



youth

POLICY BRIEF

Improving young rural women's and men's livelihoods - The most sustainable means of moving to a brighter future



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"The key to meeting the world's future food needs – and to fighting the hunger and poverty that is concentrated in rural areas – is to create an environment that will encourage and enable young women and men to remain in their communities. They need opportunities to improve their own lives, obtain decent work and pursue prosperity." IFAD President Kanayo F. Nwanze

Global agriculture needs to fulfil an estimated 60 per cent increase in demand by 2050² while addressing the challenges presented by climate change and natural resource degradation. Given these realities, it is clear that investing in the next generation of farmers is imperative. Young rural people are key players in driving rural transformation and combating poverty. However, rural communities are not benefiting fully from this resource: The absence of decent work opportunities in rural areas is one of the reasons young rural women and men are migrating at unprecedented levels. As the dynamics of rural work and life change (see box 1), there is a pressing need to create opportunities for young people to contribute to their communities and to earn decent livelihoods in the agriculture and non-farm sectors.

Important facts about rural youth

- The global population of young people aged 15 to 24 is more than 1 billion. Their numbers are declining in developed regions but increasing in developing regions³
- Approximately 85 per cent of the world's youth population live in developing countries, and this figure is expected to approach 90 per cent in coming years. The majority of youth live in rural areas in sub-Saharan Africa, South-Central and South-East Asia, and Oceania⁴
- Most young rural people work in family farming and the informal sector, which are typified by low levels of income and productivity, poor working conditions, absence of social protection, limited opportunities for advancement and absence of social dialogue.⁵

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2 Graziano da Silva, J. Director-General of the Food and Agriculture Organization of the United Nations (FAO), keynote address at The Economist Conference: Feeding the World in 2050, 8 February 2012, Geneva.

3 For more information on youth demographics, see <http://social.un.org/index/Youth/FAQs.aspx>.

4 <http://social.un.org/index/Youth/FAQs.aspx>.

5 ILO: *Unleashing rural development through employment and decent work: A pressing need and timely investment* (Geneva, 2011).



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Box 1. New dynamics of rural work and life

The dynamics surrounding rural work and life are changing, and new approaches are needed to respond to the challenges and opportunities facing the world today. These factors vary in their breadth and nature according to diverse local conditions. To a greater or lesser degree, they will all influence the livelihood options facing young rural people now and in the future. These factors include:

1. Changing patterns of demand for agricultural produce
 - Changing consumer preferences and income patterns
 - Rise of demand for agricultural products for non-food purposes such as biofuels
 - Higher and more volatile food prices
2. Changing conditions under which food is produced and sold
 - Growing importance of local and regional markets as opposed to international trade
 - More stringent food standards
 - Changing supply chain needs in terms of organization and logistics
 - Climate change and resource degradation
 - Growing population pressure, land appropriation and land scarcity
3. Opportunities to change how business is conducted
 - More public and private investment in agriculture
 - Emergence of green farming innovations and renewable energy sources
 - Growth in the rural non-farm economy
 - Proliferation of ICTs and stronger rural-urban links
4. Trends affecting agriculture and rural areas
 - Concentration of landholdings in some areas due to land appropriation
 - Fragmentation of landholdings in some areas due to population pressure and land degradation
 - Rapid urbanization
 - Growth of peri-urban areas

- Rural children and adolescents face particular obstacles in attending school. Gender disparities in household workloads and cultural attitudes compound the disadvantages faced by females
- Child labour is prevalent in rural areas and hampers children's future prospects. An estimated 60 per cent of child labourers work in the agricultural sector, often in hazardous conditions⁶
- Increasing migration of young rural people, though difficult to reliably quantify,⁷ is accelerating urbanization and stressing already saturated urban labour markets. This contributes to the growth in informal work arrangements, making young migrants – especially young women – vulnerable to exploitation
- Despite growing attention to rural employment in national and global policies, the needs of young rural women and men have often been neglected. For example, a recent analysis revealed that only 10 per cent of the World Bank's youth employment initiatives were targeted at rural youth.⁸

Why investment in young rural women and men must be a priority

- Decent work is an indispensable component of the social integration of young people.⁹ It promotes the societal benefits of stability, equality and sustainable development
- The capacities of young rural people (especially young women) to contribute to rural development and transformation remain largely untapped and their potential unrecognized
- The approaches needed to modernize agriculture, adapt sustainable technologies, create dynamic farm and non-farm businesses, and establish linkages with urban markets are particularly suited to young people's energy, innovative capacity and willingness to take risks
- Providing talented young people with opportunities to apply their skills productively in rural areas is indispensable to drive rural growth and catalyse structural transformation
- Dealing with youth employment challenges requires addressing the need for decent work for young people in rural areas, as labour market saturation caused by rural-urban migration worsens the prospects of young unemployed city dwellers.
- The potential costs of failing to provide opportunities for young people are enormous, in terms of foregone development capacity, social exclusion, unrest, crime and violence

6 FAO: *Decent rural employment for food security: A case for action* (Rome, 2012).

7 It is estimated that the urban population in developing countries will increase from 2.7 billion in 2011 to 5.1 billion by 2050 (UN DESA: *World Urbanization Prospects: The 2011 Revision* [New York, 2012]).

8 Puerto, O.S. *Labor Market Impact on Youth: A Meta-analysis of the Youth Employment Inventory* (World Bank, Washington, D.C., 2007), p. 8.

9 Decent work (as the concept was formulated by ILO in 1999 and subsequently adopted by the United Nations system) is defined as productive work, undertaken in conditions of freedom, equity, security and human dignity. The decent work approach is based on four pillars: (i) creating jobs; (ii) guaranteeing rights at work; (iii) extending social protection; and (iv) promoting social dialogue. Addressing decent work deficits offers pathways out of poverty (ILO: *Promotion of rural employment for poverty reduction* [Geneva, 2008]).

Challenges and issues to be addressed

Young rural people are rarely invited to participate in decision-making processes, and their aptitudes are often undervalued

Young people are generally viewed as passive recipients of support, rather than active agents capable of solving problems. As such, they are rarely included in decision-making processes or debates, and they often face negative misconceptions about their skills and capabilities. This tends to feed into policy and planning processes, which are typically insensitive to youth. The undervaluing of youth capacities also manifests itself in barriers that constrain young people from participating in business activities.

Young rural people are generally neglected in development planning

Youth policy and planning in rural areas, especially in the agricultural sector, suffers from a lack of context-specific evidence on the diverse aspirations of young women and men.¹⁰ The paucity of broad and project-level data on rural youth as a distinct group¹¹ makes it difficult to assess the challenges this group faces and to adopt appropriate solutions. Rural labour market data are generally scarce and are rarely disaggregated by age and gender. In addition, young rural women and men are often unaware of youth programmes and face difficulties accessing youth development initiatives, which tend to be more suited to urban challenges.

Access gaps limit the opportunities for young rural people to forge decent livelihoods

Young people face obstacles in accessing land and financial services. These constraints must be overcome if decent livelihood opportunities are to be created for young women and men in rural areas. Young people's marketing inexperience, naivety, poor organization and lack of a voice hamper their participation in agricultural value chains. Further, young agroentrepreneurs need help in gaining sustainable access to natural resources. The additional constraint of gender discrimination faced by young women generally limits them to unskilled and often arduous jobs, even when they possess the skills for higher level work that pays better.¹²

Rural education continues to lag

In recent decades, cuts in education and health budgets and the dismantling of public extension services have contributed to a poorly educated young population and stagnant smallholder agricultural sector.¹³ Continued gaps in rural education and training threaten the achievement of Millennium Development Goal 2 (universal education) and the Education for All goals.¹⁴

10 Future Agricultures: *Future Farmers? Exploring Youth Aspirations for African Agriculture* (Policy Brief 037, 2010).

11 The failure to produce specific data on youth is viewed as a generalized failure across World Bank youth programmes, according to a recent independent evaluation (World Bank Independent Evaluation Group: *Youth Employment Programs: An Evaluation of World Bank and IFC Support* [Washington, D.C., 2012]).

12 UNESCO: *Youth and skills: Putting education to work* (Paris, 2012).

13 ILO: *Promotion of rural employment for poverty reduction* (Geneva, 2008).

14 MDG 2 is: Achieve universal primary education. The Education for All (EFA) initiative, led by UNESCO, specifies six goals; for more information see http://portal.unesco.org/education/en/ev.php-URL_ID=42579&URL_DO=DO_TOPIC&URL_SECTION=201.html.



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When young people lack foundation skills such as the ability to analyse information and adopt new technologies, they are less likely to benefit from training programmes. Equally challenging is the poor quality and limited relevance of rural education and training. These disadvantages are particularly stark for young women, for whom household work burdens and cultural attitudes are a barrier to gaining a decent education.

The lack of opportunities in rural areas often forces young people to migrate

The scale of migration is adding to the pressure on urban labour markets and services.¹⁵ To make migration a choice rather than a necessity, investment is needed to create decent youth employment in rural areas. Many young people hold negative views of rural and agricultural work, often a result of messages learned from rural education systems and parents (even parents who are farmers themselves), as well as from observing a reality where low productivity growth in agriculture constrains the opportunities available to young rural workers. Their views are also influenced by the reality of rural life today, with its limited infrastructure, communications and entertainment options. Measures are needed to redefine how young people view rural areas and the options open to them, particularly if the agriculture and non-farm sectors are to create new opportunities for educated young people.¹⁶

Policy approaches

Improve the participation of young rural women and men at all levels of society

- A. Sensitize rural, regional and national stakeholders to the importance of youth participation**
 - ▲ Support youth networks to build technical and financial capacities
 - ▲ Ensure that rural development programmes and projects have budgets as well as outcome data on rural young people as a specific target group
 - ▲ Facilitate the formation of networks of rural youth representatives (see box 2)
 - Ensure the voices of rural youth networks are part of policy debates
 - Ensure that young rural people are an integral part of debates, not just on youth issues but on rural development issues in general.

- B. Include young women and men in consultation processes**
 - ▲ Facilitate the involvement of young women and men in development programmes and projects, from design to implementation and monitoring and evaluation
 - ▲ Consult ministries of youth, agriculture, labour, education and community development in design, implementation and review of rural development programmes and projects

▲ = actionable predominantly at programme and project level

■ = actionable predominantly at governmental and planning level

● = actionable at all levels

¹⁵ This is particularly so at a time when the global economic and financial crisis has exacerbated the difficulties young people face in finding non-farm work, represented by spiralling youth unemployment rates globally.

¹⁶ Tadele, G., and A.A. Gella. *A Last Resort and Often Not an Option at All: Farming and Young People in Ethiopia*. IDS Bulletin, Volume 43, Issue 6, pp. 33-43 (Sussex, 2012).

Box 2. Global Youth Innovation Network

A year after an IFAD workshop on rural youth entrepreneurship in Cartagena, Colombia, the Global Youth Innovation Network (GYIN) was formed in October 2011 at a conference in Cotonou, Benin. This youth-led platform, initiated by IFAD in partnership with Phelps Stokes, for rural youth aims to channel their passion to inspire change and transform their communities.

GYIN's membership is broad, including young entrepreneurs, farmers' organizations, NGOs and representatives from governments and international organizations in developing countries. It creates an opportunity for young people to network among themselves and with other partners. It also makes youth accessible to planners and decision makers, enabling them to participate in policy discussions and initiatives to promote their economic empowerment. According to the participants, policymakers now receive their views more thoroughly and sincerely. Following the Cotonou conference, GYIN members hope to:

- Use the Internet to create a global GYIN community
- Connect young people directly to national and global businesses for partnership and collaboration
- Create a Global Youth Innovation Fund to increase access to funding
- Develop opportunities for youth entrepreneurs to be mentored by experienced business people
- Expand the network and plan the next conference

For more information, see www.programs4africa.org/node/75.

- Mainstream youth and labour issues into agriculture and rural development policies and planning processes
- Create space for the views of young indigenous peoples, emphasizing the value of indigenous knowledge, particularly on topics related to sustainable natural resource management.

C. Facilitate the organization of young rural women and men

- ▲ Build the capacity of young people's groups
- ▲ Facilitate partnerships between local farmers and youth groups
- ▲ Ensure that young people are included in cooperatives and producer groups, workers' associations, savings groups and women's groups, and support these groups to empower their youth members¹⁷
- Enable young people's groups to participate meaningfully in decision-making processes, including in policy debates
- Create platforms for young rural people from different areas to share information.

Establish measures to help young rural women and men earn income on and off the farm

A. Address youth constraints in accessing land

- ▲ Promote training and technical support to expand income-generating activities that require little or no land in order to be viable
- ▲ Conduct capacity-building courses for young landowners adapted to their needs

¹⁷ At the 2012 Farmers' Forum Youth session, held at IFAD headquarters, it was recommended that rural and producer organizations set up a minimum participation quota of 30 per cent of youth in their decision-making bodies.

Box 3. Young people as managers of financial services associations

The IFAD-supported Rural Finance and Community Improvement Programme in Sierra Leone uses several financial services associations (FSAs) to support development of financial solutions that are owned and operated by communities. An FSA is a formally registered, locally owned, shareholding financial institution that offers a range of financial services to local people. FSAs build on informal local rules, customs and social capital while introducing formal banking methodologies. Each FSA supported by the programme has a manager and a cashier, who must be aged between 21 and 29. The programme provides their training. This investment in FSA sustainability also promotes the integration of young people into their communities. So far, 46 FSAs have been created under the programme, and all are managed and operated by young people.

For more information, see <http://operations.ifad.org/web/ifad/operations/country/project/tags/sierra%20leone/1310/project%20overview>.

- Design mechanisms to facilitate transfer of land between generations, including policies to promote the security of older generations¹⁸
- Work with youth groups to develop innovative mechanisms for gaining access to land.

B. Increase youth access to finance

- ▲ Provide courses on financial literacy for young rural people
- ▲ Link provision of microcredit with youth training programmes wherever possible¹⁹
- Integrate financial literacy into rural education curricula²⁰
- Initiate partnerships with financial institutions to promote financial inclusion of young people and develop financial products tailored to their needs
- Support the creation of locally owned and operated financial institutions, with young people in management positions (see box 3).

C. Create an enabling environment for young entrepreneurs

- ▲ Facilitate the use of information and communication technologies (ICTs) in agriculture and related services provided upstream and downstream in value chains²¹

18 The Young Rural Entrepreneur and Land Fund Programme, run by the Government of Mexico in collaboration with the World Bank, provides an instructive example (for details of the programme, see <http://siteresources.worldbank.org/EXTARD/Resources/Note23.pdf>) as does the National Registry of Rural Workers and Employers in Argentina (for more information, see: IUF: *Workers and Unions on the Move: Organising and defending migrant workers in agriculture and allied sectors*, p. 36 [Geneva, 2008]).

19 This can have particular benefits for young women in enabling them to access resources.

20 For example, Freedom from Hunger, a United States-based NGO, has launched the Advancing Integrated Microfinance for Youth (AIM Youth) initiative, in partnership with the MasterCard Foundation, with locally adapted curricula for financial education and with customized microfinance products – beginning with savings products. For more information, see www.freedomfromhunger.org/sites/default/files/aim_youth_project_description_english.pdf.

21 Young people, largely due to their ability to adapt new technology, have already shown potential in this area. This is one area where young people can use modern technology to resolve a range of problems related to poor information and transaction costs. For one example, see [http://ictupdate.cta.int/en/Feature-Articles/Tech-solutions-to-agricultural-growth/\(65\)/1335191042](http://ictupdate.cta.int/en/Feature-Articles/Tech-solutions-to-agricultural-growth/(65)/1335191042).



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- ▲ Strengthen the capacities of business development service providers to support young entrepreneurs
- ▲ Establish links between entrepreneurs, business service providers and youth groups
- ▲ Ensure that income-generating initiatives provide young rural people with comprehensive support by linking components on technical training, access to productive assets, promotion of youth-sensitive institutions and improved access to land and appropriate financial services
- Develop mechanisms to reduce the risks faced by young entrepreneurs
- Make investments tailored to enabling young people to take advantage of new opportunities offered by green technologies and green farming approaches²²
- Promote new supply chain links that are youth-friendly (such as those that are less land intensive and do not require large initial capital investments) and operate both backward and forward.

Provide relevant education and training to young rural people, linked to the needs of the labour market

A. Build foundation skills of young rural people by addressing early education needs²³

- Reduce the direct and indirect costs of schooling²⁴

22 In sectors such as agriculture and forestry, moving towards a green economy would create more jobs in the short, medium and long term (UNEP: *Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication: A Synthesis for Policy Makers* [Nairobi, 2011]). Young people, with their openness to new ideas and innovative capacity, are particularly suitable for this emerging area. Despite the potential of these green transformations in creating decent employment and triggering more sustainable models of agricultural and rural development, this area remains largely untapped.

23 Young people who have basic foundation skills in numeracy and literacy are more likely to benefit from agricultural and non-farm skills training programmes and have a greater chance of engaging in rural non-farm work (UNESCO, 2012).

24 Indirect costs of schooling such as school uniforms, instructional materials and opportunity costs of not contributing to economic activities involved can pose significant barriers to participation in schooling, even after direct costs (school fees) have been eliminated.



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- Provide targeted incentives for girls to attend school, such as free lunches, separate toilets, security both during commuting and in school, more female teachers, and gender-sensitive curricula and teaching approaches
- Integrate educational approaches with measures to reduce child labour, such as teaching parents to use labour-saving technologies
- Use conditional social protection measures such as school feeding programmes to improve access to education while reducing the risks faced by rural households
- Offer second-chance programmes for young people at risk of leaving school early, including training for young women who left school due to early marriage and pregnancy.

B. Adapt education and training to the realities of rural life

- ▲ Use local facilities to host training where possible and accommodate local constraints on time, mobility and finances, with particular attention to the time constraints faced by young women as a result of their unpaid household duties
- Redefine how agriculture is portrayed in rural education and training, providing a modern vision of the sector and integrating it with curricula on science, business studies and life skills (see box 4)
- Adapt school schedules to the agricultural production cycle
- Incorporate into formal and non-formal education the competencies that are vital for transforming the agriculture and rural non-farm sectors, such as entrepreneurship, climate smart farming and the use of green innovations
- Tailor training to the needs of the private sector, particularly micro, small and medium-sized enterprises (MSMEs), by encompassing wider skill sets (business, marketing and life skills), involving the private sector in providing training and adding school-to-work interventions to skills-building initiatives.

Box 4. Junior Farmer Field and Life Schools

Junior Farmer Field and Life Schools is a simple methodology for teaching vulnerable children and young people about farming and how to take care of themselves. It uses a 'living classroom' approach in which the students observe the crops throughout the growing season with the help of a facilitator. Agricultural topics are linked to life skills so that when children talk about how to protect their plants from diseases, they also learn how to protect themselves from diseases and other harmful situations. The school builds the students' self-confidence and problem-solving skills by having them determine what steps are required, for example, to cope with crop pests or diseases and then defend their decisions in discussions among their peers. Thus far, the approach has been implemented in 17 countries, with 300 schools set up and 2,000 trainers trained. The courses have graduated 25,000 young women and men.

For more information, see www.fao-ilo.org.

C. Upgrade formal and informal education and training systems

- Expand opportunities for rural men and especially women to become qualified teachers and trainers
- Provide incentives (bonuses, higher salaries, subsidized housing, mobile phones) for teachers and trainers posted in remote rural areas
- Target teacher and extension worker training programmes at young rural people, as people from rural areas are generally more likely to remain there than out-posted urban teachers or trainers
- Involve local residents, including young people, in education planning, and build partnerships between schools and communities²⁵
- Introduce new skills into formal and informal apprenticeships by upgrading the skills of master craftpersons and designing common standards, including for assessment and certification²⁶
- Encourage young women to pursue training in traditionally male trades and vice versa
- Use ICTs to enable young rural people to access modern training from their homes.²⁷

D. Target young rural women and men in skills-training initiatives

- ▲ Prioritize youth participation in training courses, offering incentives or rewards to service providers for every young person trained
- ▲ Offer capital for new youth-run enterprises as part of training programmes
- ▲ Involve young people's organizations in training programmes (see box 5)
- Ensure available rural training encompasses both the non-farm and farm sectors
- Create and develop youth apprenticeship systems (see box 6).

25 For more information, see *UNESCO International Institute for Educational Planning, IIEP Newsletter*, Vol. XXIX, No. 3 (September-December, 2011).

26 For more information on the scope for rural apprenticeship systems to create enhanced opportunities for young rural women and men and the means by which this may be achieved, see ILO: *Skills for Employment Policy Brief: Upgrading Informal Apprenticeship Systems* (Geneva, 2011).

27 For example, the Savannah Young Farmers Network (SYFN) in Ghana uses ICTs to deliver advisory services tailored to the needs of young farmers through audio conferencing technology. For more information, see [http://ictupdate.cta.int/en/Feature-Articles/An-attractive-opportunity/\(65\)/1335189876](http://ictupdate.cta.int/en/Feature-Articles/An-attractive-opportunity/(65)/1335189876).

Box 5. Youth-oriented rural entrepreneurship development

The Project for the Promotion of Rural Entrepreneurs, supported by IFAD, aimed to create sustainable enterprises and decent employment in selected poor rural regions of Senegal. Training was carried out using the ILO's Start and Improve Your Business methodology,²⁸ prioritizing young women and men. Training, with a goal of creating viable businesses and providing employment, focused on building the skills of local business development service providers and enabling existing and potential small-scale entrepreneurs to access these services. Complementary measures included creating employer organizations to represent young entrepreneurs. The objective was to enable them to create market opportunities for their members, lobby local authorities and develop decent employment within MSMEs. In all, 160 representatives of professional organizations were trained, and support was given to 38 producer organizations. To date 1,500 MSMEs and 4,000 jobs have been created, of which 63 per cent were for young people.

More information is available at (in French) <http://operations.ifad.org/web/ifad/operations/country/project/tags/senegal/1308/project%20overview>.

Box 6. On-the-job training for young people

The population of Madagascar has increased by 300 per cent in the last 30 years and is expected to double again by 2030. In this context, creating opportunities for the estimated 300,000 young people who enter the labour market each year is a pressing concern. These young people need work opportunities and practical skills. To address this challenge, the IFAD-supported project Support Programme for the Rural Microenterprise Poles and Regional Economies (PROSPERER) began by analysing the labour needs of small businesses and how these needs might be filled by young women and men. It then facilitated an apprenticeship system that placed young people with small businesses, where they received practical, on-the-job training while supporting the business. The young people were trained in sectors including pottery, agricultural toolmaking, shopkeeping, shoemaking, farming and weaving. Along with technical skills, they built skills in managing small-scale enterprises. Thus far, around 1,000 young apprentices have been trained under the programme, with the aim of reaching 8,000 by the project's completion in 2015. It is projected that 54,000 small businesses will benefit.

For more information, see a short video at www.youtube.com/watch?v=oncRzysQKbA&list=PLD4A5496530799980&index=6&feature=plpp_video.

Project documents are available at www.ifad.org/gbdocs/eb/92/e/EB-2007-92-R-24.pdf.

28 For more information, see www.ilo.org/empent/areas/start-and-improve-your-business/lang--en/index.htm

Enhance the options open to young migrants by adopting integrated territorial development measures to increase the liveability of rural areas

A. Promote decent employment in rural areas

- Extend regulations on workers' rights and employment conditions and social dialogue to rural areas in both law and practice
- Promote private and public investments in agriculture and rural development that create jobs and are socially responsible
- Adopt planning and policy approaches that recognize the links between rural and urban livelihoods, reducing the factors that push rural residents to urban areas as well as promoting improved livelihood opportunities in cities
- Work with private companies to promote corporate social responsibility, including better working conditions and work-life balance for employees
- Promote all four pillars of the ILO's decent work agenda (creating jobs, guaranteeing rights at work, extending social protection and promoting social dialogue) in agriculture and rural development programmes.

B. Ensure that rural areas are equipped with necessary infrastructure

- Ensure that basic infrastructure and utilities are in place, including roads, housing and health facilities, water, electricity, and information and communications technology
- Broaden Internet coverage in rural areas and provide access to computers for young rural people
- Promote innovations and infrastructure to reduce household workloads and include gender sensitization in rural training curricula to promote more equal division of household work
- Develop public areas for young people to socialize and, in consultation with young people, organize entertainment and cultural activities.

C. Establish enabling and protective measures for migrating young people

- Facilitate transference of migrant remittances through secure and low-cost channels
- Include data and information disaggregated by gender and age on rural youth migration and employment in national statistical systems
- Promote financial literacy skills development among senders and receivers of remittances²⁹
- Establish services to integrate returning migrants back into their communities³⁰
- Facilitate the creation of support networks for migrants so they can access information and services
- Implement measures to guarantee safe passage for migrants to their destinations.

29 For example, see the IFAD funded project "Mobilizing Migrant Resources Towards Agri-based Cooperatives in the Philippines." Information available at www.atikha.org/projects/ifad/mobilizing-migrant-resources-towards-agri-based-cooperatives-in-the-philippines.html.

30 This is particularly relevant given the increase in reverse migration that has been observed since the beginning of the global financial and economic crisis in 2007 (ILO: *Skills for Employment Policy Brief: Increasing the employability of disadvantaged youth* [Geneva, 2011]).



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Sources of information and examples of good practice:

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Cover photo:

**This young welder in Ghana has learned how
to manufacture agroprocessing machines**

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