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A Reader

Resources on

Youth and Rural Development in ACP countries ¹

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partageons les connaissances au profit des communautés rurales
sharing knowledge, improving rural livelihoods

¹ This Reader is not intended to exhaustively cover the issue of youth and rural development in ACP countries but to provide some background information and selected information resources, focusing on the implications for rural development. Most text of this Reader has been directly taken from the original documents or websites. For additional inputs, kindly contact Isolina Boto (boto@cta.int).

The Reader and most of the resources are available at <http://brusselsbriefings.net>

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Introduction

In developing countries, 75 percent of poor people live in rural areas and most of them depend on agriculture for their livelihoods. Agriculture thus remains vital for sustainable development, poverty reduction and food security².

Agriculture and rural development are key economic sectors for most of the developing countries, and especially for the African, Caribbean and Pacific Group. Agriculture contributes to the national economies, provides employment, food security and social stability especially to the small-scale farmers, women and vulnerable groups who do not have access to the formal occupational employment and to any social benefits. The current situation of rural youth in many ACP countries is characterized by illiteracy, lack of educational and training opportunities, unemployment leading to migration of large numbers of rural youth to the cities, lack of access to land and productive resources. This situation is likely to deteriorate if a significant effort is not made to improve it. The developing world's youth is the next generation of economic and social actors and they can be agents of change in favor of sustainable development. Acute problems for the rural youth are unemployment and lack of sustainable income which forces them to migrate to cities or abroad. The low level of agricultural skills, the limited access to financial resource explain the low level of production, low level of entrepreneurship and the decreasing involvement of youth in agriculture.

FAO³ estimates that around 50 percent of youth reside in rural areas, but this figure is as high as 70 percent in Sub Saharan Africa and South Asia. In SSA, young people aged 15-24 comprise 36 percent of the entire labour force, 33 percent in the Near East and North-Africa (NENA), and 29 percent in South Asia. Furthermore, rural youth face major health problems, including malnutrition, malaria, and HIV/AIDS. It is important, however, to keep the direct health threat posed by HIV/AIDS in proper perspective. Except for a handful of very high prevalence countries, HIV prevalence among rural teenagers remains very low. In very large countries in sub-Saharan Africa such as Ethiopia, Nigeria, Democratic Republic of the Congo and all of Asia, the incidence of HIV infection among rural teenagers is well under one percent. The main impact of the AIDS epidemic on rural youth livelihoods is the rapidly growing number of children and youth whose parents have died from AIDS-related illnesses⁴.

Rural areas are losing the young productive workforce, due to consistent rural-urban migration of young people. There is an urgent need to provide appropriate education, training, and job opportunities that give rural youth the choice of staying, working and prospering in rural areas. Around eighty-five per cent of the 500 million people who will become of working age in the next decade live in developing countries. This situation presents the world with an unprecedented opportunity to invest in youth to accelerate growth and reduce poverty. The developing world's youth is the next generation of economic and social actors.

Who are the Youth?

The United Nations defines youth as all individuals aged between 15 and 24⁵. This definition was made during preparations for the International Youth Year (1985), and endorsed by the General Assembly⁶. By that definition, therefore, children are those persons under the age of 14. It is, however, worth noting that Article 1 of the United Nations Convention on the Rights of the Child defines 'children' as persons up to the age of 18. This was intentional, as it was hoped that the Convention would provide protection and rights to as large an age-group as possible and because there was no similar United Nations Convention on the Rights of Youth. Many countries

² World Development Report 2008: Agriculture for Development

³ Food and Agricultural Organisation (FAO), Rural Youth figures, <http://www.fao.org/ruralyouth/about.html>

⁴ World Development Report 2009 - Reshaping Economic Geography- 2009 The World Bank Group

⁵ <http://www.un.org/esa/socdev/unyin/index.html>

⁶ see A/36/215 and resolution 36/28, 1981

also draw a line on youth at the age at which a person is given equal treatment under the law – often referred to as the "age of majority". This age is often 18 in many countries, and once a person passes this age, they are considered to be an adult. However, the operational definition and nuances of the term 'youth' often vary from country to country, depending on the specific socio-cultural, institutional, economic and political factors. Within the category of "youth", it is also important to distinguish between teenagers (13-19) and young adults (20-24), since the sociological, psychological and health problems they face may differ.

ILO Worst Forms of Child Labour Convention, 1999 (No. 182) states that "the term 'child' shall apply to all persons under the age of 18". However, there are other sub-categories, based upon age, which are relevant to action on child labour. **Young workers** are female and male adolescents below age 18 who have attained the minimum legal age for admission to employment and are therefore legally authorised to work under certain conditions. The ILO Minimum Age Convention, 1973 (No.138) stipulates that ratifying States fix a minimum age for admission to employment or work. Under this Convention, the minimum age for employment or work should not be less than 15 years, but developing countries may fix it at 14. A number of countries have fixed it at 16.

1. Demographics trends

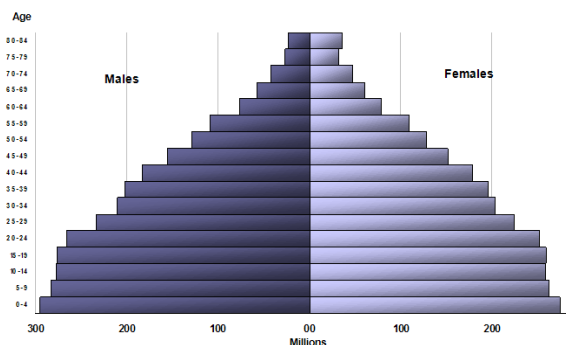
1.1 Global trends

In 2009, world population stood at 6.8 billion, up about 83 million from 2008. According to the 2008 Revision of the official United Nations population estimates and projections, the world population is projected to reach 7 billion in late 2011 and surpass 9 billion people by 2050.

Population in developing countries is still young.

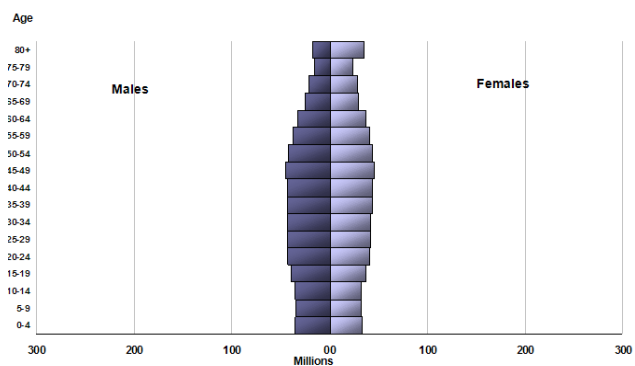
Currently the population of the less developed regions is still young, with children under age 15 accounting with 30 per cent of the population and young persons aged 15 to 24 accounting for a further 19 per cent. In fact, the numbers of children and young people in the less developed regions are at an all time high (1.6 billion children and 1.0 billion young people), posing a major challenge for their countries, which are faced with the necessity of providing education or employment to large cohorts of children and youth even as the current economic and financial crisis unfolds. The situation in the least developed countries is even more pressing because children under 15 constitute 40 per cent of their population and young people account for a further 20 per cent.

Large Numbers of Young People and Large Population Growth Developing Countries by Age and Sex, 2009



United Nations Population Division, World Population Prospects, The 2008 Revision, medium variant
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Fewer and Fewer Young People and Future Aging Developed Countries by Age and Sex, 2009



United Nations Population Division, World Population Prospects, The 2008 Revision, medium variant
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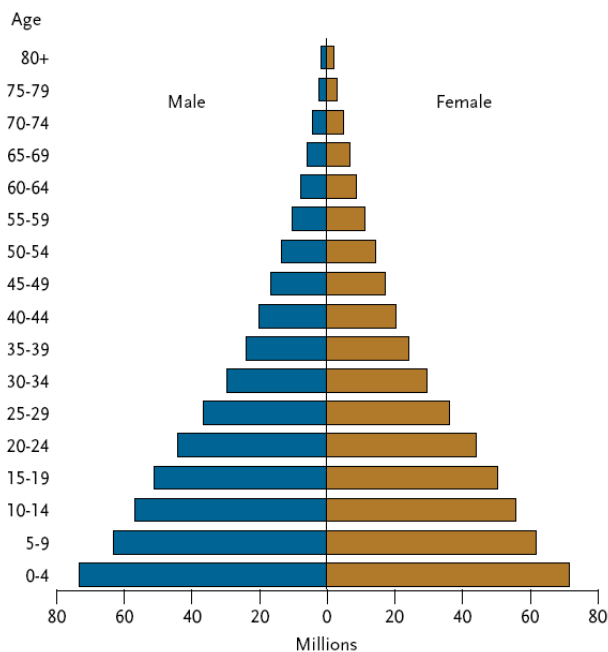
In the more developed regions, children and youth account for just 17 per cent and 13 per cent of the population, respectively, and whereas the number of children is expected to change little in the future, remaining close to 200 million, the number of young people is projected to decrease from 163 million currently to 134 million in 2050. In both the more and the less developed regions, the number of people in the main working ages, 25 to 59, is at an all time high: 603 million and 2.4 billion, respectively. Yet, whereas in the more developed regions that number is expected to peak over the next decade and decline thereafter reaching 528 millions in 2050, in the less developed regions it will continue rising, reaching 3.6 billion in 2050 and increasing by nearly half a billion over the next decade. These population trends justify the urgency of supporting employment creation in developing countries as part of any strategy to address the global economic crisis that the world is experiencing⁷.

By 2050, the number of youth will have risen from just under a half billion in 1950 to 1.2 billion. At that point, about nine in 10 youths will be in developing countries. This very large group will arrive at working age with a right to expect gainful employment, adequate health care, and the ability to raise a family with an appropriate living standard if they so choose. Before those things can come about, they must have had access to sufficient education and training so that they can take part in building their country's society and economy. Most likely, tomorrow's youth will have moved to cities in larger numbers as opportunities in the rural areas diminish. But will the economic conditions of their country be able to meet their rising expectations? This will be one of the major social questions of the next few decades⁸. (Reader Population growth in ACP countries⁹

Africa's Population Age Structure

In mid-2008, Africa's population was estimated at 967 million, with about 400 million (42 percent) below age 15. This youthful population age structure provides momentum for continued growth. With an annual growth rate of about 2.4 percent (a high of 2.8 in Middle Africa and a low of 0.8 in Southern Africa), the continent is projected to reach 1.9 billion by 2050. Africa is projected to account for 21 percent of world population by 2050, up from just 9 percent in 1950.

Source: UN Population Division, *World Population Prospects: The 2006 Revision*.



⁷ UN, *World Population Prospects. The 2008 Revision*, cit., http://www.un.org/esa/population/publications/wpp2008/wpp2008_highlights.pdf

⁸ Population Reference Bureau, 2009 World Population Data Sheet, http://www.prb.org/pdf09/09wpds_eng.pdf

⁹ Briefing n. 16 – Population growth and its implications for ACP rural development, *Brussels*, 27 January 2010

1.2 The Demographics of Youth

Today's world population counts an estimated 1.2 billion people at the ages of 15 to 24 years, and one billion live in developing countries, an increase of 17% compared to 1995, or 18% of the world population. This is often referred to as the 'youth bulge'¹⁰ as young people constitute a high and peaking proportion of many populations. The youth bulge represents both a challenge and an opportunity for development. Its duration is a limited window in which to develop a larger and younger workforce who can drive economic development and play a significant role in the social development of their communities and society¹¹.

The table below¹² shows that despite an increase in absolute numbers, the proportion of young people in the world is actually dwindling. This means that the number of young people in the world between 1980 and 1995 has dropped as a proportion of the total population. In fact, during the 1990s, the annual growth rates among the world's youth population have slowed down in every region of the world except Africa.

Table 1 World total youth population trend 1985-2025

Year	Youth Population	Percentage of Total Global Population
1985	941 million	19.4%
1995	1.019 billion	18.0%
2025	1.222 billion	15.4%

Source: UNDESA <http://www.un.org/esa/socdev/unyin/qanda.htm>

Regional distribution of Youth

The majority (almost 85%) of the world's youth live in developing countries, with approximately 60 percent in Asia alone. A remaining 23 percent live in the developing regions of Africa, and Latin America and the Caribbean. Despite mass urbanization, the majority of youth live in rural areas in sub-Saharan Africa, south-eastern and south-central Asia and Oceania. Figures from 2005 show a total of 525 million young men and 500 million young women¹³.

Table 2 Regional distribution of youth, 2005.

	Total population (millions)	Youth population (%)	Youth(15-24) (millions)	Global youth population (%)
Asia	3,905	16.4	639	62.4
Africa	905	15.9	145	14.1
Europe	728	14.3	103	10.2
Latin America & Caribbean	561	16.9	95	9.3
Northern America	330	12.4	41	4.0
Oceania	33	3.0	1	0.1
Total	6,465	15.8	1,024	100.0

Source: *World Population Prospects, 2006*

¹⁰ Urdal H. 2007: high youth bulges indicate countries 'at risk' when combined with economic stresses, but they are not necessarily a predictor of conflict. Uppsala Conflict Data Program, Uppsala University

¹¹ UNFPA 2007, NORAD 2005, DANIDA 2007, DFID 2007, World Bank 2007, UN 2007, and Africa Commission 2009

¹² <http://www.un.org/esa/socdev/unyin/qanda.htm>

¹³ <http://www.un.org/esa/socdev/unyin/qanda.htm>

By 2025, the number of youth living in developing countries will grow to 89.5%. Therefore, it is necessary to take youth issues into considerations in the development agenda and policies of each country. By 2050 the number of youth will have risen from just under a half billion in 1950 to 1.2 billion and will become more and more concentrated in Africa and Asia. At that point, about nine in ten youths will be in developing countries

Figure 1 Regional distribution of the world youth population in 1950 and 2050. Source UN Population Division, World population prospects: the 2008 revision

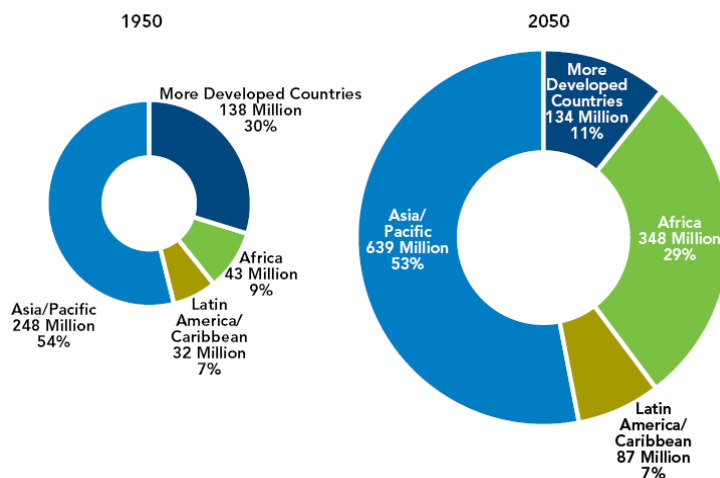


Table 3 Africa, population aged 15-24

Year	(thousands)	(%)
1980	91 743	19.0
1985	106 276	19.1
1990	122 707	19.2
1995	143 099	19.7
2000	166 014	20.3
2005	189 174	20.5
2010	208 897	20.2

Table 4 Caribbean, population aged 15-24

Year	(thousands)	(%)
1980	6 091	20.4
1985	6 751	21.1
1990	6 795	19.8
1995	6 592	18.0
2000	6 706	17.4
2005	7 205	17.8
2010	7 423	17.5

Table 5 Oceania, population aged 15-24

Year	(thousands)	(%)
1980	4 217	18.4
1985	4 494	18.1
1990	4 680	17.4
1995	4 706	16.2
2000	4 725	15.2
2005	5 157	15.4
2010	5 495	15.3

Source: World Population Prospects: The 2008 Revision Population Database <http://esa.un.org/unpp/>

1.3 Youth Migration

Migration is a coping mechanism to escape poverty and an opportunity for rural young people to assist their family and their community. In addition, young people view migration as an avenue to improve their status, learn new skills, and transit into adulthood. As a consequence, migration continues to serve as the means to improve rural livelihoods.

Youth are an integral component of the migrant population, both in terms of volume, and the effects they have on both their points of origin and destination. Estimates are that 15 percent (approximately 26 million) of the migrant population are youth.¹⁴ Rural youth are particularly disadvantaged with inadequately developed education and skills, many find limited employment opportunities in the cities. Most face a future of low-wage employment, unemployment, underemployment, poverty, drugs, and crime. The arrival of rural migrants worsens the situation by expanding the pool of young urban job seekers, which reduces the pressure on employers to offer competitive incomes and work standards to their workers. Urban areas are becoming extremely overcrowded and overburdened, putting pressure on insufficient infrastructures, schools, health facilities, sanitation and water systems. This escalating urbanization has created a new context of poverty in which urban centers are overtaxed and unprepared to absorb increasing youth unemployment. In absolute numbers, youth unemployment becomes more prevalent in urban areas than rural areas. The situation is worse for young women—many who have migrated to escape forced and early marriage—as they face particular barriers to the labor market, much of which are attributable to cultural attitudes of men. They may find work in domestic settings and in small businesses. More commonly, many girls are exploited because they are young, easily manipulated, unaware of their rights, and afraid to expose their negligent employers. As a consequence, many rural migrants are no better off in the city than they were in their village. By fleeing their traditional culture, the rural youth have become human rights victims with no parental protection or legal rights. Life in the city has resulted in marginalization and social exclusion¹⁵. On the other hand, for the rural youth who wish to remain on the land, the obstacles include the lack of new arable land for cultivation, inadequate training and extension services, low prices for primary produce, poor markets and infrastructure, low levels of technology and limited credit. Land pressure often results in marginal and unsuitable land being used for cultivation leading to soil degradation and erosion, deforestation and other environmental problems of the region. For many, agriculture is thought of as a low status job and a last resort, which adds to the pull of urban life. Average earnings in most countries of the region are higher in urban than in rural areas.

1.3.1 Youth migration- Africa

Young people in Africa are not a homogeneous group and their employment prospects vary according to region, gender, age, educational level, ethnicity, and health status, thus requiring different sets of policy interventions. However, the typical African youth, as given by medians, is easily identifiable: she is an 18.5-year-old female, living in a rural area, and literate but not attending school. As a way to escape poverty, many youth look for better opportunities by migrating. Indeed, migration to urban areas is unavoidable and even desirable as a way to improve allocation of human resources, especially in land-scarce countries.

¹⁴ Touray, K. S. Oct., 2006. Desertification and Youth Migration: A global perspective on challenges and opportunities

¹⁵ Charlotte Min-Harris Youth Migration and Poverty in Sub-Saharan Africa: Empowering the Rural Youth

Table 6 Incidence of poverty among young people (in %) in Sub-Saharan Africa

Country	Less than US\$ 2 per day
Burundi, 1998	85.7
Côte d'Ivoire, 1998	46.5
Cameroon, 2001	49.1
Ethiopia, 2000	70.7
Ghana, 1998	66.5
Kenya, 1997	54.4
Madagascar, 2001	81.7
Mozambique, 1996	75.4
Malawi, 1997	66.3
Nigeria, 1996	92.9
Sierra Leone, 2003	68.0
Uganda, 1999	93.8
Zambia, 1998	86.3
SSA-13 (mean)	72.1
SSA-13 (median)	70.7

Source: World-Bank Survey Based-Harmonised Indicators Programme (SHIP)

While youth are more likely than older people to move from rural to urban areas or to move across urban areas, this increased youth migration has a wide impact. It increases the strain for jobs without necessarily improving the job conditions of those who are left in rural areas; impacts provision of public goods, education, utilities, housing, and infrastructure; and affects demographic and skills composition in both urban and rural areas. Given that about 70% of the African youth population is still in rural areas, and that urban areas have been very slow to create job opportunities for most new job seekers, there is a need for an integrated, coherent approach in which policies appropriate for the youth in urban areas are closely connected with policies appropriate for the youth in rural areas. This type of approach is essential if governments want to smooth the deleterious impacts of rapid migration while preparing the rural youth for a more rewarding mobility. While in some countries demographic change is the main factor behind high youth unemployment and underemployment rates, much of the youth employment challenges can also be related to labor market dynamics and labor market opportunities. How easily and how effectively young people find jobs is also dependent on how well the labor market is prepared to receive them, and on how well they are prepared for the labor market. A large group of young people enter the labor market very early, which affects their progress in the labor market. In the short term, poor families gain from child labor; thus, there are short-term welfare losses for rural families from sanctions on child labor. For long-term development, however, child labor elicits a cost in terms of foregone education and persistence of long-term poverty. Post-conflict settings pose specific challenges for the youth (e.g., recently disarmed idle men and displaced young men) as these settings have prominently young populations, many of whom have been deprived of education, have grown up in violent societies, and often have been combatants themselves. Employment and the creation of jobs for young people should therefore form a key component of any peace building processes. The energy, skills and aspirations of young people are invaluable assets that no country can afford to squander, and helping them to realize their full potential by gaining access to employment is a

precondition for poverty eradication, sustainable development, and lasting peace. Given the immense challenges youth face to get a job, youth employment has obtained growing prominence on development agendas after having been largely neglected in national development strategies in the past. The youth employment challenge confronts all countries in Africa, regardless of their stage of socio-economic development, but the socio-economic context has an important contribution on the nature and extent of the problem. As they consider measures to help young people make the transition into the labor market and obtain work, policymakers are hampered by a lack of information on what their options are, what works in different situations, and what has been tried and failed. Indeed, in African countries, with large informal sectors and dominance of rural population, solely reforming labor market institutions and implementing active labor market policies are likely to have limited impact. The most needed and well-rounded approaches seemed to be : expanding job and education alternatives in the rural areas—where most youth live; promoting and encouraging mobility; creating a conducive business environment; encouraging the private sector; improving the access and quality of skills formation; taking care of demographic issues that more directly affects the youth; and reducing child labor¹⁶.

1.4 Youth employment

Youth unemployment is a hot issue in the political agenda of both developed and developing countries. In spite of this common feature, existing empirical evidence and research shows that the nature of the problem is quite different in these two groups of countries. While in developed countries the youth's difficulties to get a job are related to lack of minimum professional skills required in the context of sophisticated production environments, in the case of developing countries, unemployment is generally found to rise with education levels. In the absence of unemployment insurance, only those with family (economic, social and demographic) resources can afford to wait in order to find a good match between their level of qualification and their occupations in the labour market. Conversely, most unqualified workers cannot afford to be unemployed and end up in the informal sector where productivity and revenues are low¹⁷. Because reliable figures are lacking, most reports exploring the question of youth labour only focus on youth unemployment rates. This is doubly regrettable insofar as (1) unemployment rates are “*only the tip of the iceberg in terms of fully explaining the multitude of employment-related problems facing youth*”¹⁸ and (2)¹⁹ the absence of regular data collections on employment and unemployment in many developing countries makes it impossible to estimate unemployment rates reliably.

1.4.1 Unemployment among Youth

Worldwide, and in Africa as well, the ratio of the youth-to-adult unemployment rate equals three (ILO 2006), which clearly points out the substantial difficulties of youth participation in the labor market. Yet, the youth employment elasticity to GDP growth is low and only a fifth of that observed for all workers. As a consequence, youth made up 43.7% of the total unemployed

¹⁶ Africa Development indicators 2008/09, Youth and employment in Africa, World Bank
<http://siteresources.worldbank.org/INTSTATINAFR/Resources/ADI-200809-essay-EN.pdf>

¹⁷ Youth and Labour Markets in Africa: A Critical Review of Literature. Document de Travail No. 49. Agence Française de Développement (2007)

¹⁸ ILO Global Employment Trends for Youth 2004
<http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/kd00085.pdf>

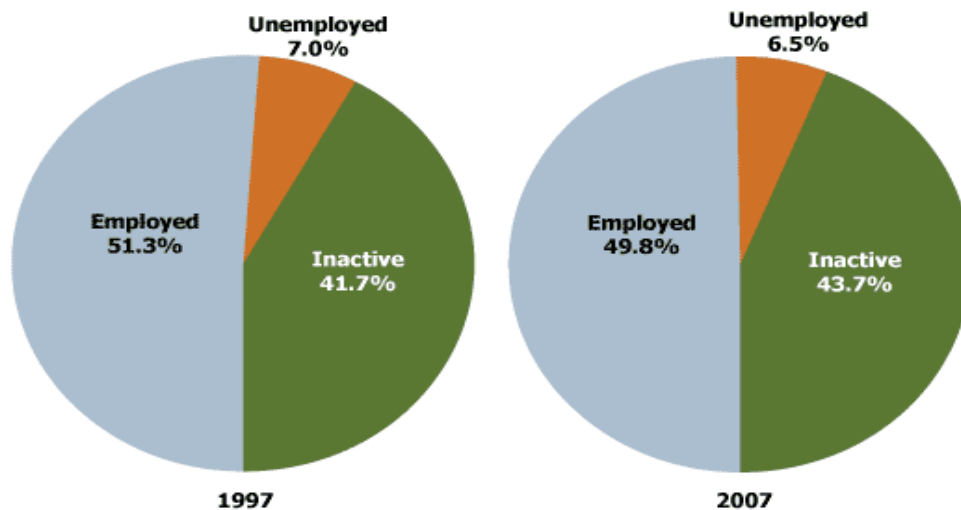
¹⁹ ILO Global Employment Trends for Youth 2004
<http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/kd00085.pdf>

people in the world despite accounting for only 25% of the working population. More than one third of the youth in the world is either seeking but unable to find work, has given up on the job search entirely, or is working but still living below the \$2 a day poverty line. In Sub-Saharan Africa, 3 in 5 of the total unemployed are youth (ILO 2006) and on average 72% of the youth population live with less than \$2 a day²⁰.

1.4.2 Unemployed and underemployed

Focusing solely on unemployed youth overlooks the fact that many young people may be working but are underemployed, working shorter hours than they would like, or reaping little economic gain. In addition, in areas with few formal employment opportunities, many are left to fend for themselves in the informal economy, often beyond the scope of official employment statistics. The problem is that underemployment is difficult to measure. "What economists call 'underemployment' is so difficult to define and measure because the standard of comparison, 'fully employed', is itself difficult to define and measure," says Bill Butz, president and CEO, of PRB²¹. "So is a person 'underemployed' if he or she is working fewer than 52 weeks in the year, or fewer than 40 hours in a week, or just fewer weeks or hours than he would like to work, or else less intensively than he might be able if well nourished and healthy? All four standards of comparison are used and all are arbitrary. Each yields a different level of measured underemployment."

Figure 2 Youth Population by Economic Activity Status in Sub-Saharan Africa, 1997 and 2007



Source: International Labour Office, Global Employment Trends for Youth 2008.

The employment distribution of sub-Saharan Africa's youth has changed little over 10 years. In both 1997 and 2007, about half of Africa's youth were either unemployed or "inactive," as defined by the ILO. Defining terminology can give a clearer picture of Africa's employment situation. "Unemployed" refers to those in the work force who do not have a job but are actively seeking work. "Inactive" refers to those who do not have a job and are not seeking work. Inactive youth may be attending secondary or higher education, but they may also be discouraged

²⁰ World Bank's report "Youth and Employment in Africa - The Potential, The Problem, The Promise" submitted by Jacky Foo

²¹ President and CEO of the Population Reference Bureau

workers who are not seeking work because they feel they lack qualifications for a job, do not know where or how to look for work, or feel there is no suitable work available. In much of Africa, there are few or no formal employment opportunities for young people. While the unemployment rate in the charts above is relatively low, the figures can be misleading. Those out of the labor force may be underemployed or wish to work, but have no means to find stable employment. Young people are not considered officially "unemployed" even if they are without work and would accept a job if offered one.

1.4.3 Potential and promise

While recognizing Africa's demographic challenges, the World Bank report²² also sees the large youth population as an opportunity: "The demographic transition makes youth the most abundant asset that the region can claim, thus making it a window of opportunity." The report recommends a multisectoral approach by governments and international agencies to address the issue. Recommendations include expanding jobs and education alternatives in rural areas; building a support environment for entrepreneurship; expanding access to and improving the quality of training opportunities; and addressing demographic issues. Since most young people live in rural areas, development in agriculture and nonfarm sectors is integral to creating demand for youth labor, argues the report. Investments in irrigation, water resource management, and increased use of improved seeds, fertilizers, and better agricultural practices can fulfill the promise of Africa's rural population. Unemployment has social as well as economic consequences for young people. Unemployed young people are forced to find alternatives to generate income, including activities in the survival-type informal sector and, in extreme cases, criminal activity. Urban youth unemployment is further exacerbated by rural-urban migration. Rural migrants believe that more jobs and social opportunities are available in urban areas, but once in the cities they find themselves without a job and with limited social networks. Trapped and discouraged by bleak job prospects, some turn to the sex, criminality and drug industries to survive.²³

2. Economic opportunities for the rural Youth

2.1 Rural Youth: a disadvantaged Group

Seven of the eight Millennium Development Goals²⁴ are about providing basic services to children and relate to Youth. Education outcomes for the young are explicitly targeted both as a part of achieving universal primary education (goal 2), and promoting gender equality and empowering women (goal 3). The high risk of HIV/AIDS faced by young people, especially in Sub-Saharan Africa, is targeted through three indicators relating to how well the young are informed of risks, to infection rates among young pregnant women, and to risks facing orphans—all critical to combating the spread of HIV/AIDS (goal 6). The role of young people as stakeholders in the future of international development is recognized through an emphasis on employment opportunities for them as a part of building a global partnership for international development (goal 8). Even where young people are not the explicit focus, their involvement can be important to achieving goals. Young women contribute 20–30 percent of total fertility in high fertility countries and upward of 50 percent in low-fertility regimes (chapter 6). Given the well-recognized links between female schooling, fertility, and child health, the education of young

²² The World Bank's Youth and Unemployment in Africa: The Potential, The Problem, The Promise .2008

²³ <http://www.uneca.org/era2005/chap5.pdf>

²⁴ http://unstats.un.org/unsd/mi/mi_goals.asp.

women and their ongoing reproductive health needs are thus critical to meeting goal 4 on child mortality and goal 5 on improving maternal health. All in all, making sure that young people have the opportunity to build and use human capital—whether through better schooling, better health, or more productive employment—will take the world a long way toward meeting goal 1, eradicating extreme poverty and hunger. The rural youth –half of the world’s population- are most affected by poverty²⁵. Most rural youth remain poor—three out of every four live on less than US \$2 per day—lacking the resources and skills to be competitive. Their limited access to a useful and affordable education which provides practical and useful skills that enhance their livelihoods impacts negatively their quality employment rates. Young women are at a particular disadvantage. Rural young women need special attention as gender disparities continue to impede young girls’ acquisition of decent education and employable skills. These constraints are accentuated by the pressures of early marriage and child rearing, which lead to a cycle of limited choices. Most females are married before the age of twenty-four, with parenthood occurring even earlier²⁶.With school enrollment and dropout rates higher for young girls, the impact of cultural norms and role models restrict young women’s options to early motherhood and unpaid domestic work.

Recent research shows that migration from rural to urban areas will continue on a large scale and that this is an essential part of the livelihood coping strategies of the rural poor. Temporary migration and ‘commuting’ are also a routine part of the combined rural-urban livelihood strategies of the poor across a wide range of developing countries (see Deshingkar, 2004). In many parts of Asia and Africa, remittances from rural to urban migration are overtaking the income from agriculture. It is important therefore that young people in rural areas are prepared for productive lives in both rural and urban environments. Despite their size, rural youth have limited social and political power, low decision making opportunities in traditional societies compare to urban youth. Rural Youth organisations still need to be strengthened as to participate fully and gain ownership over youth development strategies and policies. There is also a gender bias as rural girls are confined to domestic activities in many countries with less access to education, health and paid jobs.

2.2 Child labour

Child labour, according to ILO conventions, is work that harms children’s well-being and hinders their education, development and future livelihoods. When children are forced to work long hours in the fields, their ability to attend school or skills training is limited, and consequently, so are their possibilities of economic and social mobility and advancement in later life²⁷.

According to ILO-IPEC estimates, over 70 percent of all child labour is found in agriculture, fisheries and forestry²⁸. Historically, children have been part of the agricultural workforce and this is still the reality in many countries today. Of an estimated 218 million child labourers in all occupational sectors in 2006, some 70 per cent of children work in agriculture (with forestry and inland fisheries included). As the majority of work in rural areas is agricultural, nine out of ten working children in rural areas are engaged in agriculture or similar activities.

Child labour in agriculture is also a global phenomenon. It is found in all regions of the world and in both developing and developed countries. In Africa, for example, it is estimated that there are between 56 and 72 million child workers in agriculture.

²⁵ FAO Rural Youth Situation, Needs and Prospects - An overview with special emphasis on Africa by Jonathan F Cook, Project Officer.1991 FAO Rome.

²⁶ World Development Report 2009 - Reshaping Economic Geography- 2009 The World Bank Group

²⁷ Tackling hazardous child labour in agriculture: Guidance on policy and practice (toolkit), ILO, 2006
<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=2799>

²⁸ The term "agriculture" is henceforth used to cover all these sectors, unless specifically indicated otherwise.

Agricultural child labourers work on all types of undertakings, ranging from family farms (small, medium, and large-sized), corporate-run farms, plantations, and agro-industrial complexes. They may work with basic equipment and low levels of mechanization and agricultural inputs (fertilizers, pesticides, electrical energy, etc.) or intensive, highly organized, highly capitalized. However, not all of child's work is harmful for the development and well being of the child. In fact, especially in contexts of subsistence agriculture, children's participation in the household activities represent a way to learn valuable skills, adds to the building of self-esteem and sense of belonging to the community, and very importantly contributes to the generation of household income, with direct impact on children's livelihoods. Understanding and tackling the problem of child labour in agriculture is therefore very complex and cuts across economic, social and cultural dimensions.

2.3 Improving Youth livelihoods in rural areas

A clear distinction should be made between, on the one hand, social and economic policies that are not specifically targeted at youth, but nonetheless benefit youth, either directly or indirectly, and, on the other hand, policies that do target youth as a whole or groups of youth i.e. are youth-specific. And yet, given that youth comprise such a large proportion of the rural labour force, most development projects and programmes in rural areas do promote youth livelihoods to a large extent in a cross-cutting way.

The 2007 WDR²⁹ on youth concludes that 'youth policies often fail'. Youth policies in developing countries have frequently been criticised for being biased towards non-poor, males living in urban areas. Given the paucity of youth support services in many countries, they tend to be captured by non-poor youth. For example, secondary school-leavers in SSA have increasingly taken over rural training centers originally meant for primary school-leavers and secondary school dropouts. National youth service schemes enroll only university graduates and occasionally secondary school leavers, most of who are neither poor or from rural areas. Many schemes have been scrapped during the last given deepening fiscal crises coupled with the relatively high costs of these schemes.

Youth Employment in Rural areas

Given that agriculture is the major rural activities of youth employment and unless urban areas can create a massive number of jobs, any development agenda must recognize that in the short term only rural activities, farm or non-farm, can effectively create occupation for most new job seekers. Labor markets in developing countries, and particularly in Sub-Saharan Africa, differ from those in other countries in that most of the labor force is either in informal jobs, self employment, or inactive. Rural wage labor markets are very thin and almost all occupied youth are in subsistence agriculture or unremunerated home production activities, and unemployment there is typically very low. Working conditions in agriculture are particularly unfavorable and can be hazardous. This fact, along with low income and limited perspectives of improving living standards and educational attainment, encourages youth to migrate³⁰. As with the rural population as a whole, rural youth are engaged in a diverse range of productive activities, both agricultural and non-agricultural. Statistics are limited, but the proportions of rural youth engaged in waged and self-employment in both these main areas of activity varies considerably across countries. Youth, especially in rural areas, do not usually constitute an organised and vocal constituency with the economic and social power to lobby on their own behalf.

Income opportunities

²⁹ World Development Report 2007: Development and the Next Generation-The World Bank Group

³⁰ Youth employment in Africa, The World Bank, 2008-2009

<http://siteresources.worldbank.org/INTSTATINAFR/Resources/ADI-200809-essay-EN.pdf>

Recent changes in the global food market, in science and technology, and in a range of institutions that affect competitiveness are creating new challenges to the competitiveness of smallholders, but are creating income opportunities, too. In order to create jobs, accelerated progress will be needed to increase agricultural productivity and to connect poor people to markets. Sustained growth that reduces rural poverty will require significant growth in agricultural value-added and multi-sector approaches that solve gaps as well as support agribusiness, and rural diversification. To create jobs that will increase rural income and welfare and, thereby, retain young people, it is necessary to increase investments in irrigation, water resources management, and research and extension; increase rural public services; and increase use of improved seeds, fertilizers and better agricultural practices. It is also necessary to address vulnerability to weather-related shocks and limited farmer capacity, distorted incentives (including Government policies) that keep farmers in subsistence farming, poorly functioning input/ output markets, and weak institutional capacity to manage the risk of food insecurity. Increased investment in rural roads, rural electricity, and communications will permit rural areas to become better connected to market opportunities. Investments in rural education are also necessary to increase rural productivity and enhance the well being of the rural residents. As the rural young workers today may be the urban workers tomorrow, investing in human capital in rural areas is important not only as a way out of poverty in the agriculture sector, but also as a way to create opportunities for people to migrate more successfully and contribute to the economic growth of cities (World Bank 2009). Indeed, better educated migrants are more likely to have a successful migration outcome. Because young people are the most mobile, they are the most likely to switch sectors to take advantage of new opportunities.

So policies to designed to develop the farm and non-farm sectors will likely have a particularly pronounced effect on youth, even if not specifically targeted at them. For example, the promotion of small and medium rural enterprises that use new technologies could have a differential impact on youth, given their advantage in using them. By creating jobs and educational opportunities, rural areas can increase their attractiveness to young workers, thus eventually delaying the rural-urban migration. This is a very critical issue that governments should attempt to mitigate in order to prevent the growth of urban youth unemployment and underemployment, and the worsening of well being in already congested African cities. Youth migration can significantly change the composition of the rural population, which poses its own challenges for rural development because migration is often selective. Those who leave are generally younger, better educated, and more skilled. Youth migration can thus diminish entrepreneurship and education level among the remaining population. In addition, migration can change the gender composition of rural populations. But migration has several benefits too, as it diversifies risks, contributes to rural income through remittances, and increases knowledge and opportunities. The challenge, then, is to find the appropriate set of incentives that makes youth migration contribute the most to lift the livelihoods in both rural and urban areas. Employment opportunities for the rural youth are not only in agriculture but also non-farm. Including rural towns, the rural non-farm sector accounts for about 20% of employment opportunities in Sub-Saharan Africa³¹. The history of economic development has shown that development of the non-farm sector is tied to improved productivity on the farm. As technological innovations raise productivity on the farm, labor is freed up to move to the non-farm sector. The range of opportunities in rural areas is far wider than might be apparent at first glance. The rural non-farm economy can generate a significant share of rural incomes, shares that have grown in many countries. Earnings are significantly higher in non-farm activities mostly due to skills differences. In some instances, this higher income share is a result of crop failures or other adverse shocks to the farm sector. In most cases, however, rising productivity growth in the agriculture sector raises farm income and hence the demand for goods and services produced outside agriculture. International evidence

³¹ <http://siteresources.worldbank.org/INTSTATINAFR/Resources/ADI-200809-essay-EN.pdf>

shows that labor productivity is higher there as measured by value added per worker. Although agriculture is still the largest source of rural income in Africa, the shares of incomes from non-farm rural activities in total income are already relatively high and increasing. The small participation of the non-agricultural sector in employment suggests that it has the potential to contribute substantially to job creation and income. The demand for youth labor will not increase without a dynamic rural economy in both the agriculture and non-farm sectors. An appropriate investment climate along with adequate infrastructures that prepare towns and cities for business and urbanization is therefore critical. Indeed, rural Investment Climate Assessments reveal substantial constraints on rural investment, including access to credit, land titling, inadequate supply of energy, poor quality of roads and infrastructure, lack of well-functioning legal structures, and weak governance. (WB 2009)

2.4 Improving Youth's access to capital

The 2005 World Youth Report³² points out 'entrepreneurship is not for everyone and so cannot be viewed as a large-scale solution to the youth employment crisis'³³. Nonetheless, there is growing interest in the targeted provision of micro-finance for youth, because it is recognised that, education and training on their own do not usually lead to sustainable self-employment. To date, however, services in this area remain limited. Numerous problems have been encountered in pilot projects. The lack of control of loans by youth borrowers is a major issue, screening mechanisms are weak, and intensive training is needed in how to make best use of the money. Youth, and especially the very poor, are also frequently reluctant to borrow money. Integrated packages of inputs (credit, training, advisory support, other facilities) are often necessary, but this imposes major demands on organisations and significantly reduces the number of beneficiaries. Agricultural and enterprise development extension staff should be much trained to work with young people

³² Youth and the United Nations: World Youth Report 2005

³³ Youth and the United Nations: World Youth Report 2005 p.59

3. Improved and targeted education for the rural Youth

Rural youth tend to be poorly educated, especially in comparison to urban youth. The extent of 'urban bias' in the provision of publicly funded education and training services is large in most low-income developing countries (Bennell, 1999).

Country	Location		Sex	Age	Literate	Attending school
SHIP data						
Burundi, 1998	Rural	93.9%	Female	54.9%	18	Yes 71.4% No 25.6%
Côte d'Ivoire, 1998	Urban	46.8%	Female	51.9%	19	Yes 60.7% No 27.6%
Cameroon, 2001	Rural	56.4%	Female	52.5%	19	Yes 82.4% No 46.2%
Ghana, 1998	Rural	57.8%	Male	49.7%	18	Yes 65.9% No 41.3%
Guinea, 1994	Rural	57.2%	Female	50.6%	19	No 30.6% No 18.4%
Kenya, 1997	Rural	81.0%	Female	51.9%	19	Yes 93.5% No 42.0%
Mozambique, 1996	Rural	76.9%	Female	52.3%	19	Yes 51.1% No 19.2%
Mauritania, 2000	Rural	55.5%	Female	52.9%	18	Yes 70.2% No 27.6%
Malawi, 1997	Rural	87.4%	Female	52.7%	19	Yes 62.9% No 40.1%
Nigeria, 1996	Rural	56.4%	Female	53.8%	18	Yes 74.3% No 46.7%
Sierra Leone, 2003	Rural	51.9%	Female	52.4%	18	No 43.2% No 42.8%
São Tomé and Príncipe, 2000	Urban	40.9%	Male	49.9%	19	Yes 94.1% No 25.0%
Uganda, 1999	Rural	82.8%	Female	51.3%	18	Yes 79.0% No 43.7%
Zambia, 1998	Rural	59.8%	Female	52.8%	19	— — No 30.2%
SSA-14 (mean)	—	64.6%	—	52.1%	—	— 67.6% — 34.0%
SSA-14 (median)	—	57.5%	—	52.4%	—	— 70.2% — 35.1%
LFS data						
Ethiopia, 2005	Rural	79.6%	Female	53.2%	19	No 49.9% — —
Madagascar, 2005	Rural	76.0%	Female	51.7%	19	Yes 75.2% No 23.0%
Tanzania, 2005	Rural	70.5%	Female	53.1%	19	Yes 83.0% No 28.7%

Source: World Bank Survey-Based Harmonized Indicators Program (SHIP), Ethiopia LFS 2005, Tanzania ILFS 2005/06 and Madagascar EPM 2005.

The number of teachers and other key workers to rural areas is very low in many countries. Limited access to education results in high dropout rates at an early age. Curriculum is often geared more toward academic accomplishments than to learning useful skills that enhance rural livelihoods. Lack of skills and the opportunity for training are a major reason for increasing unemployment. Expanding girl's education is the most obvious lever to change the situation of young women. In the majority of low-income developing countries, however, rural youth still do not acquire education basic competencies. In Ethiopia, for example, nearly three-quarters of 15-24 year olds have no schooling. In SSA and South Asia more than one-third of youth were still classified as 'illiterate' in 2002³⁴. There also major concerns about the relevance of schooling in rural areas. Curricula are criticised for not adequately preparing children for productive rural lives and it is often a challenge to get skilled and motivated teachers to work in rural areas, especially if they are in remote locations. Teaching materials and school infrastructure are often poor and children themselves may live far from school or, for a variety of reasons, be discouraged from attending school. The result is that enrolment, completion and literacy rates all tend to be lower in rural areas than in urban areas. Thus, poor-quality basic education, low levels of educational attainment and low levels of adult literacy hold back the generation of productive employment and poverty reduction in rural areas³⁵.

³⁴ Bennell P, Promoting Livelihood Opportunities For Rural Youth 2007

³⁵ ILO 2008, Promotion of rural employment for poverty reduction

In order to have a greater impact on increased food security, rural productivity and economic growth, agricultural education should include entrepreneurship, financing, processing, marketing, distribution of agricultural products, health, nutrition, and food consumption, the application of science, information and communication technologies (ICTs), and the sustainable use and conservation of natural resources. Curricula should be meaningful regarding the life situations of rural people and relevant to local needs and conditions. Learning support materials should be linked to the local environment and learners' experience. Agricultural education provided at the primary and secondary levels should be further synchronized with those of the intermediate and higher levels. Agricultural education at all levels should provide vast opportunities for lifelong learning, leadership development, personal growth and career success.

A key factor for accelerating productivity growth is the availability of workers with appropriate skills. Strengthening human capital facilitates the transfer, adaptation, absorption and dissemination of technologies that accompany investment and technological change in rural areas. Of great importance are the quality and accessibility of training and learning opportunities for rural people, as well as the relevance of the training to labour market needs³⁶. In addition to improvements in human capital, good working conditions, innovations in work organization, continuous workplace learning, good labour–management relations and respect for workers' rights, are important ways of raising productivity and promoting decent work. Rural skills development, including extension services and promoting technological change in rural areas, is also vital for enhancing food security and protecting the environment. More and better technical vocational education and training (TVET) oriented to both on-farm and off-farm activities and aligned with market-based outcomes and market demand, is vital to enhance rural productivity and competitiveness. However, many of the obstacles to achieving more and better quality schooling in rural areas (such as dispersed populations, poor infrastructure, perceived or actual returns to schooling and so forth) also inhibit the development of more and better TVET. Also, all too often, TVET policies tend to be gender biased, focusing on men more than women.

Greater involvement of the private sector in skills development is necessary, both in the delivery of entrepreneurship training as well as in the delivery of extension services.

Successful diversification of rural livelihoods requires investment in human capital. This includes encouraging entrepreneurship, especially among women and young people, and building the capacity of individual enterprises through training programmes such as the Small Enterprise Programme's Start and Improve Your Business (SIYB) range of tools, and the Training for Rural Economic Empowerment Programme (TREE), a community-based training methodology. Such tools require the development of business service providers, the provision and coordination of extension services in rural areas and skills development programmes specifically targeted at rural areas. They also need to be customized to take into account that levels of basic education and literacy are typically lowest in rural areas.

ICTS give unprecedented opportunities for young rural entrepreneur. ICTs can link farmer groups or agricultural cooperatives to larger markets, facilitate market information and therefore assist young farmers to access market prices and increase market efficiency. ICTs can also facilitate access to research and extension systems through agricultural distance learning, to key technical information to improve their production such as best farming practices, potential markets (including competitors), potential buyers, access to entrepreneurship techniques and trainings. ICTs provide also a unique opportunity to enhance social networking for groups of young farmers and rural communities who are very often in isolated areas as well as saving travel time and cost. New information technologies can be a useful tool when dealing with disaster mitigation (monitoring and early warning systems).

³⁶ ILO Promotion of rural employment for poverty reduction 2008

Box 1.

The Start and Improve Your Business Programme (SIYB)

The Start and Improve Your Business (SIYB) program is a management-training program with a focus on starting and improving small businesses as a strategy for creating more and better employment in developing economies and economies in transition. Start Your Business (SYB) was developed in 1991. It was developed to address the needs of potential micro and small-scale entrepreneurs who wanted to start a business, but did not know how. The short-term development goals are to strengthen local business development service (BDS) providers to deliver business management training that will make it possible for micro and small-scale entrepreneurs to start and improve their businesses thereby creating sustainable jobs for themselves and others. The long term development goals of SIYB is to contribute to economic growth in general and the creation of more and better jobs in micro and small enterprises (MSEs) in particular. Start and Improve Your Business is today a globally recognized ILO trademark and the program has been introduced in more than 80 countries. The Swedish International Development Authority (Sida) is the main donor.

Training for Rural Economic Empowerment (TREE) Programme

The ILO's Training for Rural Economic Empowerment (TREE) Programme is a proven platform that assists those working in largely informal economies to build the skills and abilities needed to generate additional income. Tested under recent technical cooperation projects in Bangladesh, Pakistan, Sri Lanka, the Philippines, Madagascar, Burkina Faso and Niger, TREE builds on ILO's long-standing experience in promoting Community-Based Training worldwide. Starting with institutional arrangements and planning among partner organizations at the national and local levels, a TREE programme aims to systematically identify employment and income generating opportunities at the community level, design and deliver appropriate training programmes with local public and private training providers; and provide the necessary post-training support, for example, facilitating access to markets and credit. By linking training directly to community-determined economic opportunities, TREE programmes ensure that skills delivered are relevant. In communities where formal training institutions do not exist, for example in remote rural locations, arrangements for mobile training may bring in teachers and equipment to identify appropriate levels of training, design curricula and deliver training locally. This can serve as one measure to strengthen training delivery by formal institutions through development of new training programmes that meet local demands.

4. Youth and research in ARD- African trends

Agricultural education has a key role in agricultural growth because it determines the quality of scientists, business professionals, teachers, and civil servants in all areas of agriculture. However, the quality of agricultural education in Africa has been eroded in the last decade due to dwindling investments. Enrolment in agricultural education is thought to be declining although there is no uniform trend among all African countries. Along with renewed international attention for agriculture as a driver for economic development in countries in the south, new attention is thus also required for engaging young people in the future of agriculture. Agriculture as a career choice is burdened with misperceptions and a lack of information and awareness. A national study in Canada has shown that it is difficult to recruit and retain skilled staff in the agricultural sector. This is mostly due to uncompetitive wages, the physical aspects associated with work in the sector and the lack of awareness of what careers in the agricultural sector have to offer. The sector also has a negative image³⁷. In most Sub-Sahara African countries, women are underrepresented in all areas of agricultural education and research, as students, instructors, extension agents and researchers, and agricultural innovation processes are hardly ever targeted to female users (World Bank, 2007). In general in Sub- Sahara Africa, women account for one out of every five students in the agricultural sciences and for example in Cameroon almost half of the women that are in agriculture are part of the faculty of economics and sociology, not in plant and animal sciences, agronomy and other biological sciences³⁸. The UNESCO database³⁹ shows the share of women in the field of agriculture in tertiary education, although it is not defined which disciplines are considered to be part of this field. The share of women in total enrolment in tertiary education in 23 countries for which data is available ranges from 13.1 percent in Eritrea to 55.2 percent in Lesotho with an average of 36.1 percent. On average 26.2 percent of students enrolled in agriculture is female. Trends in the share of women in agricultural education differ. Sierra Leone has seen a strong decrease of over 30 percent annually (with data available for only two years) in the share of women. A moderate increase has been observed in Congo (12.5% annually), Mozambique (8.7% annually) and Guinea (4.3% annually) and a slight increase at a rate of 0.7 to 2.5 percent annually in eight other countries (Ghana, Lesotho, Madagascar, Mauritius, Namibia, South Africa, Tanzania, and Uganda). The remaining five countries for which data is available have witnessed a declining trend of -0.2 to -3.3 percent⁴⁰.

4.1 Investments in agricultural research

Spending on public agricultural Research and Development (R&D) in Sub-Sahara Africa increased rapidly during the 1960s. However, since then expenditure growth stalled for the region as a whole. In 2000, spending on public agricultural R&D in Africa was US\$1.5 billion in 1993 international dollars. Of this, 32 percent was spent in East Africa, 24 percent in West Africa, excluding Nigeria where 7 percent of total public funds were spent, 25 percent was spent in South Africa, and the remaining 12 percent was spent in the rest of southern Africa. There are large variations among the countries. Data compiled by the Agricultural Science and Technology Indicators (ASTI) initiative of the International Food Policy Research Institute show that out of a sample of 27 African countries, about half has experienced a contraction in agricultural R&D spending (some of more than 10 percent annually) whereas some other countries have seen a growth of 5 percent annually. Donor funding for agricultural R&D from institutes such as World Bank, FAO, USAID and other bilateral donors have declined and the

³⁷ George Morris Centre, Updated Priorities and Emerging Issues 2009

³⁸ World Development Report 2007: Development and the Next Generation 2007

³⁹ <http://stats.uis.unesco.org/>

⁴⁰ <http://stats.uis.unesco.org/>

private sector is contributing little: an estimated 2 percent of total research spending in Africa. While in the early 1980s 34 percent of total spending on agricultural research came from loans and grants from international donors, this was 43 percent in 1991 (for a sample of 22 countries). In 2000, donor spending had declined again and made up 36 percent of total agricultural research spending. African governments fund about half of agricultural research. However there is large variation among African countries. Whereas Sudan received hardly any donor funding in 2000, Eritrea funded more than 80 percent of agricultural research through donor grants and loans. From the mid-1990s until 2000, many countries saw a sharp drop in donor funding. Especially Malawi, Niger and Sudan were highly affected by the closure of World Bank, USAID and FAO projects in support of agricultural research. They saw a decrease in the share of donor funds from 50 to 10 percent. Tanzania and Burundi on the other hand in the same period both witnessed an increase in donor funds of more than 20 percent⁴¹.

International recognition for the importance of agricultural research for sustainable development, and therefore the need for more funding of this sector, re-emerged in the early 2000s. In June 2002, during a special session of the FAO Regional Conference for Africa in Rome, the African Ministers of Agriculture endorsed the Comprehensive Africa Agriculture Development Programme (CAADP) of the New Partnership for Africa's Development (NEPAD). The Second Ordinary Session of the African Union Assembly of Heads of State and Government, in Maputo in July 2003 adopted this programme (during the Maputo Summit). In the resulting Maputo declaration, the African leaders resolved to revitalize the agricultural sector and agreed to "adopt sound policies for agricultural and rural development, and commit ourselves to allocating at least 10% of national budgetary resources for their implementation within five years".⁴² The CAADP focuses on investment in three areas that can have prompt effect on Africa's agriculture and a fourth area that concentrates on long-term results through investments in agricultural research, technology dissemination and adoption.

Spending per scientist in African agricultural R&D declined considerably between the 1970s and 2000, and in some countries by more than 50 percent. Only Ghana and Kenya had higher resources per scientist in 2000, compared to 1981. Overall, spending per scientist in non-profit agencies is almost twice the amount spent in higher education agencies and government institutions.

The allocation of resources among the different focus areas in agricultural research shows the relative importance given to each of these areas. Overall, almost half of total of the researchers in a sample of 26 countries was working on crops and 20 percent on livestock in 2000. About 9 percent was working on natural resources and around 5 to 6 percent worked in each of the areas forestry, socioeconomics, fisheries and postharvest research.⁴³

These changes will provide many more opportunities for the youth in Agricultural research than the previous 20 years.

4.2 African public agricultural R&D spending in a global context (2006)

In 2000, African public agricultural R&D investments accounted for 6 percent of the \$23 billion spending on agricultural R&D worldwide (see Table). During the 1990s, the least developed countries (LDCs) as a group spent more on agricultural research than the developed world. However, Africa's share of total spending decreased over the past two decades, from 8 percent in 1981 to 6 percent in 2000. This is in part due to Africa's relatively low, 1 percent annual growth rate during the 1990s. In contrast, the corresponding growth rate for the Asia-Pacific region was 3.9 percent per year for the same period, resulting in a strong increase in that region's share of total developing country spending. Just two countries in the Asia-Pacific

⁴¹ Beintema and Stads, 2006 Women Scientists in Sub-Saharan African Agricultural R&D.

⁴² <http://www.fao.org/docrep/meeting/007/j1604e.htm>

⁴³ Beintema and Stads, 2006 Women Scientists in Sub-Saharan African Agricultural R&D.

region, China and India, accounted for 22 percent of global expenditures in 2000, representing a substantial increase over their 10 percent share in 1981. Nonetheless, Africa's R&D intensity ratio was considerably higher than the average for the Asian region: in 2000, African countries as a group spent \$0.72 on public agricultural R&D for every \$100 of agricultural output compared with \$0.41 for the Asia–Pacific region. While Africa's intensity ratio was lower than the average for Latin America (\$1.15) and the developed world (\$2.36), only 10 of the 26 countries in our African sample reported higher intensity ratios in 2000 than in 1981, while intensity ratios for most of the countries in the Asian and Latin American samples increased during the 1981–2000 period (Pardey et al. 2006).

Region	Spending share in global total (percent)		Annual growth rate (percent)		Spending as a share of AgGDP (percent)	
	1981	2000	1981-91	1991-2000	1981	2000
Sub-Saharan Africa	7.9	6.3	1.25	0.82	0.84	0.72
Asia–Pacific	20.0	32.7	4.33	3.92	0.36	0.41
Latin America and the Caribbean	12.5	10.7	1.13	1.98	0.88	1.15
West Asia and North Africa	5.0	6.0	4.12	1.87	0.61	0.66
Developing-country subtotal	45.4	55.7	3.04	2.88	0.52	0.53
Developed-country subtotal	54.6	44.3	2.63	1.19	1.41	2.36
Total	100	100	2.46	0.75	0.79	0.80

Table 7 Regional public agricultural R&D spending Source: *Pardey et al. (2006)*.

5. Key initiatives in support of youth

The recognition of youth issues at the global level has been reflected in a number of important documents. The flagship publication of the United Nations Programme on Youth, the biennial World Youth Report, is an in-depth look at youth issues as framed by the World Programme of Action for Youth.

The most recent report released in 2007, looks at a wide range of issues relevant to different regions, including a chapter on Africa. The World Bank's World Development Report 2007 also focused on youth issues. Together, these reports provide a comprehensive global overview of key youth issues and policies designed to tackle the challenges experienced by young people around the world. Both documents are important references for the issues discussed in this report.

5.1 United Nation system

There is a fairly standard list of policy interventions to improve the livelihoods of rural youth that are enumerated in policy discussions as well as in policy documents and the academic literature. The focal point within the United Nations system on matters relating to youth issues is the UN Programme on Youth, in the Division for Social Policy and Development, United Nations Department of Economic and social Affairs (UNDESA). It has been set up to: enhance awareness of the global situation of youth and increase recognition of the rights and aspirations of youth; promote national youth policies, national youth coordinating mechanisms and national youth programmes of action as integral parts of social and economic development, in cooperation with both governmental and non-governmental organizations; and strengthen the participation of youth in decision-making processes at all levels in order to increase their impact

on national development and international cooperation⁴⁴. While the United Nations Programme on Youth of the Department of Economic and Social Affairs is the only part of the United Nations Secretariat with the explicit mandate to address youth issues, the United Nations system, as a whole, supports youth development with a diverse range of programmes and activities implemented by the different UN agencies (UNDESA, FAO, ILO, ECA, IFAD etc). The United Nations youth agenda is guided by the World Programme of Action for Youth (WPAY)⁴⁵. Adopted by the General Assembly in 1995, the WPAY provides a policy framework and practical guidelines for national action and international support to improve the situation of young people around the world. The WPAY covers fifteen youth priority areas and contains proposals for action for each of these areas: education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, and leisure. Youth livelihood improvement programmes typically distinguish between interventions that improve capabilities and resources (especially education, health, 'life skills', training and financial services/credit) and those that structure opportunities (individual and group income generation activities, promoting access to markets, land, infrastructure and other services), the protection and promotion of rights, and the development of youth institutions. There is also increasing awareness of the inter-relatedness and linkages between different kinds of interventions for youth. In particular, in the context of the AIDS epidemic, it is contended that improved youth livelihoods may reduce the incidence of high-risk sexual relationships. With activities ranging from data collection and analysis to direct country support to Governments, civil society and other stakeholders, the United Nations system is well-positioned to provide comprehensive, specialized assistance in support of global youth development⁴⁶.

UNICEF

UNICEF's organizational priorities identify adolescents as a cross-cutting issue, impacting critical areas of UNICEF's work⁴⁷. UNICEF is particularly active in supporting young people's participation in the national planning. This support varies depending on the nature of the country programme and the local context. At the highest level, young people actively contributed to the planning process, providing inputs regarding their concerns, and priorities. At a moderate level, UNICEF advocated to promote a child rights framework in the PRS/Ps and provided data for the country analysis, thereby laying the foundation for greater inclusion of children' and young people in future PRS/Ps. At the lowest level, UNICEF has designed future plans to collaborate in drafting the PRS/Ps and/or support commitments for children, creating a platform for their future opportunities to advocate for children in the national planning process.

UN Economic Commission for Africa

Within the United Nations system, the *Economic Commission for Africa* (ECA) has greatly supported the AU and NEPAD efforts on youth development. In November 2006, the ECA held with the AU the *Fifth African Development Forum* (ADF-V) on the theme "Youth and leadership in the 21st century". Bringing together youth representatives from the five regions of the continent, Heads of State and Ministers of Youth, experts, youth NGOs and international organizations, the Forum launched the African Youth Charter and reached a Consensus Statement on key actions to strengthen youth participation and empowerment. ECA has recently published an *African Youth Report for 2009*⁴⁸ and is also ensuring the Secretariat of the Post ADF-V Steering Committee (established to follow up on the ADF-V recommendations) and is

⁴⁴ <http://www.un.org/esa/socdev/unyin/mandate.htm>

⁴⁵ <http://www.unyouth.com/images/documents/50-81.pdf>

⁴⁶ <http://www.un.org/esa/socdev/unyin/agenda.htm>

⁴⁷ http://www.unicef.org/adolescence/index_bigpicture.html

⁴⁸ African Youth Report 2009, Economic Commission for Africa
http://www.uneca.org/acgs/Publications/AfricanYouthReport_09.pdf

working with the AU Commission for the promotion of the African Youth Charter. The report summarizes the current situation and trends in terms of youth development in Africa, providing a more analytical view on key issues, namely, education, employment, health and participation, while also highlighting recent initiatives on the continent. In addition to these, ECA places particular attention to the contribution of ICT to youth development and supports related capacity building initiatives for youth groups.

Food and Agriculture Organisation (FAO) - Rural youth development programming⁴⁹

The Gender, Equity and Rural Employment Division of the FAO, in close collaboration with the World Food Programme (WFP), has developed the Junior Farmer Field and Life School (JFFLS) approach which is adapted to address these needs of vulnerable children and youth.

The goal of the JFFLS is to empower vulnerable youth and provide them with the livelihood options and gender-sensitive skills needed for long-term food security while reducing their vulnerability to destitution and risky coping strategies. One of the other major objectives of the JFFLS is to promote the creation of gender-equal attitudes, by enabling youth to exercise the same roles and responsibilities and developing their capacities to critically assess relationships and understand the risks and resources present within their communities. The strength of the JFFLS is its unique learning methodology and curriculum, which combines agricultural, life and entrepreneurship skills in an experiential and participatory learning approach uniquely suited to rural communities and low literacy levels. The JFFLS approach has been adapted to address the orphan crisis associated with the HIV epidemic⁵⁰, emergency situations, rural youth employment and child labour.

The JFFLS have a set of guiding principles that draw heavily on the Convention on the Rights of the Child and include the following: child protection and security, gender-equal attitudes, participation, addressing vulnerability, removing stigma and discrimination, right to food.

At the JFFLS, agricultural techniques are covered and focus on both traditional and modern agricultural practices. Children learn practical agricultural skills by doing practical agricultural tasks in an allocated plot or field. The children, who are 12-18 years of age, are trained for periods from 6 to 12 months (depending on where the schools are set up) following the local cropping cycle. Children learn about local agro-ecological conditions, field preparation, sowing and transplanting, weeding, irrigation, integrated pest management, utilization and conservation of available resources, utilization and processing of food crops, harvesting, storage and marketing skills. The choice of agriculture-related activities varies, as it depends on the agro-ecological location of the school.⁵¹ A total of 254 schools are now operational in Burundi, Cameroon, DRC, Kenya, Gaza strip & West bank, Ghana, Malawi, Mozambique, Namibia, Ruanda, Swaziland, Sudan, Uganda, Tanzania, Zambia and Zimbabwe with more than 8000 students and involving around 800 facilitators, while 18,080 children graduated in the period 2004-2009⁵².

International Labour Organisation (ILO)

The ILO's Employment Sector is hosting the *Youth Employment Programme (YEP)*⁵³ which cuts across its departments and other sectors. The YEP operates through a global network of technical specialists at its Headquarters in Geneva and in more than 60 offices around the world. It conducts research, undertakes promotional activities, and provides policy advice and technical assistance to support ILO constituents in their endeavours to improve both quantity and quality

⁴⁹ <http://www.fao.org/economic/esw/esw-home/esw-population-dynamics/children-youths/en/>

⁵⁰ FAO Getting Started! Running a junior farmer field and life school 2007

<ftp://ftp.fao.org/docrep/fao/010/a1111e/a1111e00.pdf>

⁵¹ FAO Sharing junior farmer field and life school experiences, challenges and innovations 2008

<ftp://ftp.fao.org/docrep/fao/011/i0379e/i0379e.pdf>

⁵² Dellavalle F. 2009, Junior Farmer Field and Life Schools inventory. FAO

⁵³ http://www.ilo.org/employment/Areasofwork/lang--en/WCMS_118114/index.htm

of jobs for young people. YEP compiles and disseminates data and information on a wide range of issues affecting young people's situation in the labour market, provides advice on policies, strategies and programmes to improve employment prospects of youth, and develops and promotes practical tools and methodologies.

In 2001 the ILO has also created a partnership with United Nations and World Bank called *Youth Employment Network (YEN)*⁵⁴. YEN is to mobilize action on the commitment of the Millennium Summit for decent and productive work for young people. YEN is a global platform to prioritise youth employment on the development agendas and to exchange on policies and programs to improve employment opportunities for youth. The Network includes development agencies, governments, the private sector, youth groups and other NGOs.

YEN is managed by a permanent secretariat hosted by ILO in Geneva. The secretariat is primarily a provider of innovative and value-added services for the Network. A specific focus is given to West Africa, where the secretariat has a regional office in Dakar, Senegal.

YEN Projects:

- YEN Lead Country Network
Lead country nations who have committed to tackle youth employment challenges at the highest level by formulating, implementing, monitoring and evaluating National Action Plans on youth employment (NAP) and regularly report on their progress to the YEN secretariat.
- Youth-to-Youth Fund
YEN's competitive grant scheme supports youth employment projects in the Mano River Union (MRU) (Côte d'Ivoire, Guinea, Liberia, and Sierra Leone). It serves to identify and support small scale, innovative projects with potential to provide employment opportunities for young people (ages 15 to 30) while allowing youth organizations to actively participate in development.
- Private Sector Initiative
The Private Sector Initiative (PSI) is project of YEN's subregional office for West Africa. The PSI is a multi-stakeholder platform for business action on youth employment supported by the United Kingdom's Department of Work and Pensions. The PSI aims to strengthen the role that business in West Africa can play in enhancing employment opportunities for youth.
- Youth Employment Databank West Africa
An online databank providing detailed information on over 300 organizations tackling youth employment in all 16 West African countries.
- Results measurement in youth employment
Building the evidence base to support the development of effective programmes and policies to create jobs for youth. YEN is conducting a series of evaluation clinics offering technical advice to youth employment programmes on how to rigorously evaluate their programmes.

The ILO has also signed in September 2004 a Memorandum of Understanding with the FAO that provides an institutional framework⁵⁵ for increased cooperation between the two organizations in the field of rural employment and youth employment. Action areas prioritised by the Memorandum are the follow-up to major global conferences, the promotion of fair and inclusive globalisation and the promotion of sustainable agriculture and rural development. FAO and ILO

⁵⁴ <http://www.ilo.org/public/english/employment/yen/index.htm>

⁵⁵ <http://www.fao-ilo.org/fao-ilo-youth/en/>

together with UNESCO have recently published the report “Addressing Challenges and Opportunities for Rural Youth Employment”⁵⁶, based on a joint study undertaken in Asia.

International Fund for Agricultural Development (IFAD)

The IFAD does not have an organic specific programme for youth, but many of its projects of rural development include young people among the main target group. These include projects of technical support service for rural finance, access to market, water management, etc.

Nevertheless the third global meeting of the Farmers’ Forum held in Rome on 17 February 2010 in his final deliberations recommend that IFAD:

- Designate in his policies a focal point for youth
- Mainstream youth in all IFAD policies and programmes, with a gender balance and an emphasis on developing capacity-building and enhancement programmes for rural youth to engage in sustainable food production and agriculture and rural employment.
- Map young farmer and rural youth organizations and their networks (national and regional).
- Launch pilot projects supporting rural youth
- Organize youth exchanges for experience-sharing on best practices and learning⁵⁷.

5.2 European Commission and ACP cooperation

In the revised Cotonou Agreement the Youth issues are addressed in the Article 26 (the last bullet has been introduced in the 2005 revision):

“Cooperation shall support the establishment of a coherent and comprehensive policy for realizing the potential of youth so that they are better integrated into society to achieve their full potential. In this context, cooperation shall support policies, measures and operations aimed at:

- a) protecting the rights of children and youth, especially those of girl children;
- b) promoting the skills, energy, innovation and potential of youth in order to enhance their economic, social and cultural opportunities and enlarge their employment opportunities in the productive sector;
- c) helping community-based institutions to give children the opportunity to develop their physical, psychological, social and economic potential;
- d) reintegrating into society children in post conflict situations through rehabilitation programmes; and
- e) promoting the active participation of young citizens in public life and fostering student exchanges and interaction of ACP and EU youth organizations.”

The Thematic Programme “Investing in people”

In the Strategy Paper 2007–2013 for the Thematic Programme “Investing in People”⁵⁸, in line with the Article 12 (2) b) of the Regulation (EC) No 1905/2006⁵⁹, the “education, knowledge and skills” is a second key priority area (the first one is health), with the focus on promoting equal access to quality basic education for hard-to-reach children and improving opportunities for vocational education and skills training. 12 percent of the total budget available for the thematic programme will be allocated to this area, with at least 60 percent targeted on basic education – a key area for success in other development fields, along with basic health.

⁵⁶http://www.unescobkk.org/fileadmin/user_upload/esd/Rural_Youth_workshop/ETraining_and_Employment_Opportunities__2_.pdf

⁵⁷ A synthesis of deliberations of the third global meeting of the Farmers’ Forum <http://www.ifad.org/events/gc/33/speech/farmer.htm>

⁵⁸ *Investing in people* Strategy Paper for the Thematic Programme 2007–2013

http://ec.europa.eu/development/icenter/repository/how_we_do_strategy_paper_en.pdf

⁵⁹ Regulation (EC) No 1905/2006 of the European Parliament and of the Council of 18 December 2006 establishing a financing instrument for development cooperation

<http://eur-lex.europa.eu/lex/LexUriServ/LexUriServ.do?uri=OJ:L:2006:378:0041:0071:EN:PDF>

The 2007 *Joint Africa-EU Strategy* and first Action Plan (2008-2010) emphasise the importance of co-operation in higher education to build high-quality tertiary capacity through networking, mobility of students and scholars, and institutional support and innovation. Fostering higher education in Africa is instrumental both for growth and jobs and to provide schools with more qualified teachers. The Africa-EU *Strategic Partnership on Migration, Mobility and Employment*, foreseen in the Action Plan, further stresses these objectives.

The importance of reforming higher education in Africa was highlighted at the "Developing links: EU-Africa Cooperation in Higher Education through Mobility" Conference held in December 2008. Priorities included establishing compatible structures and systems to facilitate mobility and higher education co-operation within Africa (through mobility schemes such as Nyerere), as well as between Africa and Europe and other parts of the world (through programmes such as Erasmus Mundus or EDULINK).

Opportunities in Education⁶⁰:

EC Higher Education Programmes

EU development policy seeks to improve the quality of university education in developing countries by: funding developing country students to study at European universities and helping developing countries build the capacity to train and retain qualified university staff.

The three most important EU programmes in this respect are *Erasmus Mundus* and *Mwalimu Julius Nyerere* and *Edulink*.

- *Erasmus Mundus* focuses on sponsoring postgraduate students enrolled in specially approved two-year master's courses organised by consortia of European universities and other institutions of higher education. All courses are taught in at least 3 universities of minimum two European countries. The programme also supports exchanges of scholars and university faculty members and other inter-institutional cooperation activities. The goal is to provide more skilled professionals to improve the quality of higher education in ACP countries and to build capacity by promoting cooperation between ACP tertiary education institutions. The programme will also promote inter-cultural understanding between ACP countries.
- *Mwalimu Julius Nyerere* is a five-year programme, currently negotiated with the African Union Commission as part of the EU-AU joint strategy for Africa. It is intended to promote mainly postgraduate student exchanges between universities in African, Caribbean and Pacific (ACP) countries, twinning partnerships bringing together, inter alia, European and African universities. The Nyerere Programme will fund exchanges of students between participating African universities on approved post-graduate courses (lasting maximum two years). Links between two or more ACP universities, to further the process of capacity building. Links will include exchanges of university faculty members for approved teaching programmes, research and staff development, planned and prepared jointly. The programme is expected to support up to 250 student-years of mobility/exchanges annually.
- The overall objective of the *EDULINK Programme* is to foster capacity building and regional integration in the field of higher education through institutional networking, and to support a higher education system of quality, which is efficient and relevant to the needs of the labour market, and consistent with ACP socio-economic development priorities. The programme purpose is to strengthen the capacity of ACP Higher Education Institutions (HEIs) at their three constitutive levels: Institutional/administrative, Academic and Research and Technology.

⁶⁰ http://ec.europa.eu/development/policies/9interventionareas/humandev/humandeveduc5_en.cfm

An African Tuning Project – similar to the Tuning Educational Structures in Europe and Latin America Projects – has won the support of representatives of African and European universities and the European and African Union Commissions. At the April 2009 Bologna Ministerial Meeting, non-Bologna countries, including Ethiopia, debated worldwide co-operation and partnership in higher education. The Forum expressed the desire to establish dialogue on recognition policies, the various qualifications frameworks and related topics. In addition to higher education, the Africa-EU Strategic Partnership also promotes basic education through co-operation under the Africa-EU Strategic partnership on the Millennium Development Goals (MDGs)⁶¹.

Youth and health

Also the area of health action is of particular interest for youth since a large proportion of the funds of the thematic programme “Investing in people” are targeted at the efforts by the EC to help its partner countries to address HIV/AIDS, malaria and TB, followed by promotion of sexual and reproductive health and rights, programmes addressing the human resources crisis in health care and action targeted at advocacy, prevention and treatment of neglected or emerging diseases. The largest proportion of health funding under this thematic programme was allocated to the Global Fund to fight AIDS, Tuberculosis and Malaria (GFATM), while the financial support to developing countries for sexual health issues is mainly bilateral aid (sector budget support or budget support) for locally-owned projects.

Youth and employment⁶²

The EC focus on Vocational Education and skills Training (VET) in the field of education goes side by side with the support to policies conducive to employment and the work with the ILO to devise common strategies on development issues of mutual interest such as: promoting core labour standards, especially on education and child labour, in trade-related policies, capacity building and training; corporate social responsibility; migration, especially the brain-drain and its financial implications; social protection.

5.3 International Youth Farmer Associations⁶³

IFAP Young Farmers' Committee

The IFAP Young Farmers' Committee was established in May 2002 at the IFAP World Farmers' Congress held in Cairo. It seeks to foster exchanges between young farmers the world over and their involvement in international problems. It also focuses on young farmers' specific concerns.

Aims and Functions:

Young farmers feel that all countries should have a policy to facilitate the entry of young farmers into agriculture, and so assure transmission of farms to new generations. Therefore, the Young Farmers' Committee aims at strengthening the ability to act of young farmers at different levels through:

- institutions: encourage young farmers to group together at the national, regional and local levels);
- the training of future agricultural leaders who are able to advocate their interests when dealing with various governing bodies;
- technical and financial means ;

⁶¹ The Africa-EU strategic partnership: http://ec.europa.eu/development/geographical/regionscountries/euafrika_en.cfm

⁶² Commission working staff document “Promoting Employment through EU Development Cooperation”

http://ec.europa.eu/development/icenter/repository/SEC_2007_495_EN_DOCUMENTDETRAVAIL_p_en.pdf

⁶³ <http://www.un.org/africa/osaa/ngodirectory/dest/Youth.htm>

- develop north south exchanges between young farmers' organisations with a view to capacity building

International Movement of Agricultural Rural Youth

The International Movement of Agricultural Rural Youth is an international movement with member movements in four continents. MIJARC/IMCARY was founded in October 1954 in Annevoie, Belgium, by the catholic rural youth movements of Germany, Austria, Belgium, Spain, Netherlands, Italy and Luxemburg. Rural youth from 12 to 30 years commit themselves in these rural youth movements. They locally contribute to the sustainable rural development. At all the levels, the decisions are made democratically and the teams of management are elected in order to direct the movements. At the regional or national level, there are full timers who support the work of the volunteers. MIJARC is an organisation of young people for young people with young people. The training organised by MIJARC accompanies the local initiatives of the rural youth like income generating projects in agriculture, cooperatives or micro-enterprises. Through the reflection of the movement, the rural youth interests are represented within society and the Church. MIJARC is recognized by the Vatican, has consultative status in UNESCO, FAO, ILO, ECOSOC and collaborates with the Conference of ICOs, CIDSE/Caritas International and IPC, the International Planification Committee.

CEJA

CEJA is an international organisation which main objective is to promote a younger and innovative agricultural sector across the EU 27 member States and to create good working and living conditions for young people setting up in farming and those who are already "Young Farmers". CEJA achieves this by acting as a forum for communication and dialogue between young farmers and European decision makers. CEJA was founded in Rome, Italy in 1958. In 2010, CEJA represents 26 organisations from across EU Member States. In total, CEJA represents around one million young farmers in Europe and actively cooperates with other young farmers' organisations in the European Union.

5.4 African initiatives

The New Partnership for Africa's Development (NEPAD), with its vision of eradicating poverty and promoting sustainable growth and development in the continent, also recognizes the key role that youth should play in socio-economic development and the promotion of peace and security. The *Strategic Framework for Youth* (2004) provides a continental approach to youth empowerment, fostering an environment conducive to youth development, while drawing on the support of academia and development partners. It foresees an advisor and a "youth desk" that offer direct entry points for young Africans to participate in the new development framework for Africa. The NEPAD Secretariat has also set up an *African Youth Parliament* to ensure that youth are meaningfully involved in the implementation of NEPAD.

African Union (AU) - The African Youth Charter

The African Youth Charter⁶⁴ is a political and legal document which serves the purpose of providing a strategic framework and direction for youth empowerment and development activities at continental, regional and national levels. The Charter is online with the efforts of the African Union Commission to provide an avenue for effective youth participation in development processes and is part of the efforts to implement the AUC's Horizon Strategy (2004-2007).

⁶⁴AU African Youth Charter: http://www.africa-union.org/root/au/Documents/Treaties/Text/African_Youth_Charter.pdf

The *African Development Bank* (ADB) also addresses youth development challenges, namely through education (infrastructures, technical and vocational education and training, higher education), health (strengthening of health systems and services) and social protection (skills building, employment and income generation for vulnerable groups, post-conflict socio-economic reconstruction). Finally, the few successful examples of the private sector's involvement in youth issues in Africa focus on employment/income generation, health, education and ICT (e.g. The Private Sector Initiative of the Youth Employment Network for West Africa).

6. Youth and development policies

Although the future belongs to today's young people, they do not receive adequate attention in national and international development policies, particularly those concerning rural areas and agriculture. The views and needs of youth must be mainstreamed and their involvement increased in the design and implementation of agricultural and rural development policies and programmes. In this regard, the World Programme of Action for Youth and the African Youth Charter⁶⁵ are comprehensive frameworks within which African countries can develop national youth policies and interventions to tackle specific areas affecting young people.

On **National Youth Policies**, the African Youth Charter calls on member states to develop cross sectoral policies which take into consideration the inter-relatedness of the needs of youth with a view to integrating and mainstreaming the perspectives of youth into decision making and development processes.

On **participation**, it calls on state parties to guarantee the participation of youth in parliament and other national decision making bodies as well as facilitate the establishment or strengthening of national, regional and continental platforms for youth participation. There is also a need to collect labour force statistics disaggregated by age and along other dimensions (gender, disability status, etc.) and undertake rigorous monitoring and evaluation of interventions.

The charter recognises that every young person has the right to **education** of good quality and that the multiple forms of education including formal, informal, nonformal, distance learning and lifelong education shall be embraced in order to meet the diverse needs of young people. In this light, the charter calls on member states to provide free and compulsory basic education and take steps to minimise the indirect costs of education; revitalise vocational education and training relevant to current and prospective employment opportunities and expand access by developing centres in rural and remote areas.

On **sustainable livelihood and youth employment**, state parties shall ensure the availability of accurate data on youth employment, unemployment and underemployment so as to facilitate the prioritisation of the issue in national development programmes and Promote youth entrepreneurship by including entrepreneurship training in the school curricula, providing access to credit, business development skills training, mentorship opportunities and better information on market opportunities.

On **health**, state parties shall take measures to make available equitable and ready access to medical assistance and health care especially in rural and poor urban areas with an emphasis

⁶⁵ Process of the African Youth Charter and the role of youth in its popularisation and ratification. *Prepared by:* Dabesaki Mac-Ikemenjima, 2006. http://www.uneca.org/adfv/docs/Process_African.pdf

on the development of primary health care and institute comprehensive programmes to prevent the transmission of sexually transmitted infections and HIV/AIDS by providing education, information, communication and awareness creation as well as making protective measures and reproductive health services available.

On **youth in the diaspora**, the Charter calls for the establishment of structures that encourage and assist the youth in the Diaspora to return to and fully re-integrate into the social and economic life in Africa and Promote and protect the rights of young people living in the Diaspora.

On **girls and young women**, the charter calls for the Introduction of legislative measures that eliminate all forms of discrimination against girls and young women and ensure their human rights and fundamental freedoms and ensure that girls and young women are able to participate actively, equally and effectively with boys at all levels of social, educational, economic, political, cultural, civic life and leadership as well as scientific endeavours.

Participation by young people in political and decision making processes

African governments are increasingly involving young people in political and decision-making processes, as reflected in the establishment of national youth councils, youth parliaments and youth representation in national parliaments, and consultation with young people during the preparation of poverty reduction strategies and policies. Despite these efforts, the participation of young Africans is often not effective. Moreover, this involvement is often confined to an urban elite, marginalizing certain groups of young people such as younger adolescents, young women, poorer young people and those in rural and remote areas. Overall, the main barriers to youth participation in African countries are the lack of opportunities for young people to gain an entry point in political and decision-making processes, and the lack of capacity on the side of both young people and governments to develop such a participatory approach.

In order to increase effective participation by young people, ACP governments should provide opportunities for young people to participate at all levels and ensure that young people receive information about policy options available to policymakers and involve youth in the implementation, monitoring and evaluation of policies.

Resources available online (English and French)

En italique les documents disponibles en français

African Union

The African Youth Charter (July 2006)

http://www.africa-union.org/root/AU/Documents/Treaties/Text/African_Youth_Charter.pdf

Charte Africaine de la Jeunesse (Juillet 2006)

http://www.africa-union.org/root/au/Documents/Treaties/Text/African_Youth_Charter_fr.pdf

DIAL

Youth and Labour Markets in Africa: A Critical Review of Literature. Document de Travail No. 49. Agence Française de Développement (2007)

http://www.dial.prd.fr/dial_publications/PDF/Doc_travail/2007-02.pdf

European Commission

Communication from the Commission to the Council and the European Parliament- An EU Strategy for Youth – Investing and Empowering. A renewed open method of coordination to address youth challenges and opportunities COM (2009) 200 final

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0200:FIN:EN:PDF>

Communication de la Commission au Conseil et au Parlement Européenne- Une stratégie de l'Union européenne pour investir en faveur de la jeunesse et la mobiliser. Une méthode ouverte de coordination renouvelée pour aborder les enjeux et les perspectives de la jeunesse COM(2009) 200 final

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0200:FIN:FR:PDF>

Investing in people -Strategy Paper for the Thematic Programme 2007–2013

http://ec.europa.eu/development/icenter/repository/how_we_do_strategy_paper_en.pdf

Investir dans les ressources humaines - Document de stratégie pour le programme thématique 2007-2013

http://ec.europa.eu/development/icenter/repository/how_we_do_strategy_paper_fr.pdf

DG Development and relations with ACP States-Education

http://ec.europa.eu/development/policies/9interventionareas/humandev/humandeveduc5_en.cfm

DG Développement et relations avec les pays et relations avec les pays ACP –Education

http://ec.europa.eu/development/policies/9interventionareas/humandev/humandeveduc5_fr.cfm

Promoting Employment through EU Development Cooperation

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FAO

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<http://www.fao.org/docrep/010/i0132e/i0132e00.htm>.

Junior Farmer Field and Life Schools

<ftp.fao.org/docrep/fao/012/i1208e/i1208e00.pdf>

Dalla Valle, F. 2009. Junior Farmer Field and Life Schools Inventory”, Gender, Equity and Rural Employment Division (ESWD), Food and Agriculture Organization of the United Nations (FAO)

<ftp://ftp.fao.org/docrep/fao/012/ak595e/ak595e00.pdf>

Atchoarena D. and Gasperini L. 2003, Education for rural development: towards new policy responses, A joint study conducted by FAO and UNESCO

<ftp://ftp.fao.org/docrep/fao/006/ad423e/ad423e00.pdf>

FAO Activities Related to Children and Young People (January 2010)

<http://www.fao.org/climatechange/19559-0-0.pdf>

IFAD

Bennell, P. 2007. Promoting Livelihoods Opportunities for Rural Youth

<http://www.ifad.org/events/gc/30/roundtable/youth/benell.pdf>

ILO

Facts on Child Labour 2010

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_126685.pdf

Le point sur le travail des enfants 2010

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_126686.pdf

Global Employment Trends for Youth (October 2008)

www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_elm/---trends/documents/publication/wcms_112573.pdf

Tendances mondiales de l'emploi des jeunes : (Octobre 2008)

http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_elm/---trends/documents/publication/wcms_114357.pdf

Tackling hazardous child labour in agriculture: Guidance on policy and practice (toolkit) (October 2006)

<http://www.ilo.org/ipeinfo/product/viewProduct.do?productId=2799>

The Start and Improve Your Business Programme (SIYB)

<http://www.ilo.org/images/empent/static/seed/SIYBfs0307.pdf>

Training and Employment Opportunities to Address Poverty Among Rural Youth: a Synthesis Report. A Joint Study by FAO, ILO and UNESCO.

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www.ypard.org

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Glossary⁶⁶

Age-dependency ratios

Age-dependency ratios are a measure of the age structure of the population. They relate the number of individuals that are likely to be —dependent on the support of others for their daily living – youths and the elderly – to the number of those individuals who are capable of providing such support.

Empowerment

An attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults.

Farming system

A population of individual farm systems that have broadly similar resource bases, enterprise patterns, household livelihoods and constraints, and for which similar development strategies and interventions would be appropriate. Depending on the scale of analysis, a farming system can encompass a few dozen or many millions of households.

Governance

Relates to decisions that define expectations, grant power or verify performance. It consists either of a separate process or of a specific part of management or leadership processes. Governance is a feature of all institutions, state and non-state. It should involve young people.

Household

All the persons, kin and non-kin, who live in the same dwelling and share income, expenses and daily subsistence tasks.

Livelihoods

The means by which people survive/subsist (including skills, assets and other resources), as distinct from simply jobs or labour. In the programming context, and especially with youth, a livelihood programme would be aimed at more than enterprise/employability to take in life skills, health etc. The “sustainable livelihoods” framework has been adopted by DFID and others.

Malnutrition

Failure to achieve nutrient requirements, which can impair physical and/ or mental health. It may result from consuming too little food, or a shortage of or imbalance in key nutrients (e.g. micronutrient deficiencies, or excess consumption of refined sugar and fat).

Participation

The active, informed and voluntary involvement of people in decision-making and the life of their communities (both locally and globally). Participation means work with and by people, not merely work for them. The human rights approach to development acknowledges that youth have the right to participation, including under-18s who have the right “to express...views freely in all matters affecting [them], the

⁶⁶ <http://www.imf.org/>
www.fao.org
<http://www.fao.org/ruralyouth>
http://www.ilo.org/empelm/what/pubs/lang--en/docName--WCMS_112573/index.htm
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views...being given due weight in accordance with [their] age and maturity” (Convention on the rights of the Child 1989, Article 12).

Rural population

Rural people usually live in a farmstead or in groups of houses containing 5 000–10 000 persons, separated by farmland, pasture, trees or scrubland. Most rural people spend the majority of their working time on farms.

Traditional smallholders

Smallholder farmers based on traditional subsistence agriculture. Farming is generally rainfed, and production is mainly based on staple crops with low yields. Their main target is self-consumption.

Unemployed

A person who, during the specified short reference period, was (a) without work, (b) currently available for work, and (c) seeking work. A person is also considered unemployed if they are not currently working but have made arrangements to take up paid or self-employment at a date subsequent to the reference period.

Unemployment

A measure of the total number of unemployed persons.

Unemployment rate

Unemployment as a percentage of the total labour force (employment + unemployment). The indicator is widely used as a measure of unutilized labour supply.

Vulnerable employment

The sum of own-account workers and contributing family workers.

Vulnerability

The characteristics of a person, group or an ecosystem that influence their capacity to anticipate, cope with, resist and recover from the impact of a hazard.

Youth

Youth overlaps with, but is distinct from adolescence, as it extends into adulthood. This guide follows the United Nations in defining youth as persons of 15 to 24 years. This is helpful in capturing many of those who have finished schooling, are sexually active and are facing livelihoods/unemployment issues.

Youth-led development

An approach to development driven and guided by young people that draws upon their energy, creativity and skills to create positive change. It can be on a small or large scale and implicitly values young people as an asset for society.

Acronyms

AIDS	Acquired immune deficiency syndrome
ARD	Agricultural Research for Development
CARICOM	Caribbean Community
CEJA	European Council of Young Farmers
DFID	Department of International development (UK)
EC	European Commission
FAO	Food and Agriculture Organization of the United Nations
FAO ERP	Education for Rural People
FFS	Farmers Field Schools
GDP	Gross domestic product
GNI	Gross national income
GFATM	Global Fund to fight AIDS, Tuberculosis and Malaria
HIV	Human Immunodeficiency virus
ICT	Information and communication technology
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
IMF	International Monetary Fund
JFFS	Junior Farmer Filed Schools
LAC	Latin America and the Caribbean
MIJARC	International Movement for Catholic Agricultural and Rural Youth
MDGs	Millennium Development Goals
NEPAD	New Partnership for Africa's Development
NYC	National Youth Council
NGO	Nongovernmental organization
PRSP	Poverty Reduction Strategy Paper
PYS2010	Pacific Youth Strategy 2010
SSA	South Saharan Africa
TEVER	Technical and Vocational Education Training
UN	United Nations
UNDESA	UN Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNECA	United Nations Economic Commission for Africa
UNESCO	United Nations Economic, Social and Cultural Organisation
UNFPA	United Nations Populations Fund
UN-HABITAT	United Nations Human Settlement Programme
UNICEF	United Nations Children's Fund
UNYP	United Nations Programme on Youth
UNYAP	United Nations Youth Advisory Panel
TVET	Technical Vocational Education and Training
VSO	Volunteer Service Overseas

WB	World Bank
WHO	World Health Organisation
WPAY	World Programme of Action for Youth
YEP	Youth Employment Programme
YEN	Youth Employment Network
YPARD	Young Professionals' Platform for Agricultural Research