFFLS is a simple methodology for teaching vulnerable children and young people about farming and how to take care of themselves. It uses a "living classroom" approach in which the students observe the crops throughout the growing season with the help of a facilitator. Agricultural topics are linked to life skills so that when children talk about how to protect their plants from diseases they also learn how to protect themselves from diseases and other adverse conditions. The school builds the students' self-confidence and problem-solving skills by having them decide for themselves what steps are required, for example to cope with crop pests or diseases and then defend their decisions in front of their peers in open discussions.</p> <p>Potential partner: FAO</p> <p>Vocational training</p> <p>With support from IFADs ASAP fund, HILIP-CALIP in Bangladesh provided vocational training in the Hoar area of Bangladesh. Most of the participants were young people (both women and men). The project has specifically targeted young people who are not employed or received any training. To ensure their buy-in and active participation, most of the participants resided at the vocational training centre. As young women are not always allowed to reside at training centres, the project provided them with shuttle services. The project was able to provide 80% of the participants with employment opportunities or apprenticeship by linking the beneficiaries with contractors and service providers working with HILIP-CALIP.⁵⁹</p>

58. For JFFLS resources see <http://www.fao.org/rural-employment/work-areas/youth-employment/skills-development/en/>; For a short summary, see <http://www.fao.org/3/a-i1208e.pdf>

59. See IFAD Haor Infrastructure and Livelihood Improvement Project - Climate Adaptation and Livelihood Protection HILIP-CALIP: <https://www.ifad.org/en/web/operations/project/id/1100001585>

Rural youth engagement approaches and activities per youth issue			
YOUTH ISSUES	ENGAGEMENT OPTIONS		
	Drudgery-reducing approaches	Nutrition-sensitive agriculture	Education on nutrition for youth
Well-being and nutrition RYAP Action Area 2: young people's capacity built through specific skills enhancement activities, e.g. climate-smart agriculture, nutrition, etc. IFAD11 2.3.3 and 2.3.8	Targeting young women for drudgery-reducing technologies, such as sprinklers and electric fences⁶⁰ IFAD's CARLEP project in Bhutan targets young women and men as lead farmers and beneficiaries, with special attention given to increasing youth access to technologies, such as sprinklers and electric fences that keep wild boar out without harming them, to boost production, reduce human-wildlife conflict and also make farming more attractive and less labour-intensive. Young women in particular are expected to benefit, as they can reduce the time spent on guarding their plots and increase time spent in caring for their children, with likely benefits in child nutrition.	Diversifying livelihoods with highly nutritious foods preservation and processing training⁶¹ IFAD's PARSAT project in Chad targets young people, including newly established young couples and schools. Young families are priority recipients of support for income-generating activities to help diversify livelihoods as a climate change adaptation strategy as well as a pathway to better nutrition. This focuses on a limited number of areas, such as preserving vegetables and fruit, oil production (e.g. groundnut, sesame, desert date), bee-keeping, and the drying and preservation of fish in the Lake Fitri region. The aim is to provide training, technical and economic support, and productive capital, so that families can develop economic activity that is profitable during the dry season.	Nutrition and environmental education for youth, including nutrition-sensitive agriculture and climate adaptation techniques⁶² IFAD's PARSAT project in Chad offers a holistic educational strategy in three educational modules: literacy, nutrition and environmental education. Literacy is particularly important to reduce the illiteracy rate among young women, and offer them better prospects and independence among the community. The nutrition module focuses on better use of local crops to improve local diets and especially for children. Finally, environmental education, particularly for young people, is helping educate farmers and students on how to live and farm sustainably, including how to adapt to a rapidly changing climate.

60. See IFAD Commercial Agriculture and Resilient Livelihoods Enhancement Programme (CARLEP) in Bhutan, p. 7 https://www.ifad.org/documents/38714170/40798308/youth_advantage_web.pdf

61. See IFAD Project to Improve the Resilience of Agricultural Systems in Chad (PARSAT), p. 11 https://www.ifad.org/documents/38714170/40798308/youth_advantage_web.pdf

62. See IFAD Project to Improve the Resilience of Agricultural Systems in Chad (PARSAT), p. 11 https://www.ifad.org/documents/38714170/40798308/youth_advantage_web.pdf

Rural youth engagement approaches and activities per youth issue		
YOUTH ISSUES	ENGAGEMENT OPTIONS	
Well-being and nutrition RYAP Action Area 2: young people's capacity built through specific skills enhancement activities, e.g. climate-smart agriculture, nutrition, etc. IFAD11 2.3.3 and 2.3.8	Education on nutrition for youth School gardens and plant nurseries⁶⁴ Schools have been identified as one of the most cost-effective settings for running health promotion programmes designed to prevent key risk factors responsible for non-communicable diseases, principally poor nutrition, physical inactivity, smoking and irresponsible alcohol consumption. School gardens provide students with the knowledge, skills and opportunity to grow and eat fresh fruits and vegetables, while also promoting physical activity. It is hoped that by encouraging these behaviours early in life, students will adopt healthy attitudes and behaviours that will continue into adulthood. See IFAD's Pacific Organic And Ethical Trade Community (POETCom) for an example in Fiji.	
	Youth-sensitive governance Youth in governance of Producer Organizations (POs) In El Salvador, PRODEMORO is applying a highly participatory and youth/gender-sensitive approach to structuring and strengthening local organizations. PROFOR (Programa de fortalecimiento organizacional – organizational strengthening programme) places a strong emphasis on empowering rural young women and men as leaders and as active players in the lives of their organizations, including diagnostic analyses of local opportunities and constraints and formulation of proposals for strengthening their organizations. Along with older members, they are using PRA tools and the “closing the gap” (“cerrando brecha”) methodology to carry out in-depth analyses of opportunities and constraints as the basis for their proposals. Young people are actively involved at all stages of the development cycle, from diagnosis to implementation and management. ⁶³	Participation in policy-making dialogues Fostering spaces for dialogue with governments so that youth organizations, farmers' organizations, universities and other associations located in rural areas can participate in the drafting, implementation, monitoring and assessment of policies directed at young rural people ILO/IFAD joint partnership on decent productive work for rural youth are strengthening the policy dialogue work initiated in Madagascar and by PROMER 2 in Senegal. Young professionals of the IFAD-fostered Global Youth Innovation Network (GYIN) are being engaged to participate in supervision and design missions throughout the region. ⁶⁵ Potential partners: PROCASUR; ILO
Policy and governance RYAP Action Area 1 Involving youth as key stakeholders in governance structures of farmers' organizations/ youth business associations/ potential shareholding companies held by youth IFAD11 2.3.9		

63. <https://www.ifad.org/documents/38714170/40184033/lessons+learned+youth+access+to+rural+finance.pdf/7b591a5a-05e7-461d-9288-f6ecc2e2135d>

64. See IFAD's Pacific Organic And Ethical Trade Community (POETCom) for an example in Fiji. https://asia.ifad.org/web/poetcom/resources/-/resource_library/7202/work-tools

65. Ibid.

Rural youth engagement approaches and activities per youth issue			
YOUTH ISSUES	ENGAGEMENT OPTIONS		
Holistic approaches			
	<p>Gender Action Learning System (GALS)</p> <p>This is an empowering process that helps to increase participation at all levels, working with men, women and the poorest community members, addressing gender inequalities and imbalances within the household as a whole. The GALS tools can be used to promote household financial planning and savings, and more equitable decision-making.</p> <p>See, for example IFAD's Rural Finance and Community Improvement Programme – Phase II in Sierra Leone.</p>	<p>Youth-focused graduation models⁶⁶</p> <p>These incorporate asset transfers, mentoring and a range of skills development – useful to reach the hard-to-reach poor including youth. Graduation programmes thus generally combine food consumption support, asset transfer and self-employment to help deprived households lift themselves out of poverty.</p>	<p>Equity and welfare⁶⁷</p> <p>An equity and welfare approach focuses on basic human needs or welfare and socio-economic rights. Often this is a cross-sectoral approach, so not only focused on attainment in formal education or employment, skills and jobs. It may also examine inequity, youth poverty and social safety nets. It is concerned with addressing structural barriers and may often involve a political-economy analysis. The practical effect of this approach is that broader contextual factors which may pose a risk to initiatives are often identified and managed in advance. For example, the lack of young women attending school may be the result of harassment on the way to school or lack of privacy in toilets.</p>

66. See <https://www.ifad.org/documents/38714170/39317987/Research+Series+Issue+13+-+13+-+Graduation+models+for+rural+financial+inclusion.pdf/19064761-7c5a-4010-9144-3d2ff459d802?eloutlink=imf2i>

67. See ADB. 2018. What's the Evidence? Youth Engagement and the SDGs. <https://www.adb.org/sites/default/files/publication/466811/youth-engagement-sdgs.pdf>

Annex 2. How to integrate youth into country strategy SECAP background annex

All analysis and recommendations should be further disaggregated by gender, age, ethnicity, cultural specificities, etc. Tip: “youth” is not a homogenous group, and in some societies “youth” or “adulthood” is defined more by whether someone is married or not rather than by age; the needs of younger/unmarried young males and females are likely to differ significantly from older/married young adult men and women.

Part 1. Situational analysis and main challenges

- 1.1** Socio-economic situation and underlying causes. Include one or more paragraphs on youth, touching on:
- a) any national definition of youth
 - b) an analysis of the key characteristics of youth based on RYAP priority areas (see Table 1 from the youth practitioner's guide main document) as well as financial assets such as savings, and human capital (knowledge/skills including indigenous knowledge, literacy, educational attainment, etc.)
 - c) implications of these characteristics, i.e. the main challenges and opportunities for youth in agriculture.

Under the “nutrition” section, highlight any particular issues relating to adolescent girls or other youth.

Part 2. Institutions and legal framework

- 2.1** Institutions. Consider referring to the social capital of youth (the capability for collective action), whether there are youth-oriented organizations/groups such as young farmer' groups, and/or youth access to formal/informal institutions. **Tip:** the participation of young people, especially young women, tends to be weak as formal organizations may not offer services they can access or they are perceived as irrelevant to their needs.
- 2.2** Policy and regulatory frameworks. Include relevant provisions or omissions (e.g. youth policies/action plans, youth provisions in sectoral policies and programmes) as well as any implementation gaps.
- 2.3** Programmes and partnerships. Specify programmes/projects relating to rural youth.

Part 3. Strategic recommendations

- 3.1** Lessons learned. Specify any lessons learned in engaging with rural youth.
- 3.2** Strategic orientation. Specify whether the COSOP will align with any youth policy provisions.

3.3 Strategic actions and targeting. Specify within a targeting strategy:

- (a) the rationale for prioritizing issues related to youth
- (b) the most promising approaches to engage youth in the agricultural sector (see Annex 1 for examples)
- (c) the process of dialogue and negotiation with government, other donors and civil society, particularly rural youth organizations.

Tip: align the targeting strategy with RYAP priorities.

Tip: based on the analysis, assess and indicate whether youth are a high priority or not, to inform the degree of youth sensitivity in project/grant concept notes. This is a subjective decision and no hard and fast rules apply. For example, if rural youth comprise a significant proportion of the population, if there is a clear government provision to support rural youth, and if the most promising solutions to empower rural youth align with IFAD's comparative advantage, youth may be a high priority. Or it may be important to target a small number of youth, for example, if this could kick-start a process of attracting young people back to rural areas. Or the SECAP review process may have identified social risks relating to young women and/or men.

3.4 Monitoring. Specify key performance indicators for youth – see Table 2 in the youth practitioner's guide main body for some suggestions but these will depend on context.

Annex 3. How to integrate youth into project SECAP Review Note

The SECAP Review Note (an annex of the PDR) summarizes the development context, looks at how the project might impact this with regard to IFAD's mainstreaming themes, including youth, and makes recommendations on how the project can mitigate risks and better address social and environmental concerns. IFAD's template gives clear indications of where to integrate youth issues, and more detail is given below. **All analysis and recommendations should be further disaggregated by gender, age, ethnicity, cultural specificities**, etc. **Tip:** "youth" is not a homogenous group, and in some societies "youth" or "adulthood" is defined more by whether someone is married or not rather than by age; the needs of younger/unmarried young males and females are likely to differ significantly from older/married young adult men and women.

Section 2. Situational analysis and potential project impacts. Specify how youth features in the project theory of change, summarize their main challenges and opportunities, and identify youth as a target group as relevant.

Section 2.1 Socio-economic and nutritional assessment. See COSOP guidance above, but focus on issues specific to the project area and youth in this area.

Section 2.3. Target group profiles. Present the most important groups the project should be targeting, including youth, further disaggregated, as relevant. List their challenges (e.g. food security and nutrition, climate change) and needs as framed by RYAP priority areas (see Table 1 of the guide's main document) and how the project addresses these. These should ideally be based on consultations.

Section 3. Institutional analysis. See COSOP guidance above, but focus on institutions relevant to the specific project/project area.

Section 4. Environmental and social category. Current guidance states that "(t)he significance of gender and youth, indigenous peoples, nutritional risks will feed into the overall social risk level," i.e. A (high), B (moderate) and C (low). In general, the lower status and lack of assets/skills/access to services of young people means that they tend to be particularly vulnerable to *global risks* such as climate change and environmental degradation, food insecurity and malnutrition, conflict, etc. Typical risks associated with *investment options* include the following:

- Employment options interfere with young peoples' education/mitigation strategies include ensuring that they are compatible and even encourage further training/education
- Employment options may inadvertently contribute to child labour
- Employment options inadvertently favour male youth/mitigation strategies include actively selecting options and reaching out to young women

- Employment options are not supported by young peoples' families/mitigation strategies include obtaining family buy-in
- Employment options are not taken up because of social norms/mitigation strategies include talking to young people to ensure that options are acceptable to them and working on social norms that hold back youth engagement
- Training for youth is not taken up because they are not perceived to lead to rapid income generation/mitigation strategies include opting for schemes that offer rapid income generation and communicating this to youth
- Training for youth is not taken up because they are not tailored to their specific situation/mitigation strategies include innovative and interesting delivery, and ensuring that they are based on real market demand
- Training without action to retain youth in rural areas may inadvertently contribute to their migration away from rural areas in search of employment.

Typical risks and opportunities for youth through the lens of other IFAD mainstreaming themes (gender, climate and environment, nutrition) are summarized in Annex 6.

Section 6. Recommendations for project design and implementation. Current guidance states that concrete recommendations should be included on what the project should be aware of/should avoid, following a “do not harm” approach (safeguards) as well as recommended actions with the potential to reduce poverty, ensure rural transformation and increase resilience by project component. Recommendations should cover youth and be aligned to RYAP priority areas (see Table 1 of the guide’s main document). Identify gaps in the capacity of possible project implementers and the type of capacity-building needed to address these gaps. This is the place to also outline the main elements of a targeting strategy that includes youth: keep in mind the definition of a youth-sensitive targeting strategy above. Annex 1 sets out possible approaches based on IFAD and wider experience, Annex 10 contains current/evolving IFAD partnerships and initiatives. This annex, together with the annexes containing examples and useful references, offer a menu of options for how to engage with rural youth.

Section 7. Further studies needed. If further studies are required, e.g. ESMPs, ESIAs, FPIC implementation plan or nutrition assessment, specify youth dimensions as relevant.

Section 8. Monitoring and evaluation. See M&E guidance for country strategies.⁶⁸

68. <https://www.ifad.org/documents/38714182/39723123/toc.pdf/e7c718e2-56b9-4f60-b404-3f31448a38a2>

Annex 4. Mainstreaming themes integration matrix (ORMS criteria)⁶⁹

Detailed criteria for all mainstreaming themes at design		
	Gender-transformative ⁷⁰	Nutrition-sensitive
Theme-specific SITUATION ANALYSIS	<p>Describe national policies, strategies and actors addressing gender.</p> <p>Identify the different roles, interests and priorities of women and men and the underlying structures and norms of exclusion and discrimination.</p> <p>Identify the most important livelihood problems and opportunities faced by the community, as seen by women and men.</p> <p>*In the M&E section of the design document, include an explicit commitment to undertake the gender empowerment indicator⁷² assessment (Integrating key elements of the project-level Women's Empowerment in Agriculture Index (pro-WEAI) when undertaking the project baseline study as well as at completion, as proxy outcome indicator on gender equality and women's empowerment (GEWE).</p>	<p>Describe national policies, strategies and actors addressing nutrition.</p> <p>Identify the main nutrition problems and underlying causes of malnutrition by affected group (e.g. by age, gender, ethnicity) in the project area.</p> <p>Identify nutritionally vulnerable beneficiaries by group (e.g. by sex, youth, (if applicable) indigenous peoples).</p>
Integration in THEORY OF CHANGE	<p>Address all three gender policy objectives in ToC:</p> <ol style="list-style-type: none"> 1. Economic empowerment 2. Equal voice 3. Balanced workloads <p>*Showcase gender transformative pathways.</p> <p>Plan for policy engagement on GEWE.</p>	<p>Identify nutrition pathways (e.g. nutritious food production; income generating activities; nutrition education; WASH; engagement in multi-sectoral platforms).</p> <p>Present the casual linkage between problems identified, desired outcomes and expected nutrition impacts.</p>

69. Operational Results Management System (ORMS).

70. Criteria without an asterisk refer to criteria also applicable to gender mainstreamed projects. Criteria with an asterisk refer to additional criteria to qualify a project as gender transformative.

71. For ease of comparison, the main principles of the MDB methodologies have been simplified to fit the four overarching areas. The MDB methodologies in full can be reviewed in the latest MDB joint report and the latest Climate Action Report (see references).

72. Integrating key elements of the project-level Women's Empowerment in Agriculture Index (pro-WEAI).

Youth-sensitive	Climate finance ⁷¹
<p>Describe national policies, strategies and actors on youth.</p> <p>Describe main youth groupings (e.g. by age, gender, ethnicity).</p> <p>Analyse the context-based challenges and opportunities for each youth grouping.</p>	<p>Clearly set out the climate vulnerability context of the project (=MDB <i>Adaptation Methodology Step 1</i>)</p> <p>To the extent possible, support IFAD clients in meeting their NDC priorities and commitments, building on the integration of the NDC analysis in IFAD country strategies.</p> <p>For eligible mitigation activities, an ex-ante estimate of GHG emissions reduction potential is provided (=MDB <i>Mitigation Methodology</i>)</p>
<p>Showcase pathways to youth socio/economic empowerment.</p> <p>Include youth employment among the project objectives and activities (e.g. access to assets, skills, and services for employment opportunities).</p>	<p>Include a statement of intent to address specific climate vulnerabilities (=MDB <i>Adaptation Methodology Step 2</i>)</p> <p>Demonstrate a clear and direct link between climate vulnerability and project activities (=MDB <i>Adaptation Methodology Step 3</i>)</p>

Detailed criteria for all mainstreaming themes at design		
	Gender-transformative	Nutrition-sensitive
Mandatory LOGFRAME INDICATORS (outreach & outcome)	<p>Disaggregate Outreach indicator (C.I. 1) by sex.</p> <p>At least 40% of project beneficiaries are women (specify number as part of C.I. 1 on Outreach⁷³).</p> <p>*Include the gender empowerment index as an additional impact indicator to measure change in women's empowerment.</p>	<p>Disaggregate Outreach indicator (C.I. 1) d by sex, youth and (if applicable) indigenous peoples.</p> <p>Specify number of persons/ households provided with targeted support to improve their nutrition (C.I.1.1.8 on Outreach⁷⁴).</p> <p>Include either of both of these logframe indicators:</p> <ol style="list-style-type: none"> 1. New core outcome indicator 1.2.8: Percentage of women reporting minimum dietary diversity (MDDW).⁷⁵ 2. New core outcome indicator 1.2.9: Percentage of the targeted people who have improved knowledge, attitudes and practices (KAP) of food, feeding, caring and hygiene.
Dedicated HUMAN & FINANCIAL RESOURCES	<p>Include staff with gender-specific TORs.</p> <p>Allocate funds to deliver gender-related activities.</p> <p>*Allocate funds in the M&E budget to undertake gender empowerment survey at baseline and completion.</p>	<p>Include staff with nutrition-specific TORs OR a suitable implementation partner is on board.</p> <p>Allocate funds to deliver nutrition-related activities.</p> <p>*Allocate funds in the M&E budget to undertake the MDDW and/or KAP measurements at baseline, midline and completion.</p>

73. Core Indicator 1 (Outreach): Number of persons receiving services promoted or supported by the project.

74. Core Indicator 1.1.8 (Outreach): Persons provided with targeted support to improve their nutrition.

75. MDD-W is Minimum Dietary Diversity for Women. It assesses whether or not women 15–49 years of age have consumed at least five out of ten defined food groups the previous day or night.

76. See section on "Reporting climate results in projects including IFAD climate finance" for full descriptions of climate and environment indicators.

Youth-sensitive	Climate finance
<p>Disaggregate Outreach indicator (C.I.1) by sex and youth.</p>	<p>Appropriate IFAD core climate and environment indicators are adopted:</p> <ul style="list-style-type: none"> • Projects with adaptation finance: Suitable selection from core indicators 1.1.1, 3.1.1, 3.1.2, 3.1.4, 3.2.2 or 3.2.3.⁷⁶ • Projects with mitigation finance: Must include core indicator 3.2.1 (tCo2e avoided/ sequestered) and should include 3.1.3 (technologies that sequester), if appropriate.
<p>Include staff with youth-specific TORs.</p> <p>Allocate funds to deliver youth-related activities.</p>	<p>Include staff with TORs appropriate to climate-related activities.</p> <p>Allocate funds to deliver climate-related activities.</p> <p>If all above requirements are met, apply the <i>MDB methodologies</i> in a granular and conservative manner (i.e. ensuring that only climate-focused activities, or appropriate shares, are counted) to estimate IFAD climate change adaptation and/or mitigation finance in the project.</p>

Annex 5. Risks and opportunities for mainstreaming youth and other IFAD mainstreaming themes

RYAP thematic area	Risks with youth engagement	Opportunities for engagement
Access to assets RYAP Theme 2: Access to land and natural resources IFAD11 2.3.16	Cultural/traditional barriers to young women's land rights Restricting engagement to already better-off youth, who are able to voice their access needs	Policy advocacy on women's land and natural resources rights Household education and capacity development on legal tools for youth/young women access to land/resources Household education and capacity development on youth and women's leadership
Access to services RYAP Theme 3: Access to rural finance IFAD11 2.3.4 RYAP Theme 4: Access to climate-smart productive technologies and practices and profitable smallholder organizational models IFAD11 2.3.13	Greater financial instability and debt Deepening inequalities between better-off and poor youth in project area Young women do not have enough voice to decide on how loans are used	Low-interest financial products tailored for youth, paired with youth-focused financial education and training Youth-sensitive climate-resilient technologies, including renewable energy technologies (RETs) ⁷⁷ Youth engagement in agricultural cooperatives to enhance access to markets
Access to skills RYAP Action Area 2: young people's capacity built through specific skills enhancement activities, e.g. vocational training, business incubation, climate-smart agriculture, nutrition, etc. IFAD11 2.3.3 and 2.3.8	Disconnect between education/skills and labour market Instrumentalization of youth as assets in themselves, training them to merely become "human resources" for growth Cultural barriers infringe upon young women to participate in, e.g. vocational training	Designing context-specific training and capacity development, tailored to youth interests and market demands Engaging youth in soft skills development and social empowerment

77. Some ASAP projects have facilitated knowledge and technology transfer between different countries, increasing both South-South collaboration and capacity-building of rural youth to become RET technical experts. See IFAD. 2019. Climate Action Report <https://www.ifad.org/documents/38714170/41461663/CAR2019.pdf/be4aae01-c82c-9a75-eaed-9707db3fac5d>

RYAP thematic area	Risks with youth engagement	Opportunities for engagement
Well-being and nutrition RYAP Action Area 2: young people's capacity built through specific skills enhancement activities, e.g. climate-smart agriculture, nutrition, etc. IFAD11 2.3.3 and 2.3.8	Lack of interest from young people in nutrition education and/or climate-smart agriculture Early pregnancies undermine nutrition outcomes for adolescent girls and their children	Implementing youth-sensitive educational and hands-on approaches for nutrition learning, e.g. school/ community gardens Behavioural change campaigns
Policy and governance RYAP Action Area 1: involving youth as key stakeholders in governance structures of farmers' organizations/ youth business associations/ potential shareholding companies held by youth IFAD11 2.3.9	False/empty youth participation in policy dialogues	Designing youth-sensitive spaces for policy dialogue, ensuring meaningful youth participation Bottom-up decision-making of youth policy priorities (defined by youth, for youth)

Annex 6. IFAD core indicators that can be disaggregated by young/not young or youth-led

The following project-level outcomes and outputs may be useful to keep in mind when developing indicators:

Assets

- Number of persons whose ownership or user rights over natural resources have been registered in national cadastres and/or geographic information management systems
- Number of persons accessing climate-resilient and environmentally sustainable machinery
- Number of persons accessing climate-resilient and environmentally sustainable storage facilities

Services

- Number of persons accessing agricultural markets
- Number of persons in rural areas accessing financial services
- Number of rural enterprises accessing business development services (youth-led)
- Number of supported rural producers that are members of rural producers' organizations (youth-led)
- Number of persons/groups receiving extension services to sustainably manage natural resources and climate-related risks, including access to weather forecasting

Skills

- Number of persons trained in production practices and/or technologies
- Number of persons trained in income-generating activities or business management
- Number of persons trained in life skills and personal development
- Number of persons/households reporting adoption of environmentally sustainable and climate-resilient technologies and practices

Well-being including nutrition

- Number of persons/households provided with targeted support to improve their nutrition (youth-led if HHs)
- Percentage of women reporting improved quality of their diets

Annex 7. Short case studies from IFAD investments

Note that some of the projects cited below are categorized as “youth-sensitive” or “youth-focused” if they were reviewed for youth sensitivity by IFAD. See also Annex 1 for more examples.

Country strategies

Mali CSN

The Mali Country Strategy Note (2016) has a specific strategic objective to include young people in value chains and related activities. This has two main pillars: developing a capacity development/training offer adapted to market and young peoples’ needs, and also support to develop and get access to financing for small business. This builds on the urgent situation of unemployed rural youth, government policy on the matter, as well as a strong track record on youth-sensitive and youth-focused projects.

Mozambique COSOP

Mozambique’s COSOP 2018–2022 provides a thorough and detailed analysis of rural youth’s challenges and opportunities, including details of the heterogeneity within the youth cohort and the specific issues they faced (e.g. issues specific to young women). The analysis also contains a description of youth engagement being promoted through the country’s National Youth Policy.

Youth analysis excerpt

Youth inclusion and empowerment: Young people are marginalized and peripheral to economic activities in rural areas: The youth are defined as individuals between the ages of 15 and 35. Mozambique is characterized by a rapidly growing young population with about 45 per cent below the age of 15, and a population growth rate of 2.9 per cent. The country has a very high birth rate particularly in rural areas where women have an average of five children each. Young people are marginalized and peripheral to economic activities, despite rural youth accounting for 69 per cent of the total population in Mozambique. The marginalization of young people is a result of many factors including cultural attitudes which exclude them from decision-making processes and the attractiveness of farming to rural youth.

According to IFAD’s Rural Development Report (2016), “young people are a heterogeneous group, and not all are excluded or disadvantaged”. They represent diversity and wide differences such as gender, class, education, geographic location (rurality, etc.). Even in the case of rural youth, there are differences in their association to the agriculture sector, that is while some will remain on the farms, others will exit farming. The young people who remain in farming face similar challenges to the poor rural producers, particularly in modernizing and meeting the market demand.

Young people are generally not attracted to the types of farming practiced in rural areas because of the rudimentary techniques with low productivity and income, motivating many young people to migrate to the cities in search of employment. For those who exit agriculture, their main challenges relate to employability and entrepreneurial capacity. This group is characterized by lack of livelihoods because of unemployment and underemployment (80 per cent) – with most young people engaged in the informal market and as seasonal labour on small farms.

The **gender** dimension also provides critical insights. The majority of the youth population in rural areas are female. Their situation is even more desperate because of traditional and cultural norms which further exclude women from political, social and economic structures. In contrast to their male counterparts, young women are more likely to be illiterate (60 per cent compared with 30 per cent).

Several policy programmatic approaches exist in the country to promote youth inclusion in economic activities; however, there is dispersion across different ministries with limited harmonization. The National Youth Policy and Strategy (2014–2023), implemented through the Ministry of Sport and Youth, promotes participation of young people in groups and initiatives related to entrepreneurship. The National Youth Incubation in Agriculture Programme (NYAIP) was developed to assist the Government of Mozambique and in particular the Ministry of Agriculture and Food Security (MASA) to create decent employment opportunities for young people in rural areas by (i) strengthening their capacity and entrepreneurial skills, (ii) promotion of investment in agriculture and also (iii) promotion of small and medium enterprises (SMEs) along selected agriculture value chains. MASA has also developed a programme for the Inclusion of Youth in the Agrarian Sector which prioritizes (i) youth employment, (ii) increased productivity in the agricultural sector and (iii) increased competitiveness and promotion of agribusiness.

Projects

The projects summarized below include good practices in youth engagement, integrated with other mainstreaming priorities such as environment and climate, gender and nutrition, through project design and implementation. Note that Annexes 1 and 11 also contain many other examples.

Youth and climate

Argentina, Economic Insertion Program for Family Producers in North Argentina (PROCANOR). Approved Youth-sensitive.

Following a strong analysis on land tenure issues and access to land for youth and women, the project designed a participatory mapping activity to increase tenure security, natural resource management and enhance productivity. More specifically, this entails a participatory land use mapping of programme areas with special attention to youth participation because of their ease with the technology needed to carry out this activity (e.g. GPS, computers). In this way, PROCANOR can further youth access to assets (land), an important basis for youth empowerment and self-employment.

Youth, environment and climate, gender and nutrition

Bhutan, Commercial Agriculture and Resilient Livelihoods Enhancement Programme (CARLEP).

Note: this case study is from “The Youth Advantage: Engaging young people in green growth” (IFAD, 2018) – this is cited in Annex 11 and contains other examples that combine a climate/ environmental lens.

The project analysis explains that the country's population is relatively young, but in rural Bhutan the outlook can be bleak for young people. Many drop out of school and are engaged in casual unskilled wage labour. Even those who complete their schooling may not find employment and many are reluctant to take up agriculture or forest-based livelihoods. It cites the National Youth Policy, stating that early motherhood takes its toll on young women and therefore the nutritional status of children, and that young boys can turn to alcohol in the absence of opportunities. There is migration away from rural areas and a labour shortage.

The National Youth Policy encourages farming for young people, as well as youth sensitization on environmental issues; these provisions guide IFAD's support, which specifically targets young women and men by **making climate-resilient agriculture more attractive through better incomes and less drudgery**. The focus on drudgery is aimed also at encouraging participation by young women. One project component aims to bring about a sustainable increase in resilient agriculture including promoting diversified production, irrigation efficiency, agrobiodiversity, protection from exotic pests and diseases and climate-resilient seeds. This involves establishing new groups for farmers and strengthening those already in existence, as well as supporting "lead farmers" to reach more people. Young women and men are being targeted as lead farmers and beneficiaries, with special attention given to increasing youth access to technologies, such as sprinklers and electric fences that keep wild boar out without harming them, to boost production, reduce human-wildlife conflict and also make farming more attractive and less labour-intensive. Young women in particular are expected to benefit, as they can reduce the time spent on guarding their plots and increase time spent in caring for their children, with likely benefits in child nutrition.

Another component, focusing on value chains and marketing systems for vegetable and dairy products, will collaborate with the Food Corporation of Bhutan, and again target youth in particular. "Three windows shops" with multiple functions will make it much easier to access farm inputs as well as sell their produce more readily, and reduce the workload of young women and men. The project's Gender and Social Inclusion Strategy provides for supporting young women to access credit for enterprise development, and the project will build the capacities of young male and female entrepreneurs in group organization, business planning, finance and marketing skills. Young farmers' access to infrastructure such as processing, collection and bulking will also be supported. Community cow sheds can potentially reduce transport time for milk as well as improve the nutrition of local households. Linkages between young farmers' groups and schools will be supported to help farmers gain a steady market and young children in schools to have a more nutritious diet.

Training of young farmers will also be carried out via specialized agencies, for example, the Bhutan Association of Women Entrepreneurs. Learning visits for young farmers are envisaged, for example the Gulibi Youth Farm Entrepreneurs visited nearby places to learn how to preserve and store seeds, as well as about livestock production, marketing and farming technologies, among other issues. Furthermore, multi-stakeholder platforms will also support targeting, including through dialogue for pro-poor development that promotes women and youth, and environmental sustainability.

Youth and climate

Egypt, Sustainable Agriculture Investments and Livelihoods (SAIL) project. Approved 2014. Youth-sensitive.

The project analysis explains that Egypt's population has a high proportion of young people and the country is struggling with a "youth bulge"; around 70 per cent of its young people are unemployed. Young women and men face challenges in accessing education and vocational training.

Unemployment among young men is high in most villages; they work as farm labourers during peak seasons and seek work elsewhere in the country at other times of the year. The cost of accessing capital and of training in cities is prohibitive for most young people, who are therefore held back from starting a business. Opportunities for young women are even more limited because of early marriage, household responsibilities and cultural barriers such as restrictions on their mobility. Currently, “old lands” are overcrowded and face a combination of excessive fragmentation and degradation, yet this is where most of the agricultural work takes place. **The government, supported by IFAD, supports the settlement of “new lands”, to be rehabilitated and then developed** by new farming communities. The project's youth focus is supported by gender and youth specialists and guided by a gender, targeting and youth strategy.

This project engages youth in community development. It intends to establish 30 Community Development Associations (CDAs), 20 of which are youth-focused – youth generally lack any type of institutional membership. Community development associations are supported by the project to help them better meet the needs of women and youth. They are responsible for services such as literacy classes, basic health services, initiation of savings groups and the provision of credit; they also engage enterprising young people in innovative opportunities for economic and social enterprise. The project also provides buildings and financing for schools, health clinics, youth and community centres and clean water infrastructure. This support is expected to **make these areas attractive to young people** and others living on unproductive land. The project also offers specially designed vocational training and extension support, supports enterprise development and funds job creation for unemployed women and youth. Farming technologies such as solar energy pumps, solar panels for lighting shared by groups of farmers and drip irrigation are also **making agriculture less burdensome and more attractive for young people**.

Youth and gender

Grenada, Market Access and Rural Enterprise Programme (MAREP).

MAREP aimed to reduce poverty and enhance income by generating **employment opportunities** for smallholder producers, prioritizing young people. In terms of targeting, the youth focus encompassed young single mothers, and youth at risk. MAREP worked with the **ministry responsible for youth** and included **youth-specific indicators in its logframe**. The project opted for implementing a diverse menu of interventions, reaching out to youth in a holistic manner, working with **youth councils** and supporting them with **youth officers**. Specific activities include:

- (i) Life skills and personal development training. A series of well-defined training sessions, thematic workshops, public, education and sensitization programmes – including the participation of community-based organizations (CBOs) and producer groups/associations – are provided to the participants to build life skills, self-esteem and confidence.
- (ii) Skills development and vocational training. The project facilitates the provision of training in a number of areas, including sustainable agriculture; processing and marketing of agricultural produce; repair services – electric or mechanic; renewable energy technologies and their maintenance; food preparation, housekeeping, yachting; and information and communication technologies. Young single mothers, who are particularly vulnerable and may face constraints in attending training away from their community, are prioritized. Support provided on demand covers tuition, fees and additional services, such as personal development skills, literacy training and assistance with job placement.

- (iii) Inclusion of young people in rural organizations. The project embarked on a process to strengthen the various CBOs, including informal rural organizations or formal first- and second-tier producers, associations and cooperatives. This opens the opportunity for social capital building; organizational strengthening; provision of technical assistance and business support; and access to finance.
- (iv) Small business development for unemployed youth. Unemployed youth are supported to identify opportunities for developing new local micro-businesses linked to core local economic activities, both within the on-farm sector and non-farm sector. The project supports existing and new businesses to identify and relate to potential markets, adopt improved technologies and increase assets, production and sales on a sustainable basis.
- (v) Market information and market linkages. The project provides guidance and relevant information on market issues supporting target farmers, particularly young people. It aims to enhance their access to market information; facilitates related training provision, tours and visits; and promotes market linkage activities.
- (vi) Business development support services. Technical assistance is provided for the formulation and implementation of business plans. Young people are supported to develop entrepreneurial skills with innovative approaches and identify opportunities for pioneering activities within existing value chains to start new businesses.

As of November 2017, 100 rural organizations (80 per cent of target) successfully participated in capacity-building activities aiming at strengthening their membership base and human/social capital and have started to yield an increase in the membership of young people. As many as 5,158 young people attended campaigns related to social and gender issues and 642 benefited from vocational training (out of a target of 500). Young people also attended various vocational training sessions with the objective of enhancing their opportunities of employment. The youth motivational programme in the form of symposium/orientation has seen the participation of 485 trainees, equivalent to 97 per cent of the project target.

According to the completion report, the following were also achieved:

- Vocational Skills Training (VST), 722 rural youth registered and or participated, with 593 trainees having passed through personal development training in the process.
- Graduation and or certification rates through a Memorandum of Understanding (MOU) and contract with service providers (e.g. Courtney's Training Agency & GNTA) was especially high among the **young women** — 142 per cent of the initial target of 240 (341 young women), while only 39 per cent of the initial target of 360 (141 young men) graduated and received certification in VST. Overall, 191 young persons (59 males, 132 females) received permanent employment opportunities.

Some indicators were not achieved, such as increasing the number of youth and women as members of CBOs and in leadership positions. **Lessons learned** include that a focus on young men and women with entrepreneurship drive and a comprehensive support package during the crucial stage of business start-up is key. MAREP design relied heavily on wage employment opportunities with less focus on youth/market-oriented support services. The dependent work opportunities promoted relied heavily on the overall state of the economy. In addition, the intensity of the business development services under MAREP could have been greater, with ideally more Business Development Officers per rural community.

Youth, gender and nutrition

Kiribati, Outer Islands Food and Water Project. Approved 2014. Youth-sensitive.

This project has a clear and coherent targeting strategy for youth, including to improve their **food security and nutritional status**. Starting with the project's geographical targeting strategy, priority was given to islands with the largest populations and the most serious food and water constraints, and preference was given to islands with boarding schools so as to target youth and enable the project to work with local institutions. Implementing agencies approach communities **holistically**, engaging households in activities designed to benefit the most vulnerable community members, women and young people in particular. Moreover, to make sure youth were appropriately reached in the activities, a dedicated **Youth and Gender officer** was included as part of the project staff. This targets 3,158 youth beneficiaries, and direct beneficiaries also include those who derive employment, specifically village youth trained in basic plumbing and maintenance of drinking water structures (around 106 people), and of part-time workers at school nurseries (two per nursery). It is the first project in the outer islands to focus on **community development as a means to achieve food security**.

According to its last supervision report (September 2018), key **achievements** include increased social cohesion in rural communities, skills developed to identify community issues and priorities interventions, greater participation of women and **youth in community decision-making** processes, and increased organizational capacity by target communities through grass-roots institutions (Community Committees and Water User Groups). Overall, OIFWP has substantially contributed to improving the livelihood of its target rural population while empowering communities to be involved in water harvesting and agriculture through an inclusive and participatory community planning process.

Youth and gender

Madagascar, Vocational Training and Agricultural Productivity Improvement Programme (FORMAPROD). Approved 2011.

Young women and men were trained in the Gender Action Learning System (GALS). They developed detailed visions for their businesses and identified the assets required, including their own labour (paid or unpaid) and expenses. A key issue that emerged was power imbalances in intra-household decision-making between young people and their parents, and conflicts which can result in children leaving school or being unable to access household assets. The GALS tools also enabled youth workers to obtain new and often unexpected insights into the aspirations and challenges of the young people they support, which help with their mentoring responsibilities.

The project has developed diversified training that is responsive to the needs of rural youth, especially young people who have dropped out of school. To date, over 37,000 young people have benefited from certified training. Each region has a range of short-term certified courses based on local needs. Over 30,000 young people also received a starter kit to help kick off their chosen enterprises, and the project fosters supportive links with producer organizations and the private sector. Trainers have also been trained and so far, 50 schools have been built.

Youth and gender

Mali, Rural Youth Vocational Training, employment and entrepreneurship Support Project (FIER). Approved 2013. Youth-focused.

Note: this case is taken from “IFAD’s engagement with rural youth” (IFAD, 2018).

The project began operations in 2014 with the objective of facilitating access by young people **to attractive and profitable activities in the agriculture sector and related activities**, allowing them to become actors in modern agricultural value chains responsive to market demand. The project is notable for its focus on inclusive **targeting** and **mentoring** as part of a **holistic package**. Targeting gives priority to young people, making a distinction between those aged 15–17 and those aged 18–40 and special attention is paid to targeting young women. FIER enables young people to position themselves securely in their localities, under decent socio-economic conditions. It is envisioned that producer organizations will eventually benefit from special support with regard to young people being taken more seriously by their elders and potential partners in agricultural value chains.

Young facilitators from local NGOs work with four youth groups (girls 15–17; boys 15–17; young women 18–40; young men 18–40), helping them to identify possible professions in their rural area. At the end of this six-month process, youth under 18 can choose between a range of education options, while young people aged 18 and over can apply for **microcredit** and **professional training** that will help them set up their own economic activity (individual or group-based). The project also pays special attention to young men between the ages of 15 and 17 when they are particularly vulnerable to migration. Being involved with the project helps them think hard about their options and understand that there are opportunities at home. The project is seen as a model for other youth-focused projects in IFAD’s West and Central Africa region.

Youth and gender

Mauritania, Value Chains Development Program (PRODEFI). Approved 2015. Youth-sensitive.

The project intends to create sustainable and decent rural youth employment through its sub-components and activities on different fronts. PRODEFI has a youth strategy, which aims to (i) facilitate young people’s access to resources (land, water, inputs, productive infrastructure, commercial and financial services and support) so that they have real activities generating income enabling them to anchor in their territory at the level of the targeted sectors, and (ii) to strengthen their participation in grass-roots organizations, consultation and decision-making frameworks including cooperatives.

The project will support (i) young people already working in the agriculture, livestock and fisheries sectors, especially women, (ii) school drop-outs who are looking for work opportunities and who are often forced to migrate, as well as (iii) young graduates or students from technical training schools. Young people will be oriented towards potential sectors and activities that meet their aspirations for rapid income generation. It will concretely (i) support the integration of young people into existing groups/cooperatives or support the structuring of new groups – notably through the Community Savings and Internal Credit approach, (ii) strengthen their leadership to facilitate their integration and participation in the Groupes de Travail Filière (Value Chain Working Groups), (iii) facilitate their access to factors of production, (iv) strengthen their technical and managerial capacities, and (v) support access to the markets, in particular through direct targeting for contracting/integration into 4Ps. Youth represent 30 per cent of total beneficiaries.

Youth and climate

Moldova, Inclusive Rural Economic and Climate Resilience Programme (IRECRP). Approved 2013.

The IRECRP had three core outcomes synergistically contributing to the overall development objective and contributing to has all main IFAD pillars of **youth employment (access to assets, skills and services)**. In addition, this project pays attention to access to market, which is fundamental for its young target group. Key provisions are: (i) climate change resilience and inclusive value chain development outcome which will enhance resilience, inclusiveness and adaptive capacity of agribusinesses in value chains to climate change, (ii) inclusive rural finance and capacity development to enhance access to financial services for rural MSMEs and youth entrepreneurs, and (iii) infrastructure for rural resilience and growth, which will improve productivity and competitiveness, increase investment and business opportunities, improve market access and resilience against economic and climate shocks. Moreover, it specifies a **clear target in its logframe** to create 1,400 jobs through investment loans to rural youth entrepreneurs and MSMEs.

According to the latest available Supervision Report, the second outcome of the project – (ii) inclusive rural finance and capacity development to enhance access to financial services for rural MSMEs and youth entrepreneurs – had met or exceeded most of the targets regarding the SMEs and youth entrepreneurs. In the Inclusive Rural Finance component, there has been a strong focus on youth, with 56 per cent of all beneficiaries classified in this category.

Youth, environment and climate, gender and nutrition

Nigeria, Climate Change Adaptation and Agribusiness Support Programme in the Savannah Belt (CASP). Approved. Youth-sensitive.

This project matches youth-sensitive **extension services** (e.g. farmer field schools), support to **enterprise development** and **access to climate-resilient assets** (equipment) for youth and women, with **climate-resilient inputs and financial services**. It has a target to establish 50,000 youth-owned enterprises and focus support on gender equality and women's empowerment, nutrition and climate change adaptation. The project integrates youth with all RYAP themes and also those of IFAD's Transformation Agenda.

CASP has integrated rural youth into its theory of change, and the first strategic objective is "the sustainable, climate-resilient economic and financial inclusion of young people in profitable agribusiness". Activities include: (i) capacity-building, (ii) scaling up the enterprise incubator model of another project and (iii) increasing access to services and markets for youth enterprises. It also focuses on improving access to inputs, building relationships among public and private service providers, developing appropriate financing options and providing support for climate change adaptation. Expected outcomes are: (i) 50,000 youth-owned enterprises, (ii) an increase in profits of at least 25 per cent for supported enterprises and (iii) an increase in volume and value of marketed produce of at least 20 per cent. The project theory of change for this objective explicitly addresses factors required to realize the inclusion of young people in agribusiness and overcome obstacles.

According to a Supervision Report (July 2018), CASP achievements for youth include (i) strengthening of 54 community seed producers, and certification of community seeds by the National Agricultural Seed Council, (ii) engagement of two private extension service providers, who conducted training-of-trainers for programme agents for the establishment of farmer field schools and farmer field business schools, and established 174 demonstration plots under irrigation production,

(iii) development of 179 Community Action Plans and Participatory Land Use Maps, (iv) production and dissemination of the 2018 annual seasonal rainfall prediction and (v) providing starter packs to 243 trained youth entrepreneurs, among other achievements.

Youth and gender

Uganda, Programme for the Restoration of Livelihoods in Northern Uganda. (PRELNOR) Approved. Youth-sensitive.

This project has a strong context-specific analysis of the main challenges faced by rural youth, including the devastating impacts of 20 years of war and population displacement to camps. Within poor households, it targets women, youth and vulnerable groups such as child-headed households, persons with disability, persons living with HIV/AIDS and former abductees. PRELNOR is scaling up the **household mentoring approach** successfully tested under the District Livelihood Support Programme. This targets vulnerable poor households that meet the criteria for individual mentoring and within those raises awareness of the most disadvantaged household members, in particular women and youth. The mentoring will also assist these households to work through stress and traumas stemming from the conflict period and the time spent in the camps, greatly contributing to the overall well-being of the target population, including youth.

Annex 8. Indigenous youth

Indigenous youth face a “double burden”, with challenges in the implementation of their rights as set out by the UN Declaration on the Rights of Indigenous Peoples (2007) compounded by challenges faced by youth in general. The starting point is the IFAD policy (see Annex 11). In 2018 the call for proposals under the Indigenous Peoples Assistance Facility (IPAF) focused on indigenous youth, prioritizing projects which build their capacities, develop niche markets and promote indigenous farming systems as a viable and attractive economic activity for youth. The grant will finance projects that will increase the empowerment of indigenous peoples in four areas: (i) food security and nutrition, (ii) access and rights to land territories and resources, (iii) access to markets and (iv) climate change mitigation and adaptation. The short summaries of the winning proposals given below could be scaled up or adapted in other contexts.

The Rome Statement on the Contribution of Indigenous Youth towards a World Without Hunger (2017) also offers useful indications of the priorities of indigenous youth, including culturally appropriate employment programmes and capturing traditional knowledge in, for example plant gathering and traditional food production from one generation to another.

Africa (East and Southern Africa, West and Central Africa, Near East and North Africa)

CAMEROON

Gender and climate change community base adaptation, through conservation of the environment and drilling of a borehole equipped with a solar-powered pump

African Indigenous Women Organization Central African Network

The projects aims to: a) train groups of women on climate adaptation and mitigations through energy-efficient and conservation methods by adopting new techniques of fireless cooking bags (Norwegian bags) and energy-efficient clay stoves; b) drill a borehole equipped with solar-powered pumps to harvest underground water and pump it into an elevated storage reservoir, where it will be treated before distributing to the population; c) establish a nursery of useful trees in the villages to mitigate the effects of climate change and reduce desertification as each family will be assisted in the planting of trees and how to take care of them; and d) provide a social dimension which includes the provision of rotating micro-credits to encourage income-generating activities for the groups of women.

CAMEROON

Improvement of food security of Bakola/Bagyeli Pygmy children and the empowerment of Ngoyang households through sustainable agriculture

Fondation pour l'Environnement et le Développement au Cameroun (FEDEC)

The project consists of the creation of a 10-hectare food and agroforestry plantation in the village of Ngoyang, South Cameroon. Food crops will be associated with forestry agriculture to achieve sustainable and environmentally friendly crop farming.

CAMEROON

Support to domesticate wild yam in the Bako community of Payo

Fondation Camerounaise de la Terre Vivante

The project aims to contribute to the promotion of cultural identity and to ensure food security among the indigenous peoples in Cameroon. Specifically, it aims to support the domestication of wild yam in the Baka village of Payo.

DEMOCRATIC REPUBLIC OF THE CONGO

Project to support beekeeping for sustainable autonomy of youth and indigenous peoples of Bosenga in Equateur province

This is a capacity-building project on income-generating activities and effective implementation for the benefit of indigenous youth. This entails professional, technical and environmental empowerment training for sustainable and responsible self-management around a viable and economic activity.

Beekeeping project for indigenous youth of the Bokenda I group (PAJAB)

Vision des Femmes pour le Développement Endogène

This project aims to improve the socio-economic living conditions of vulnerable indigenous men and women of the Bokenda I group through the promotion of beekeeping (honey production).

GHANA

Economic Empowerment of Rural Youth through Indigenous and Modern Poultry Development Volta Young Farmers Association

The main issues this project seeks to address are (i) the incidence of high youth unemployment and poverty, (ii) poor performance of indigenous poultry production, (iii) weak access to markets by youth and (iv) household malnutrition in some areas. The project will directly reach about 2,500 youth through training and entrepreneurial employment opportunities.

KENYA

Enhancing apiculture among the Ogiek of Kapchebororwo indigenous peoples

Common Vision for Equitable and Sustainable Development, COVESCOCODE

The project is on apiculture (beekeeping and honey-harvesting). The activities entail training the young men and women together with their representatives on modern beekeeping blended with their cultural methods. The project intends to train the indigenous peoples' community on how to refine, package and market their honey. COVESCOCODE will also assist the indigenous peoples' community in establishing a cooperative society that will market the honey and eventually allow for a revolving fund project.

MOROCCO

Preservation of the argan tree

Voix de la Femme Amazighe

The project seeks to raise awareness among indigenous peoples on the importance of preserving the argan tree in the region of Anzi. The main objective is to provide technical support to cooperatives run by local women to extract argan oil more efficiently so that they can maintain or increase their economic power without risking the argan tree's extinction – a loss that would be devastating to the region as a whole and to these local women in particular. The project will also include training these local women in entrepreneurship, environmental awareness and financial autonomy to help them optimize their income-generating projects.

TANZANIA

Securing territorial land and cultural identity for the Akiye/Dorobo people

Ujamaa-community Resource Team

The project will scale up land security for the Akiye in the Kiteto and Simanjiro districts to ensure the security of the territorial land, build social bonds to promote their culture and identity, and enhance benefits from land and natural resources.

Asia and the Pacific

BANGLADESH

Develop role model of hill water resource and natural forests conservation of ethnic communities through youth engagement

Taungya

The project is aimed at strengthening the leadership capacity of the indigenous youth and women in water resources management and natural forest conservation, and ensuring their participation in these management systems. It will study both the best traditional practices and ill practices for hill water resource management and natural forest conservation systems, and develop participatory model committees for water resource management and natural forest conservation.

CAMBODIA

Indigenous Peoples' Rights To Food (IP-R2F) through conservation of indigenous crops and promotion of traditional farm practices in Ratanakiri

The entire project implementation promotes diversification of crops of collective farming and home gardening. The project aims to secure food and nutrition, while simultaneously conserving indigenous seeds, culture and tradition for indigenous peoples' communities.

FIJI

Loving Islands Farmer Enterprise (LIFE)

Loving Islands

The Loving Islands Farmer Enterprise (LIFE) is a national organic farmer network being established by Loving Islands to assist rural Fijian farmers and producers to gain organic certification and establish organic farming enterprises for sustainable livelihood development. The LIFE network platform is being developed to integrate grass-roots-training programmes with an online cloud-based administration system that streamlines the organic administration and value chain processes by providing simplified bilingual administration templates, and a direct point of contact for organic farming enterprise support. In addition to this, the platform provides new capacity for remote monitoring and stakeholder collaboration through shared viewing and engagement across the various supply-chain areas. Two other activities Loving Islands is engaged in are indigenous market access and the development of a rural youth training facility.

INDIA

Empowering tribal youth for nutritional food security and income enhancement in the Koraput District of South Odisha

Pragati, Koraput

This project is on food security and nutrition. It will make agriculture more remunerative by improving on the knowledge of youth (15–30) on climate-resistant agricultural practices and revival of millets, pulses and tubers through awareness generation on the nutritional value of traditional food crops.

NEPAL

Environment conservation through indigenous community empowerment

EcoHimal Nepal

The project will enable indigenous peoples to adapt and mitigate climate change by promoting environmental awareness and providing full metallic improved cooking stoves (ICS) to 125 households.

NEPAL

Indigenous Youth Empowerment and Creating, Income-Generating Project (IYE-CIGP)

Indigenous Nationalities Women Youth Network

The project aims at empowering 900 young IPs (850 women and 50 men) of the Kulung community in the Sankhuwasabha District, East Nepal; Newar community in Lalitpur District, Mid-West Nepal; Tamang community in Makawanpur District and Thami community in Sindhupalchok Districts, Mid Nepal. Through this project, the target beneficiaries will be empowered to 1) understand and articulate their issues and concerns for policy advocacy, 2) build young women's capacity to carry out and document their knowledge, skills and practices regarding sustainable forest and natural resources management as sources of the indigenous people communities' livelihoods and 3) increase incomes through income-generating activities.

PAKISTAN

Empowering Bakarwal youth through livelihood diversification and social integration in Neelum valley

Sukhi Development Foundation

An overall objective of this initiative is to empower the Bakarwal's youth, males and females, through engaging them in diversified income generation and livelihood activities along with their active involvement in social welfare and community engagements in district Neelum of AJK-Pakistan.

PHILIPPINES

Dap-ayan Village: intergenerational learning of indigenous knowledge by doing

Asia Young Indigenous Peoples Network

The proposed project is a two-year programme of learning by doing, involving Cordillera indigenous youth who will work together with elders to develop a model traditional Dap-ayan Village within a 1,000 square metre area in Barangay Shilan, La Trinidad, Benguet. The Dap-ayan Village will then serve as a centre for intergenerational learning about indigenous knowledge, especially for youth coming from the urban area and from different youth organizations in the Cordillera region.

VANUATU

Empowering indigenous youth and women in biodiversity management and sustainable livelihood for communities in the Santo Mountain Chain

Edenhope Foundation

The aim of this project is to build the capacity of the indigenous youth and women of at least 22 remote communities across the Santo Mountain Chain to work on local biodiversity conservation and to develop sustainable livelihood initiatives. The goal is to create a local context for best practice resource management and a thriving local economy.

THAILAND

Youth for nutrition-sensitive indigenous food systems

Pgakenyaw Association for Sustainable Development

The project aims to strengthen local indigenous food systems that will significantly contribute to improve nutritional and food security and income. To do so, there are three major components that the project will look into: (i) supporting the production of nutrition-sensitive indigenous and traditional food, (ii) promoting nutritious and healthy food consumption with special reference to adolescent girls, young mothers and youth in general and (iii) youth innovation for culturally acceptable local value chain development.

Latin America and the Caribbean

ARGENTINA

Diversifying family nutrition through self-sufficient food production

Agrupación Mapuche Cayun

This proposal seeks for the Mapuche Cayun community to strengthen local production towards food sovereignty. It includes improvements through the construction of greenhouses and chicken coops to expand and diversify the production of vegetables, and the safe raising of birds. It also aims to strengthen the knowledge related to the farming, production and preparation of food from the Mapuche Wijiye territorial identity, in addition to supplying the self-consumption of the families. Twenty-one families and the community school participate as a demonstration site in agroecological production, cultural identity and revaluation of knowledge.

BOLIVIA

Application of good agricultural production practices as a measure to improve food security and nutrition of Guaraní families in the municipality of Yacuiba

Centro de Estudios Regionales para el Desarrollo de Tarija, CERDET

The project will recover indigenous knowledge through participatory learning methods (such as Farmer Field Schools) that will be adopted in the cultivation of communal plots to improve agricultural production systems. The project seeks to contribute to improving the nutrition of families of small-scale indigenous Guaraní producers in three communities of the Assembly of the Guaraní People of the municipality of Yacuiba.

CHILE

Training School of Young Leaders “Mari Epu Lof ADI Budi”

Asociación Mari Epu Lof ADI Budi

The project seeks to recover and protect the ancestral practices of the Lafquenche territory, transmit the knowledge from the oldest members of the community to the new generations as well as train them as future representatives of their culture and as new leaders in managing land, territories and resources of the communities.

COLOMBIA

Shuacha Wuata: Preservation and promotion of five varieties of potato with agro-industrial potential to strengthen the food system of the Pastos Indigenous Communities of the Great Cumbal territory

Asociación para el Desarrollo Alternativo de los Pueblos Indígenas, ASODAPI

The project will establish three pilot centres with a seed bank of five varieties of native potatoes. The pilot centres will offer the opportunity to promote innovation on indigenous knowledge systems of cultivation/crops practiced by the Pastos peoples.

ECUADOR

Construction of a collection centre for the provision and marketing of certified potato seed for the indigenous peoples of the Guamote-Ecuador canton

Asociación de Desarrollo Comunitario el INCA

The project supports the Inty Raymi, symbol of the gratitude of the Puruhaes Andean peoples that offer the Paccha Mama (Mother Earth), for the kindness of having allowed a good production and harvest of traditional products. The gratitude is celebrated with a Pamba table where the main product is the potato. This project is included both in the National Development Plan of Ecuador and the Land Management Plan of the Province of Chimborazo in the macro sector of agricultural production in force in Ecuador.

EL SALVADOR

Strengthening the integrated water resources management in the middle basin of the river

Asociación de Cooperación para el desarrollo Económico, Social y Ambiental, ACDESA

The project aims to strengthen the water resource management in the middle basin of the Sensunapán River, through implementation of ancestral water and soil conservation technologies. The project proposes monitoring of ecological flows at key points in the basin and behavioural changes in training in integrated watershed management and environmental education for the population, aiming at management of conflicts over water.

GUATEMALA

Towards the creation of indigenous, ecological, cosmogonic and human communities, for the cure of life and Mother Earth, in Q'eqchi and Pocomchí Territories, North Region of Guatemala

Unión Verapacense de Organizaciones Campesinas, UVOC

The project will train indigenous youth to recover traditional/ancestral systems of agricultural and forestry management as well as to promote agroecology and cosmogonic agriculture. The project is aimed at recovering ancestral knowledge in defence of the life and cosmogonic recovery of Mother Earth. For its execution these components are defined as: processes of training and formation in cosmogonic and ancestral themes, promotion of ecological and cosmogonic agriculture, establishment of ancestral and communal tourism and promotion of models of ancestral and cosmogonic savings banks.

PARAGUAY

Improvement of the quality of life of the Toba Qom indigenous community of Villa del Rosario through food security with a focus on gender, youth and agroecological technology, considering the mitigation of climate change

Servicio Agrario de Tecnología y Organización Comunitaria, SATOC

The project is aimed at creating new socio-economic conditions in the Toba Qom Community as a mechanism to change their current living conditions, promoting actions that strengthen their productive capacity through the appropriation of production methodologies and the introduction of new family consumption items, with the intention of balancing the nutritional value of the food they will consume in the future. Another aspect raised by the project is the recovery of the ancestral vision of ethno-development with cultural identity, which has been transferred between hunters and gatherers for thousands of years.

PERU

Improvement of productive technical capacities of young Awajun and Wampis people for food security, water monitoring, and generation of community enterprises in specialized services and ethnotourism

Red de Aliados para las Sociedades Abandonadas, RASA JOVEN

The project is focused on the training and development of technical productive capacities of the young people of the Awajun and Wampis communities. Its activities will support sustainable food security and participatory environmental monitoring, as well as enable indigenous youth to operate a community company and thereby generate income for the communities.

Annex 9. List of IFAD partners in rural youth engagement

This is a list of current partnerships organized by IFAD's Rural Youth Action Plan (RYAP) Action Areas:

- Action Area 1: Youth-sensitive country programme delivery
- Action Area 2: Strengthened implementation capacity
- Action Area 3: Evidence-based knowledge management and strategic communications
- Action Area 4: Policy engagement, partnerships and resource mobilization

Partner	Rationale for partnership/ areas of collaboration	Reference to RYAP (if applicable)
FAO	<p>FAO has long-standing experience on Child Labour and Decent work and has developed e-learning courses on Decent Rural Employment and Child Labour. FAO and IFAD are both members of the IPCCLA (International Partnership for Cooperation on Child Labour in Agriculture). Three main areas for collaboration were identified:</p> <ol style="list-style-type: none"> 1. Capacity Development – Rapid Assessment of IFAD staff 2. Country activities 3. Support towards incubator project 	Action Area 1 and Action Area 2
ILO	Technical capacity-building on Decent Employment for youth exercise through the International Training Centre (ITC) and in-country capacity support	All Action Areas
Oxfam	Currently implementing an IFAD-funded grant with focus on youth and remittances – Diaspora support to Youth in Morocco and Senegal	
Save the Children	<p>Save the Children Italy is the responsible member of the Save the Children International family for partnership with IFAD</p> <p>In May 2018 Save the Children (SC) participated in the first RYAP validation workshop and since then IFAD has more closely engaged with them, including giving them a small grant to organize a conference on Adolescent Girls and Nutrition (led by the Nutrition team in the Environment, Climate, Gender and Social Inclusion Division [ECG])</p> <p>IFAD and SC held several meetings between 2018 and the beginning of 2019 to explore opportunities for collaboration. So far three specific areas where SC has a comparative advantage have been identified: people with disabilities, adolescent girls and life skills for successful transition from adolescence to adulthood. SC has also developed Employability Assessment tools and other useful tools</p>	All Action Areas. Pilot under Action Area 1

Partner	Rationale for partnership/ areas of collaboration	Reference to RYAP (if applicable)
PROCASUR	<p>PROCASUR is a learning institution and a recognized international leading non-profit organization in rural development with a specialization in rural youth. PROCASUR supported the development of the first drafts of the RYAP in 2018. PROCASUR is a strategic partner and together with IFAD has a longstanding partnership especially on areas of knowledge management and organizations of events. PROCASUR is currently also an IFAD grant recipient; it has been working on learning routes in Latin America, Asia and Africa with proven impacts on the ground, and contributed to the IFAD rural development report. In particular, the learning route methodology developed has successfully replicated and scaled up effective results</p> <p>Among other things, PROCASUR has been working in supporting local, regional and global youth events, as well as building and strengthening youth-led organizations</p>	Action Area 4
Slow Food/Slow Food Youth Network	<p>Technical support on youth and food systems. Currently implementing IFAD-funded grant on socio-economic empowerment of indigenous youth aligned with IFAD projects</p>	Action Area 1
Association of the Global Master's in Development Practice (MDP)	<p>Currently implementing IFAD-funded grant on linking master's students in development with IFAD loans for knowledge generation (IFAD-Universities win-win partnership). The grant aims at providing talented master's students with the opportunity to carry out field research in one IFAD project for a period of three months on a topic of interest of the project. The vast majority of young students benefiting from this programme are citizens of list B/C countries and enrolled in Universities of the Global South in Africa, Asia and Latin America</p>	Action Area 1
UN-IANYD	<p>The UN Inter-Agency Network on Youth Development (IANYD) has proven to be an effective body for sharing information and taking joint initiatives among UN agencies. As described in the approved RYAP, and according to the UN Youth Strategy 2030, IFAD will: (i) engage on the basis of the evidence of what works and what does not work for rural youth; and (ii) contribute to policy engagement, not only directly but also through stakeholders and partners, facilitating in-country dialogue and providing evidence and support to influence national policies related to the rural youth agenda. It is equally essential for IFAD to foster and strengthen partnerships, particularly between organizations that have comparative advantages on different issues affecting young people at country level</p>	Action Area 4
Funzi	<p>Funzi is a mobile learning service that makes delivering learning to large target groups easy and effective. They help clients minimize costs and maximize impact of training, upskilling and outreach programmes. They create engaging mobile-friendly courses using training content and a unique mobile pedagogy</p>	Action Area 1

Annex 10. Suggested TORs for consultant covering youth issues in country strategy and project development

Country strategies

Note that these suggested TORs can be combined with those of a social inclusion specialist.

Purpose of assignment: to (i) analyse the situation and priorities of rural youth in country x in the framework of the RYAP, (ii) to determine whether youth issues are a high priority in country x, (iii) to identify the main investment options from a youth perspective and (iv) to contribute to the COSOP/CSN and SECAP Review Note.

Main tasks

(i) Analysis at the national level

- Identify the main national commodities/value chains, food crops and agribusiness with potential for youth employment and empowerment, including where youth opportunities are located along value chains
- Define youth by age according to the country context
- Identify where the country's vulnerable rural young people are located, and trends such as migration
- Describe social norms that hinder/support young peoples' full participation in economic activities
- Describe their occupational profile (informal and formal), disaggregated by sex, including unemployment rates
- Describe their access to assets, services and skills in relation to rural economy trends
- Assess the main potential demand for on- and off-farm employment/entrepreneurship for youth
- Identify what young women and men need to adapt to climate change/contribute to climate change mitigation, tackle environmental degradation and build their resilience
- Describe the food security and nutrition status of young women and men
- Summarize the main differences in needs and priorities between young rural women and men
- If there is a national youth policy/strategy or equivalent, present the main provisions and identify where IFAD can best contribute. Identify government institutions/actors responsible for youth
- Carry out a rapid institutional analysis from a youth perspective, including (i) whether there are organizations for rural youth and the profile of youth in key organizations, such as farmers' organizations, (ii) are any public or private partners engaged with rural youth and if so, are they potential partners? (iii) are there capacity gaps to be addressed in key organizations?
- Consult young women and men, separately if needed, and their organizations, on possible investment options
- Describe the implications of lessons and good practices in IFAD grants and non-lending activities/other actors' initiatives, and their potential for scaling up

(ii) Assess whether youth issues are a high priority

- Assess whether youth issues are a high priority. Youth may be a high priority if:
 - Rural youth are a national policy/programming priority
 - Rural youth represent significant proportion of population, e.g. 30 per cent or above
 - High poverty and unemployment rates among rural youth
 - Risk exposure of young women and/or men is high and likely to contribute to Category A in SECAP Review Note
 - The CPM and team/government judge that youth engagement is critical for achieving IFAD's Strategic Objectives in the Strategic Framework 2016–2025

(iii) Identify main investment options from a youth perspective

- Identify overall approach to mainstreaming youth in the COSOP/CSN theory of change, targeting approach and results framework
- Using IFAD's "Possible investment approaches for youth in project concept notes" (see table below), suggest appropriate approaches for project concept notes
- Specify to which RYAP priority and emerging themes the country strategy can best contribute
- Highlight whether/which background studies (e.g. data collection and empirical studies) may be needed, especially in a high-priority country with regard to youth
- Determine whether country-level policy engagement is also appropriate
- Identify which partnerships should be prioritized to advance youth interests, including public, private and non-governmental sectors
- Make recommendations for financing and human resources to deliver on youth commitments
- Identify which/whose capacities need strengthening to deliver on country commitments

Possible investment approaches for youth in project concept notes		
Dimensions	Youth are high priority	Youth are medium/low priority
Investment modality	<p>All project concept notes at least youth-sensitive</p> <p>AND/OR</p> <p>Youth-focused projects or youth-focused project components may be needed</p> <p>AND/OR</p> <p>Youth-focused grants to foster innovation.</p>	<p>All project concept notes at least youth-aware</p> <p>AND/OR</p> <p>Youth-focused project components may be needed in some interventions</p> <p>AND/OR</p> <p>grants to foster innovation.</p>
Further studies	<p>Consider providing for youth-focused SECAP studies to inform detailed project design.</p>	<p>May not be needed.</p>

Possible investment approaches for youth in project concept notes		
Dimensions	Youth are high priority	Youth are medium/low priority
Youth action plan	Yes: this can be as simple as detailing youth provisions/targets alongside project components and specifying to which RYAP priorities they contribute.	Optional, or part of the targeting strategy.
Proportion of youth to be targeted	Depends on context; in general, the proportion of youth targeted by the project could be expected to reflect the proportion of rural youth in the country . However, it may be important to target a smaller percentage critical to catalyse future youth outcomes, or it may be especially challenging to start attracting youth back to agriculture and therefore a smaller percentage is appropriate. What is important is a clear rationale and the percentage of benefits to youth should be specified in the targeting strategy and results framework beyond youth-disaggregated data.	Depends on context; may be important to target a small percentage critical to catalyse future youth outcomes, or it may be especially challenging to start attracting youth back to agriculture and therefore a smaller percentage is appropriate. What is important is a clear rationale and the percentage of benefits to youth should be specified in the targeting strategy and results framework beyond youth-disaggregated data.
Fit with theory of change	Youth are central and may be agents of change.	Youth are part of, but not central to, the theory of change.
Results framework	<p>Youth-focused indicators/targets, such as the following, disaggregated by gender, from RYAP priority and emerging areas for youth engagement:</p> <ul style="list-style-type: none"> (i) number of youth jobs created/youth-led Income Generating Activities (IGAs) created/youth to set up IGAs with entrepreneurship (ii) number of youth to access land and natural resources (IFAD core indicator) (iii) number of youth to access rural finance (iv) number of youth to access climate-resilient productive technologies and practices (v) number of youth to access profitable smallholder organizational models. <p>See also annex 6 for IFAD core indicators that can be disaggregated by young/not young.</p> <p>These are not intended to be prescriptive but serve as examples.</p>	<p>Youth-sensitive indicators/targets, such as the following, disaggregated by gender, adapted from RYAP priority and emerging areas for youth engagement:</p> <ul style="list-style-type: none"> (i) number of jobs created/IGAs created (x percentage youth, women, etc.) (ii) number of people to access land and natural resources (x percentage youth, women, etc.) (iii) number of people to access rural finance (x percentage youth, women, etc.) (iv) number of people to access climate-resilient productive technologies and practices (x% youth, etc.) (v) number of people to access profitable smallholder organizational models (x percentage youth, women, etc.). <p>These are not intended to be prescriptive but serve as examples. For countries where youth are high priority, these indicators can be linked to a quota for youth.</p> <p>See also annex 6 for IFAD core indicators that can be disaggregated by young/not young.</p>

Projects

Note that these suggested TORs can be combined with those of a social inclusion specialist.

Purpose of assignment: to (i) analyse the situation and priorities of rural youth in the project area in the framework of the RYAP, (ii) to verify whether the project should be youth-aware/youth-sensitive/youth-focused as outlined in the COSOP/CSN or, if this has not been done, suggest which approach is relevant, (iii) refine main project investment options from a youth perspective, and (iv) to contribute to the Project Design Document and relevant annexes.

Main tasks

(i) Analysis at the project level (include in new Project Design *Project Context and Project Description, Annex XII and XIII*)

- Define youth by age according to the country **and project** context
- Identify where vulnerable rural young people are located **in the project area**
- Describe local social norms that hinder/support young peoples' full participation in economic activities
- Describe their occupational profile (formal/informal), disaggregated by sex, including unemployment rates
- Describe the main challenges/opportunities in project area in relation to RYAP priority and emerging themes including:
 - youth employment and empowerment within the RYAP framework in main commodities, food crops and agribusiness
 - access to assets, services and skills in relation to rural economy trends **in the project area**
 - potential demand for on- and off-farm employment/entrepreneurship for youth
 - what young women and men need to adapt to climate change/contribute to climate change mitigation, tackle environmental degradation and build their resilience
 - food security and nutrition status of young women and men **in the project area**
- Describe the heterogeneity (in terms of gender, age, ethnicity, cultural specificities, educational level, employment status, skills and capacities) within the youth category and its relation to other target groups (e.g. young women, indigenous youth, adolescent, disabled youth **in the project area**)
- If there is a national youth policy/strategy or equivalent, present the main provisions and where IFAD can best contribute. Are there youth-related provisions in agricultural and sectoral policies, and where can IFAD best contribute? These data can be summarized and reference made to the data in the COSOP/CSN
- Describe whether there are organizations for rural youth and the profile of youth in key organizations, such as farmers' organizations **in the project area**
- Consult young women and men, separately if needed, and their organizations, on possible investment options **to inform a targeting strategy – this is especially important if local data are unavailable**
- Describe the implications of lessons and good practices in IFAD grants and non-lending activities/other actors' initiatives, and their potential for scaling up **in the project area**

(ii) Verify whether the project should be youth-aware/youth-sensitive/youth-focused

- If the COSOP/CSN has an assessment of whether the project should be youth-aware/youth-sensitive/youth-focused, validate this, as things change. If it does not, carry out the assessment using the table below

(iii) Refine the main project investment options from a youth perspective (include in the new Project Design Project Description, *Annex XI, Annex XIV, Annex XV and Annex XVI*)

- Identify how youth fit in the **project theory of change, targeting approach and results framework**
- Specify to which RYAP priority and emerging themes the **project** can best contribute
- Determine whether policy engagement is also appropriate
- Identify which partnerships should be prioritized to advance youth interests, including public, private and non-governmental sectors, and any capacities that need to be strengthened
- Make recommendations for financing and human resources to deliver on youth commitments
- Identify which capacities need strengthening to deliver on **project** commitments

(iv) Contribute as relevant to integrating youth in the PDR

This includes the SECAP Review Note, and should be done in line with the definition of youth-aware/youth-sensitive/youth-focused.

Selected youth entry points in IFAD country strategies	
Overall thrust	Youth engagement entry points
Community development	Holistic youth support (access to assets/services/skills) for self or wage employment, access to producer organizations and other community groups
Infrastructure	Improve youth access to markets, services and skills
Natural resource management/climate change	Access to climate-smart technologies, access to land ⁷⁸ /related skills
Rural finance	Access to affordable credit, ⁷⁹ which can pave the way to access to land, services and skills
Value chains	Various entry points along value chains ⁸⁰

78. See this IFAD publication for ideas and examples: IFAD. 2014. Lessons learned: Youth and land tenure.

79. See this IFAD publication for ideas and examples: IFAD. 2015. How to do note: Youth access to rural finance.

80. See this IFAD publication for ideas and examples: IFAD. 2014. Toolkit: Commodity value chain development projects.

Annex 11. Useful references

ADB. 2018. What's the Evidence? Youth Engagement and the SDGs.

This study represents an encouraging body of evidence, both primary and secondary, which will inform future practice and policymaking with regard to young women's and men's contributions towards the Sustainable Development Goals (SDGs). The learnings provide important insight that will support the design and implementation of youth programming.

<https://www.adb.org/sites/default/files/publication/466811/youth-engagement-sdgs.pdf>.

EcoVentures International for Education Development Center for USAID's EQUIP III G-Youth project in Garissa Kenya. 2010. Youth Labor Market Assessment, North Eastern Province, Kenya: A study of market opportunities and workforce needs for youth. *An example of an in-depth study that could be commissioned for SECAP studies.*

FAO. 2019. Enabling young rural women to participate in rural transformation in East and Southern Africa. *Although this publication focuses on the Eastern and Southern African region, the examples of concrete actions with a youth/gender lens could be adapted to other contexts.*

FAO. 2014. Youth and Agriculture: Key Challenges and Concrete Solutions. *This publication provides real-life examples on how to re-engage youth in agriculture. It shows how tailor-made educational programmes can provide rural youth with the skills and insights needed to engage in farming and adopt environmentally friendly production methods. Many of the initiatives and approaches reported in this study originate from the youth themselves.*

IFAD. 2019. Rural Development Report. *The focus this year is on youth. At the time of writing, this is yet to be released.*

IFAD. 2019. IFAD Rural Youth Action Plan 2019-2021. Empowering rural young women and men to shape the rural economies of tomorrow. *This is a summary of the Rural Youth Action Plan 2019-2021.* <https://webapps.ifad.org/members/eb/125/docs/EB-2018-125-R-11.pdf>.

IFAD. 2019. Baseline of Youth-Sensitive Projects from IFAD's Ninth Replenishment (IFAD9). *This study contains a wealth of examples organized by type of youth-sensitive action.*

IFAD winning proposals under Indigenous Peoples Assistance Facility (IPAF) 2018 Call for Proposals: Focus on indigenous youth, forthcoming.

IFAD. 2018. The Youth Advantage: Engaging young people in green growth. *This report presents case studies and IFAD experiences in integrating a youth dimension in climate change adaptation and mitigation as well as environmental interventions.*

IFAD. 2018. IFAD's engagement with rural youth. *Based on a stock-taking of IFAD loan- and grant-funded projects/programmes focusing on youth engagement, these case studies stand out in terms of innovation.*

IFAD. 2018. Nutrition-sensitive value chains: A guide for project design. Volume 1. *This is a helpful guide to mainstreaming youth and gender into nutrition-sensitive value chains. One of the criteria for selecting a value chain is its potential for income generation, and the suggested scoring system gives priority to value chains with potential for income generation for youth and women, as well as the environmental and climate considerations. Key informant interviews with youth are also suggested. Volume 2 contains practical tools.*

IFAD. World Bank. 2017. Rural Youth Employment. *This paper was commissioned by the German Federal Ministry for Economic Cooperation and Development as an Input Document for the G20 - Development Working Group. It includes useful recommendations on what can be done to increase youth employment.*

IFAD. 2013. Youth—A Guidance Note. Designing Programmes that Improve Young Rural People's Livelihoods. *This note is still largely relevant today, but needs to be used within the RYAP framework.*

ILO. Decent Jobs For Youth. Undated. Youth in the Rural Economy. *A very useful and short publication that outlines key strands of the global initiative that are relevant for rural youth.*

<https://www.decentjobsforyouth.org/wordpress/wp-content/uploads/2017/08/Thematic-Plan-3-Youth-in-the-Rural-Economy.pdf>.

ILOSTAT. *Statistics available include unemployment rate by sex, age and rural/urban areas (%).*

https://www.ilo.org/ilostat/faces/ilostat-home/home?_adf.ctrl-state=qidb3a8w_74&_afLoop=468302974078676#l.

USAID. MarketLinks. Website: Key Constraints and Promising Strategies in Applying the Value Chain Approach with Youth. *Handy checklist of issues to consider and touches on social norms.*

<https://www.marketlinks.org/good-practice-center/value-chain-wiki/key-constraints-and-promising-strategies-applying-value-ch>.

USAID. What works in youth and agriculture, food security, and nutrition. *Extremely useful website with IFAD-relevant resources and tools.*

<https://www.youthpower.org/what-works-youth-and-agriculture-food-security-and-nutrition#YouthLand>.

Young Professionals for Agricultural Development (YPARD). This global online and offline communication and discussion platform is meant to enable and empower young agricultural leaders around the world to shape sustainable food systems. This website has many useful resources and the country pages present useful background data.

<https://ypard.net>.

youthpolicy.org. *As its name implies, this site has a wealth of information including country factsheets and analyses of youth policy around the world.*

IFAD policies

IFAD. 2012. Policy on Gender and Women's Empowerment. *The Policy is important with regard to holistic social inclusion including gender dimensions.*

IFAD. 2009. Policy on Engagement with Indigenous Peoples. *The Policy is important with regard to holistic social inclusion including indigenous peoples' dimensions.*

IFAD. 2008. Targeting Policy. *Sets out main principles and approaches for effective targeting in IFAD-supported interventions.*

Toolkits and handbooks

IFAD. 2015. How to do note: Youth access to rural finance.

<https://www.ifad.org/en/web/knowledge/publication/asset/40184463>.

Also

IFAD. 2015. Lessons learned: Youth Access to Rural Finance.

<https://www.ifad.org/en/web/knowledge/publication/asset/39412651>.

Useful resources and examples with regard to this key service for youth.

IFAD. 2014. Lessons learned: Youth and land tenure. *A toolkit with various approaches and examples outlined for use in IFAD-supported interventions.*

<https://www.ifad.org/en/web/knowledge/publication/asset/39183159>.

IFAD. 2014. Toolkit: Commodity value chain development projects.

Making Cents International. 2014. Inclusive Value Chain Analysis and Development: A Concise Handbook. *Very useful short guide to integrate youth in value chains.*

<https://www.youthpower.org/sites/default/files/YouthPower/resources/Youth%20Inclusive%20Value%20Chain%20Analysis%20and%20Development-%20A%20Concise%20Handbook.pdf>.

OECD. 2018. The Future of Rural Youth in Developing Countries. Tapping the Potential of Local Value Chains. *This study looks at local actions and national policies that can promote agro-food value chains and other rural non-farm activities using a youth employment lens. Considering that the majority of IFAD projects involve value chains, this report is a useful resource.*

<https://www.oecd.org/dev/the-future-of-rural-youth-in-developing-countries-9789264298521-en.htm>.

USAID. 2018. Feed the Future Project Design Guide for Youth-Inclusive Agriculture and Food Systems: Volume I – Project Design. *Primarily for USAID programming but a helpful in-depth guide – if using this, ensure alignment with IFAD's RYAP.*

<https://www.youthpower.org/resources/feed-future-project-design-guide-youth-inclusive-agriculture-and-food-systems-volume-i-project-design>.


USAID. 2008. Youth Livelihoods Development Program Guide. *This focuses on the formal sector and vulnerable or “at risk” youth, and provides guidance to strengthen economic opportunities among young people. It analyses youth livelihoods at an individual level, conceptualizing human, financial, social and physical capital as the primary contributors to building strong livelihoods. Programming recommendations are provided for how each of these four types of capital can be strengthened through programming. For value chain practitioners, the guide would be effective to use as part of a situational assessment prior to conducting value chain analysis. Identifying the primary gaps in capital among target youth allows practitioners to identify critical barriers that may exist to value chain upgrading and determine what supplementary interventions may be required to facilitate youth engagement in promising value chains.*


<http://idd.edc.org/sites/idd.edc.org/files/EQUIP3-Livelihoods-Guide.pdf>.








International Fund for Agricultural Development
Via Paolo di Dono, 44 - 00142 Rome, Italy
Tel: +39 06 54591 - Fax: +39 06 5043463
Email: ifad@ifad.org
www.ifad.org

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