



Toolbox for Rural Youth Employment Promotion

A Toolbox for Practitioners

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Foreword

Dear Reader,

Rural Youth Employment (RYE) and sustainable **Agriculture and Food Systems Transformation** are among the core development challenges for the future – and they are closely interlinked. With the core area strategy “Transformation of agricultural and food systems” of the Federal Ministry for Economic Cooperation and Development (BMZ), there is a sound strategic orientation for the interface of employment and food systems transformation. **Labour markets in rural regions** have a number of characteristics that structurally distinguish them from urban labour markets. Nevertheless, rural areas and the **agri-food sector** have the potential to offer productive employment opportunities for youth.



Interactive toolbox

GIZ and other organisations have developed a plethora of tools and approaches to address many of the shortcomings of rural labour markets and to promote rural youth employment. This Toolbox, developed by the Global Project “Rural Employment with focus on Youth” (GP RYE), with the support of Helvetas Swiss Intercooperation, presents a compilation of existing and proven tools for **Rural Youth Employment Promotion** and shows with concrete **project examples** how these tools can be implemented in practice.



360° AgriJobs Approach

The toolbox is structured based on the **integrated approach to employment promotion** developed by the German development cooperation and adapted to rural youth linked to the agri-food sector. The 360° AgriJobs Approach allows to analyse and address constraints in a holistic way and address systemic shortcomings in a comprehensive way. This document is interactive and the **overview** of the **360° AgriJobs Approach** (the “house”) is the key starting point to explore the toolbox and its content.



For whom is the toolbox?

The toolbox targets **practitioners and decision-makers** (GIZ, BMZ, ILO, FAO, as well as other implementing (partner) organisations) working in the field of employment promotion and rural development no matter if you focus on SME development or value chain promotion, skills development and Agricultural Technical Vocational Education and Training (ATVET) or on rural governance and local networks and ecosystems. It is a public document with some tools or documents remaining internal (access for GIZ-staff only).

We invite you to discover the different topics, tools, project examples and country cases that fill the 360° AgriJobs Approach with life.

This toolbox will be occasionally updated with new tools and project examples. The latest version of the toolbox can always be found on the SNRD website.

Table of Contents



Interactive Overview _____ **4**
 Structure of the Toolbox _____ 5
 How to Use the Interactive Document _____ 6
 Context of Rural Labour Markets _____ 7
 RYE Policy Framework and Related Agendas _____ 8

Interlocking of the Tools _____ **161**
 Sierra Leone _____ 163
 Global Project: Rural Employment with Focus on Youth _____ 167

Annex _____ **172**
 List of Tools _____ 173
 Bibliography _____ 174
 Abbreviations _____ 176
 Imprint _____ 177

Interactive Overview of the 360° AgriJobs Approach



- Start-up Promotion
- Business Development Support
- Access to Financial Services
- Cooperation with the Private Sector



- Matching with Opportunities
- Career Orientation and Mentorship
- Facilitation of Access to Market Information



- Technical Short Courses
- Entrepreneurship Trainings
- Life Skills



- Policy Advice
- Value Chain Analysis and Selection
- Sector Dialogue



- Strengthening Youth Organisations and Networks
- Access to Land and Intergenerational Exchange
- Strengthening the Entrepreneurial Ecosystem
- Advocacy and Awareness Campaigns
- Cross-cutting Topic: Gender
- Cross-cutting Topic: Digitalisation
- Cross-cutting Topic: Green Transformation



Interactive Overview of the 360° AgriJobs Approach

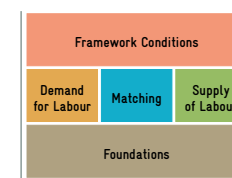


Structure of the Toolbox

360° AgriJobs Approach

The toolbox is structured based on the **360° AgriJobs Approach**, developed by the German development cooperation, **adapted to rural areas and youth**. The approach allows one to analyse and address constraints in a holistic way while avoiding stand-alone interventions that are often less effective and unsustainable. It combines the three main pillars of

demand for labour (job creation), supply of labour (improving employability) and matching (of demand and supply) with tools to create favourable framework conditions and strengthening systemic foundations by reinforcing existing ecosystems and organisations. For further information on the 360° AgriJobs Approach, see the [“What Works Study”](#).



360° AgriJobs Approach to Rural Youth Employment

Five pathways to the relevant topics and tools

1

Do you need a general overview of the 360° AgriJobs Approach?

Start with the short introductions to the five **thematical parts** of the 360° AgriJobs Approach: Demand for Labour, Supply of Labour, Matching, Framework Conditions, Foundations.

2

Are you interested in a specific topic within the five thematical parts of the integrated approach?

Read the thematical introductions to the different **topics** within each of the five thematical parts, including some guiding questions about the topic.

3

Are you looking for a concrete tool?

The tools are listed according to the topics and are presented with a **tool description** including a brief overview, an analysis of the relevance for rural areas and further tips & lessons learnt for their implementation. Some tools contain a **project example** with more detailed information of how the tool is implemented in practice.

4

Do you want to know how to best connect the tools within a specific country or project context?

The **country cases** show how the tools can be interlocked and integrated within a specific country context.

5

Do you need an overview of all presented tools and some Further resources?

The **Annex** includes a list of all presented tools and resources for further readings.

How to Use the Interactive Document

Overview > Demand for Labour

The «browser bar» is interactive and shows where in the document you are currently located.

← back

With the arrows you can navigate between the pages. The “back”-arrow brings you to the last page you visited.

Hashtags

#gender, #digitalisation, #green

The #gender and #digitalisation-hashtags link you to an overview of all tools with the same hashtags to find similar tools easily.



The house-icon brings you back to the interactive overview.



The hand symbol shows you interactive elements with pop-ups. If you have technical problems with the pop-ups, please hover slowly over the boxes with your mouse to close them again.

What Works Study

Underlined words are linked either to external resources or to pages within the toolbox.



Developed by:
Regional context:
Duration:
Costs:
Replicability:
Support structure:

In each tool description you find a box with additional information on the tool. Hover over it to find out more on each criterium.



Linkages with other tools

The linkages-icon indicates other tools that complement the presented tool.

Context of Rural Labour Markets

Despite increasing urbanisation, the rural population has more than doubled in developing countries since 1950 and almost quadrupled in least developed countries (IFAD, 2019, p. 62). **Unemployment, lack of income-generating activities and informality** pose great challenges in rural areas. Youth are especially affected by unemployment and **underemployment**: They are two to three times more likely to be unemployed than adults. This number is particularly alarming considering that 90% of the world's 1.8 billion young people live in developing countries. To keep pace with the **youth entering the job market** every year, the global economy will need to create 600 million jobs over the next 10 years (Barford and Coombe 2019). With a fast-growing youth population, this is especially relevant in Africa, where the population will double by 2050 and more than 20 million young people are entering the labour market every year.

Labour markets in rural regions of developing and emerging countries have a **number of characteristics** that distinguish them from urban labour markets. These include a low degree of economic and institutional diversification, a high degree of vulnerability, limited coverage of social protection, and a high share of self-employment and subsistence agriculture (GIZ 2020, p. 11). Challenging preconditions in the agri-food sector, such as the difficulty of

access to land and resources, initial investment costs (e.g. for land lease, seeds and fertiliser) and slow returns for perennial or tree crops due to farming cycles, unpredictable weather conditions, and lack of access to knowledge, technologies and markets pose challenges especially to young female farmers and agripreneurs (Mueller, 2021, p. 132).

Notwithstanding these barriers, rural areas have the **potential to offer employment opportunities for youth**. While no sector alone can create enough employment opportunities, a **transformation of the agriculture and food systems** (including the processing, preparation, and marketing of food), offers considerable potential to create more and better employment, especially in light of a fast-growing population in emerging market countries and increasing purchasing power in their urban centres (GIZ 2021). An agri-based economic development strategy will be for sure a core part of the solution for many countries.

Employment for rural youth can be promoted through **rural development and private sector promotion**, by creating a conducive business environment, removing structural barriers, easing access to financing and land, and by equipping future agripreneurs and farmers with the right technical and entrepreneurial skills.

The 360° AgriJobs Approach, developed by the German development cooperation, allows one to analyse and address constraints in a holistic way while avoiding stand-alone interventions that are often ineffective and unsustainable.

The toolbox is **conceptually based on** core documents and available resources published in recent years, like ["BMZ Core Area Strategy: Sustainable Agri-Food Systems – A World without Hunger"](#), the [G20 Initiative for Rural Youth Employment](#), the [IFAD Rural Development Report 2019](#) the work of the [FAO on "Decent Rural Employment"](#) or the [Thematic Working Group on Rural Youth Employment](#) by the Global Donor Platform for Rural Development.

The toolbox builds on other resources like the study ["What works in Rural Youth Employment Promotion?"](#), the ["Toolbox for Youth Employment Promotion in Agricultural Value Chains"](#) by the Green Innovation Centres, the [VET-Toolbox](#) for Vocational Education and Training, the [PEJ-Toolbox](#) (in French) that presents tools and guides for career orientation and life skills, and the [CAADP ATVET-library](#) with training materials for agricultural programmes and training or the GIZ ["Full and Productive Employment and Decent Work for All: Handbook on Employment Promotion in Development Cooperation"](#).

RYE Policy Framework and Related Agendas

The G20 Initiative for Rural Youth Employment (RYE), launched under the German Presidency in 2017, put the topic high on the international agenda and **helped to mobilise significant investments and results** (see the box on the right) as well as **shaping an international policy framework for reference and action**. Since then, the topic has gained momentum, for example with the adoption of

- the Committee on World Food Security policy recommendations on “Promoting youth engagement and employment in agriculture and food systems for food security and nutrition”.
- the continental African Agribusiness Youth Strategy (AAYS) of the African Union (AU).

Both provide **strategic frameworks for rural youth employment** at different levels, **which member states have committed to implement**. They are not intended to be a “blueprint”, but rather a framework for developing and implementing agribusiness and employment strategies for and with youth at the national level.

Ensuring **coherence with other initiatives** such as the “national pathways” formulated within the UNFSS process and linking them to **related policy agendas** like e.g. the “Rio Conventions” (UNFCCC, CBD, UNCCD), the ILO work on RYE and decent work in the agri-food sector, etc. will be of particular importance for the future.

Within German development cooperation, the **BMZ’s core area strategy “Sustainable Agri-Food Systems – A World without Hunger”** forms the central strategic framework for the topic. From a regional perspective, the BMZ’s Africa strategy also emphasises the importance of young people for a sustainable future in Africa – with the largest generation of young people ever playing a crucial role.

In addition, **other recent BMZ strategies** also **have close interfaces with the topic** and are important to shape the future portfolio. The “BMZ-Agenda für gute Arbeit Weltweit” (in German) highlights core areas of the “jobs agenda” – with explicit links to rural youth employment. The **BMZ core area strategy “Sustainable Economic Development, Training and Employment”** complements the topic with a focus on just transition and the BMZ “Sahel Plus Initiative” (in German) emphasises the enormous importance of the topic for the greater Sahel region as well as for coordinated action by all development partners.

The BMZ’s Feminist Development Policy also has strong links to gender transformative approaches in RYE as outlined in the gender section and the various tools addressing different aspects of gender equality and women’s economic empowerment.

The G20 Initiative for Rural Youth Employment (RYE) aims to intensify efforts to create decent work and income-generating opportunities of young rural people in Africa. A stocktaking study by the OECD found that from 2018–2022:

- **G20 members invested more than USD 26 billion in 715 projects**, most of them in Africa.
- **contributing to the creation of 2.9 million jobs** – 2.6 times the target – and the training of **6.4 million young people** to improve their employability – 1.3 times the target.

The study was also able to **draw important lessons learned and recommendations**, from a **large number of flagship programmes** (see also the brochure), as well as from an in-depth comparative analysis of projects.

The G20 RYE-Initiative is therefore a **great success and demonstrates the importance of coordinated action** – as much remains to be done to address the long-term challenges of rural youth employment.

The **key point for this Toolbox** is that (inter) **national policies and initiatives need scalable approaches** for implementation on the ground – while at the same time **project implementation needs to be linked to policy agendas** as a meaningful contribution to overarching development goals at national and international level.



Demand for Labour



The demand side focuses on private sector development (start-up and existing businesses) to encourage the creation of jobs and employment opportunities.



Demand for Labour



The Demand Side focuses on private sector development (start-up and existing businesses) to encourage the creation of jobs and employment opportunities. In rural areas with few big industries and generally weak private sector, the majority of the labour force is employed in small-scale farming structures with low productivity and limited market access. Lack of labour standards and social protection lead to a high degree of seasonality, informality, and vulnerability. Advocating for decent work and living income is thus of high importance (Mueller, 2021, pp. 138-140). Under these circumstances, self-employment is often a source of (additional) income, and an important factor in private sector development. In rural contexts, Micro, Small and Medium Enterprises (MSMEs) usually develop around agricultural value chains and range from agripreneurs and agribusinesses to agricultural producer organisations.

However, the way into successful self-employment for young agripreneurs is often hampered by lack of support, limited access to capital, infrastructure, and other needed resources, as well as a lack of market access (GIZ, 2020, p. 16; GIZ, 2022). Thus, the tools presented here focus on the provision of more structural or institutional support for the creation of a business and start-up-friendly environment. This includes providing crucial access to financial services by strengthening existing financial services providers and supporting the development of new financial products and services. Further, it means ensuring access to markets for MSMEs and strengthening cooperation with the private sector actors, for example through contract farming arrangements with favourable conditions for all parties involved. Tools to strengthen the entrepreneurial skills of (future) agripreneurs on an individual level, can be found on the [Supply Side](#). The selection of promising value chains and viable business models is equally important to increase labour demand and respective tools can be found under "[Value Chain Analysis and Selection](#)".

- Start-up Promotion
- Business Development Support
- Access to Financial Services
- Cooperation with the Private Sector

Environmental sustainability and green business models

Increasing environmental challenges call for strengthening resilience in people and production systems, and finding approaches with least negative environmental impacts. [The Green Private Sector Development Navigator](#) presents hands-on approaches and tools used to enable the private sector to generate environmentally sound, resource efficient and climate friendly growth ("Green Growth") whilst contributing to poverty reduction and employment creation. Green business models can address environmental challenges by offering environmental-friendly products and services and can be an attractive option for rural youth in the agri-food sector who want to move away from traditional small-scale farming (see the [Green and Inclusive Business Toolbox](#) for further information and a range of relevant tools).

Hashtag
#green

Demand for Labour

Start-up Promotion

Interventions for start-up promotion help future entrepreneurs to develop and establish their new (agri-) businesses. Promoting the creation of new enterprises is especially challenging in remote rural areas with little infrastructure and public and private sector service providers. Access to markets and customers with strong purchasing powers is low, as well as the education level of rural youth. In consequence, interventions for start-up promotion in rural areas need to focus on creating spaces to promote new, innovative ideas and turning them into strong, viable business models. This structural support needs to be closely linked to skills training in business and financial literacy, and, if needed, in technical skills. (see [Supply Side](#)).

Business incubators or accelerators (often used synonymously) provide future entrepreneurs with support services during the critical start-up phase (GIZ, 2022, p. 6). More than 400 agri-business incubators have been mapped in a recent study in Africa. Despite some challenges, they play a significant role in start-up support (see [Strengthening the Entrepreneurial Ecosystem](#)). Usually they have their own training materials, activities, and processes which should be taken into consideration when planning new interventions (FAO and AU, 2022, p. 83).

Start-up promotion activities support agripreneurs from the ideation phase to the creation and testing period and whenever possible, link them to financial support structures (see [Access to Financial Services](#)). Women are key in agriculture and make up the majority of entrepreneurs in many African countries. Advocating for gender-transformative change and mainstreaming a gender-sensitive approach in all activities is pertinent for an inclusive rural development (ATVET for Women, 2019).

Tool
1

Start-up Loop

How to promote start-ups

Tool
2

Virtual Business Incubator

How to set up resource hubs to support entrepreneurs

Tool
3

Accelerating Women Entrepreneurs

How to apply a gender lens to accelerator programmes

Tool
4

Facility for Growth (F4G)

How to support promising business ideas to develop into business concepts

Tool
5

(ICT) Agripreneurship Guide

How to promote agripreneurs to address e-agricultural challenges

Tool
6

AgroBootCamps

How to prepare youth for self-employment in the agri-food sector



→ **Start-up Promotion**

→ **Business Development Support**

→ **Access to Financial Services**

→ **Cooperation with the Private Sector**



Guiding Questions

- Who is your target group? What are the challenges they are facing?
- How can start-ups from women and youth be specifically supported (adapted framework conditions, special programmes, loans, etc.)?
- What structures (e.g. cooperatives, women or youth groups, or village saving groups) are existing and how can they be supported?
- Who are suitable Implementation partners (incubators, business development support providers, etc.) for women and rural youth specific approaches and business creation services in the agri-food sector?
- GIZ has developed 16 Guiding Principles of Entrepreneurship Promotion, which provide a good basis to prepare interventions focusing on that area ([Link](#)).



Start-up Loop

How to promote start-ups and help them plan and start their businesses



Description

Start-up Loop is an enterprise-development tool that targets start-up micro, small and medium enterprises. It involves a journey of four months with training and coaching guidance components that support potential entrepreneurs in kick-starting their business idea. Key training elements include business orientation, business ideation and starting the business. The methodology combines training and coaching interventions. Participative methods such as role play allow participants to simulate business experiences in a classroom setting while individual or group coaching sessions help participants to develop and implement quality business plans. The tool is based on the [SME Loop](#).

Process

The tool supports start-ups from orienting potential entrepreneurs towards business opportunities, scanning the business environment, preparing business plans, enhancing personal entrepreneurial competencies, business plan viability tests, follow-up supports, linkage developments and working on business-critical success factors. It includes the following steps:

Phase 1: Planning, promotion & selection

Phase 2: Training 1

Phase 3: Coaching for Business Planning

Phase 4: Training 2

Phase 5: Coaching on Financing & Linkages

Phase 6: Pitching event & graduation ceremony

Phase 7: Follow-up & final evaluation

Target group

Potential entrepreneurs who haven't started their business yet. The [SME-Loop](#) caters to the needs of entrepreneurs who have already started their business activities.

Implementation partners

NGOS, public and private training providers, government service providers (e.g. agricultural extension officers).

Duration

At least 5 months (two training phases of three days and a total of 17 coaching sessions in 3 phases).

Relevance for rural areas

The approach is well suited for rural areas. However, as rural remoteness may pose challenges in identifying market opportunities, good preparation and possible adaption of the approach may be needed. Depending on the literacy level of the target groups, some elements may have to be simplified.

Tips & lessons learnt

- The handbook for participants can be used as a guidebook by trainers and coaches for adapted exercises to be done with the target groups, suitable to their literacy level and situation.
- Create an integrated support system, including training, coaching, financial support for rural entrepreneurs. Combine interventions, they are more effective together! It is important to provide entrepreneurs with business training but also with access to financial resources, networks, etc.
- The concept of entrepreneurship has a broader scope than starting a business; it refers to the ability of a person to mobilise himself or herself to achieve goals (see [Entrepreneurship Trainings](#)).
- The role of the trainers has a broader dimension (experiential learning approach), which is based on a facilitator-learner relationship that accompanies, motivates, and stimulates development, proactivity and a sense of self-management.
- Access to seed funding to allow new entrepreneurs with viable business ideas and plans to start their businesses is crucial. Find more information under [start-up funding](#).

Link to the tool

- Start-up Loop. Manual for Trainers and Coaches: [GIZ-Link](#)

- Start-up Loop. Handbook for Participants: [GIZ-Link](#)

Further resources

- Developing business models with the Sustainable Business Canvas: This canvas supports the development of an idea into a viable business model, focussing also on ecological and social aspects. [Link](#)
- Ruta para el emprendimiento verde e inclusivo. (*only in Spanish*): [Link](#)
- Green Business Model Navigator: The navigator outlines the benefits, challenges, and scaling up strategies of green business models, and the role of different stakeholders in this process: [Link](#)



Developed by: GIZ and GOPA

Regional context: Nigeria and Benin

Duration: ⌚ ⌚

Costs: 💰 💰 💰

Replicability: medium difficulty

Support structure: medium



Start-up Loop

How to promote start-ups and help them plan and start their businesses



Project Example

Name of the project: Green Innovation Centers for the Agrifood Sector

Country: Nigeria

Implementer: GIZ

Target group: Women in rice processing.

Project summary: The project aims at equipping processors with the technical capacity to improve their processing standards, processing volumes and entrepreneurial capacity to improve the management of their businesses while creating sustainable jobs. Indicators are increase in turnover, number of customers, formalised business relationships, reduction of production costs, investments, employment, and processing volumes.

Application of the tool

The Loop has 7 phases:

1. Business orientation and planning phase: Selecting the women-owned businesses based on the selection criteria (having run a rice processing business for min. 1 year, basic numerical, English speaking and writing skills and min. senior secondary school qualification). All the planning required for the project is done at this stage.
2. Business and management planning training (3 days): Seeks to increase the business management competencies of the participants.
3. Group coaching for business planning (6 weeks) in a venue chosen by participants.
4. Business plan packaging and personal entrepreneurial competencies training (3 days).
5. Coaching on financial linkages (6-week period): The coach would research various options for financial linkages and other support institutions that encourage growth of the SMEs.

6. Pitching and graduation event (2 days): Participants pitch their completed business plans to invited financial institutions for possible funding.

7. Monitoring and assessment: Follow-up of the participants.

Results

There was a pilot in 2019 for 20 SMEs and an actual roll-out in 2021 for 25 women processors. In June 2022, the approach has been scaled up to another 28 women processors.

Challenges

- Individual coaching (12 sessions per participant) is expensive. Virtual coaching turned out to be less effective. Group coaching sessions can be a viable alternative.
- Start-ups often do not have the required liquidity, collateral, and guarantors to access financial products. Group financing through thrift societies e.g., village savings and loans (VSL) can be effective. The project also partnered with its sister project AgFin to develop suitable financial products with partner banks.
- Cultural barriers, norms and stereotypes may hinder some of the women to participate effectively in the training and to boldly scale their businesses. These changes need continuous sensitisation.
- Adjust the manual to the participants' education level: Possibly simplifying the content of the manual for participants who do not have strong numerical comprehension and communication skills.

Sustainability & replication

- Anchoring trainings with public agencies, such as the "Small and Medium Enterprises Development Agency of Nigeria", whose mandate is stimulating, monitoring, and

coordinating the development of the MSMEs sub-sector, or umbrella organisations of SMEs such as the Tractor Owners and Operators Association of Nigeria.

- The loop can easily be replicated if qualified and active trainers are available. Training materials are available but must be adjusted to suit the participants.

Support structures

2 trainers work in tandem for optimal results. They must have some experience in training, and they must have passed through a Training of Trainers and Coaches. Trainers and coaches may come from partner organisations (e.g. public, civil organisation or private actors).

Linkages with other tools

High performing SMEs are passed to the project AgFin to be trained on the Agricultural Business Analysis and Investment Training (AgBAIT), which helps SMEs to gauge their finances and increase their chances of accessing financial products. As the tool can be difficult to use for SMEs, a training approach to prepare graduates of the start-up loop for the AgBAIT training may be developed.

Tool 2

Virtual Business Incubator

How to support women-led small enterprises through Incubators



Description

The guide can be used to consider key responses to the challenges faced by (women) small-scale entrepreneurs, their communities and the local markets they participate in. Virtual Business Incubators (VBIs) operate as resource hubs to promote and nurture the development of female entrepreneurship. Through start-up promotion, VBIs are aimed at stimulating and diversifying the local economy, contributing to improved livelihoods of the communities and empowering community members. Virtual does not refer to digital solutions, but to “incubators without walls” that are not space-bound, but focus on flexible, innovative interventions that are well adapted to the target group.

Process

Chapter 5 of the book focuses on how to establish a VBI and consists of the following steps:

1. Consultation with local stakeholders
2. Market study and stocktaking exercise
3. Baseline survey and targeting of VBI clients
4. Developing a partnership with the local implementing agency
5. Allocating resources: budgeting, staffing and logistics
6. Induction and capacity building of VBI human resources
7. Development of training materials and other support tools
8. Promotion, communication and coordination
9. Monitoring and Evaluation

Target group

Women from unprivileged circumstances with an entrepreneurial spirit, a viable business idea and a subsistence income-generating activity.

Implementation partners

NGOs and funding bodies, planners and managers in government agencies, specialised trainers and service providers, who are committed to promote entrepreneurship development, and gender equity.

Relevance for rural areas

‘Blueprint’ replication should be avoided as each context calls for careful adaptation of the model or might demand a different solution altogether. A location in a rural or peri-urban area, where society is more cohesive and it is easier to exploit and reinforce social linkages, is encouraged.

Tips & lessons learnt

- Incubators can reduce start-up costs and lower entry-phase failure rate. They are a service centre that ‘incubates’ and ‘nurtures’ small businesses, organised as a time-limited support system of specialised services aimed at assisting young ventures when they are most vulnerable.
- Interventions should be based on existing and well-known institutions which are already established within the community (strategic location): e.g. ATVET or research institutions. Identify the type of support they already offer and what they need to improve their services.
- Facilitate the networking and cooperation of different institutions (public and private actors, youth organisations, academia and NGOs) to set up a common service centre.
- Increase flexibility through light infrastructure by providing decentralised support services and resources.
- Work towards the self-sustainability of the incubator in order to become an independent body which continues serving its local community: Incubator itself should be an entrepreneurial initiative.

Link to the tool

- Promoting women-led small-scale enterprises: [Link](#) (Chapter 5 focuses on how to establish Virtual Business Incubators)

Further resources

- Ethiopian Agribusiness Acceleration Platform as good example applying an end-to-end, value chain-focused, demand-led approach: [Link](#)
- Methods brief provides guidance for practitioners interested in assessing the value for money of acceleration programmes: [Link](#)
- Entrepreneurship and Acceleration: Questions from the Field - Startup Financing by Sector and Geography: [Link](#)

#Hashtags

#gender

Developed by: AIDOS

Regional context: Middle East, Asia and Africa

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰 💰

Replicability: medium difficulty

Support structure: high

Tool
2

Virtual Business Incubator

How to support women-led small enterprises through Incubators



Project Example

Name of the project: Promotion of Women's Entrepreneurship: Tanzania Virtual Business Incubator (TVBI)

Country: Tanzania

Implementer: Tanzania Growth Trust (TGT), World Bank, AIDOS (technical assistance for the TVBI).

Target group: Underprivileged women living below the poverty line, with an entrepreneurial spirit, motivation and with viable business ideas

Project summary: The objective of the TVBI was to support the creation and development of women-owned MSMEs by empowering them to develop meaningful entrepreneurial capabilities and creating access to appropriate employment opportunities. VBI was organised to offer a large portfolio of services, including enterprise management, business counselling, product development and design, mentoring and coaching, market orientation and finance, as well as reproductive health and family planning.

Application of the tool

1. Preliminary consultation with Tanzanian stakeholders to identify local implementing partners, and to learn how different parties view the intervention.
2. Market study and stocktaking exercise to inform the design of service delivery, identify specific business areas and types of entrepreneurs for project focus, challenges, and opportunities in project locations.
3. Targeting VBI users through flyers, coupons, viability screening and forms, screening meetings.
4. Baseline survey before the start and follow-up surveys conducted after participants complete the training programme.
5. Partnership agreement between TGT, the World Bank and AIDOS.

6. Budgeting, staffing, and logistics of the TVBI.
7. Induction and capacity building of VBI human resources.
8. Development of training materials and other supporting tools.
9. Promotion, communication, and coordination: AIDOS produced a video to present and describe the VBI model and provided technical advice for the design and development of the Gender and Entrepreneurship Resource Point.

Results

- 2009–2012: Selection of 839 entrepreneurs as beneficiaries, where 260 received a full package of business development services and 287 received entrepreneurship and business management training.
- the rest formed a control group and received training on reproductive health issues Gender-Based Violence and HIV/AIDS, Human Trafficking. The project has supported 139 women engaged in animal husbandry and organic farming 47 in handicrafts, 158 in food processing, 173 in services, 246 in textiles and tailoring, 75 in trade.
- The analysis of the economic performance has shown that they have improved significantly throughout their involvement with the incubator. The supported enterprises contributed significantly to household income and improved the prosperity of entire families.

Challenges

- Role of the woman entrepreneur in her community and socio-cultural factors and local gender and power relations leading for example to the relegation of women to traditional activities and to economic sectors that are low value-added, low technology, non-innovative.

- Inadequate access to finance for private enterprises
- Low levels of literacy and education
- Low levels of access to and control over resources, to support networks and organisations
- Vulnerability to sexual exploitation and abuse at the community and household level

Sustainability & replication

The TVBI Project experience was catalysed into a highly-specialised unit of TGT in the field of female entrepreneurship development which 10 years after project completion is still operating. In terms of content, the tool is relatively easy to replicate but it requires time and resources.

Support structures

The tool application does not only require trainers but several specialised profiles: Marketing officer, business counsellors, training coordinator(s), trainers (management and technical), local promoters, coaches.

Linkages with other tools

Several tools were used. These are listed in the Tool's annotated bibliography organised by topic and providing guidance on useful sources.

Tool
3

Accelerating Women Entrepreneurs

How to apply a gender lens to accelerator programmes



Description

The interactive handbook is designed to equip practitioners with the knowledge and strategies required to meet the needs of women entrepreneurs. It helps practitioners to apply a gender lens to accelerator programmes. Accelerators are time-limited support programmes to provide mentorship and training to entrepreneurs to validate and scale their business models and link them to investors. The handbook can be applied in the context of a women-only programme or to better support women founders within a mixed gender programme and is suitable for programmes focusing future entrepreneurs with business ideas, as well as already established ventures. The handbook contains data and arguments to underline the importance of supporting women entrepreneurs. It further presents strategies around the accelerator life cycle to apply a gender lens. The integrated case studies showcase practical examples from different countries on how business accelerators can specifically support women entrepreneurs.

Process/content

The handbook has been designed in a modular format to allow users to jump straight to the topics that are most relevant for them. At the start of the handbook there is information around making the business case, a glossary of key terms, and a section on getting started. From there, each module will focus on a particular component of an accelerator programme. Content:

1. Getting Started
2. Programme Design
3. Recruitment
4. Selection
5. Programme Deliver
6. Monitoring & Evaluation
7. Catalysing Ecosystem Change

Target group

Women entrepreneurs at all stages of their entrepreneurial journey - from having a business idea to starting their entrepreneurial activities.

Implementation partners

Practitioners who are running or planning a project that incorporates support for women entrepreneurs and would like to attract more women entrepreneurs and meet their needs.

Relevance for rural areas

The handbook was not specifically developed for rural areas. However, it can be adapted to various context and the different chapters, a self-diagnosis and guiding questions help in the set-up.

Tips & lessons learnt

- The practical decision guides and diagnostic tools help to identify a suitable programme type (e.g. women-only or mixed) or to assess how much gender has already been considered in the programme (or not). It also comprises a template for a gender action plan. After each chapter, there is an extensive list of Further resources.
- Services designed need to be simple, encouraging women entrepreneurship and building confidence.
- In addition to accelerator programmes, investments in time-saving structures may be necessary to enable women to better balance work and family responsibilities. Think also in gender sensitive infrastructure like safe spaces or codes of conducts. A strong ecosystem (financial institutions, universities, etc.) that women can build on once they finish an accelerator programme is crucial as well.
- Support the creation of women's business associations, informal female networks and mentoring of women by women (see [Career Orientation and Mentorship](#)).

Link to the tool

- „Accelerating Women Entrepreneurs“: [Link](#)

Further resources

- Accelerating Women Entrepreneurs: Project design guidelines for GIZ Advisors: [GIZ-Link](#)
- GET Ahead for Women in Enterprise is a training package and resource kit for low-income women and men engaged in or wishing to start a small-scale business (ILO): [Link](#)
- The Gender Lens Incubation and Acceleration toolkit helps accelerators and incubators uncover how activities impact, and are experienced by, different gendered groups: [Link](#)
- Impact Hub's Guide to Gender Lens Acceleration aims to be a starting point in helping to apply a gender lens to accelerators' processes and measurement: [Link](#)

Hashtag

#gender



Developed by: GIZ

Regional context: Sub-Saharan Africa, MENA, Europe, and Asia

Duration: ⌚ - ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: medium

Tool
3

Accelerating Women Entrepreneurs

How to apply a gender lens to accelerator programmes



Project Example

Name of the project: ProEmploi

Country: Burkina Faso

Implementer: GIZ with Empow'Her

Target group: Young women (15–35) and women groups with new business ideas or ongoing business activities that need more structure and professionalisation.

Project summary: ProEmploi is one of the four country packages of the global project „Rural Employment with Focus on Youth“. The project aims to improve employment and income opportunities in the agricultural and food sector in rural areas. The intervention areas of the project are:

- Improving technical and entrepreneurial skills of youth based on identified demands of the agri-food sector;
- Supporting MSME, farmers' organisations and business start-ups to promote more, new or additional (self) employment opportunities;
- Improving framework conditions and innovative mechanisms for matching labour supply and demand, and supporting youth organisations and networks;
- South-South exchange and knowledge transfer between the project countries.

Application of the tool

Young women and women groups are socially and economically empowered by strengthening their freedom and entrepreneurial skills in the framework of an eight-month long female-only incubation programme. Through training

in technology (e.g. in processing), entrepreneurship, finance and management as well as marketing, the women acquire the necessary skills and self-confidence to set up or further develop their businesses. This pathway is closely accompanied by professional business coaches which support the business plan development and its realisation steps. Participation in trade fairs gives the women access to markets and pitch events sets them in touch with financial service providers.

Through a competitive process, several individual women and women groups were selected to receive material support (individuals 1300EUR/women groups 1800EUR) to kick-off their business ideas.

A mentoring programme matches each young woman entrepreneur with an experienced local businesswoman who advises not only on business-related issues, but also on the role of self-employed women in the family and society. To break down barriers for women traditional community leaders and husbands are involved and sensitised to be supportive and sympathetic to the measures.

Results

35 (9 women's groups and 26 individuals) were selected for the incubation programme. 18 of them have started their own business. So far, 46 new jobs and 12 additional jobs were created (12 permanent jobs and 46 part-time jobs).

Challenges

To reach women and promote their participation, adapted, socially accepted offers are needed. The communication/promotion channels chosen for the programme need to be well considered (e.g. digital channels may not reach women, while community sensitisation worked very well). Bridging the financing gap of female entrepreneurs is crucial.

Provision of material support in form of equipment was provided to selected womens groups. M&E data shows that women who did not receive material support were not able to start their businesses.

Sustainability & replication

Targeting women requires special focus: Combination of training, coaching and personal development of the women was a great success factor.

Raising awareness among community leaders and (married) men sustainably reduces prejudices about and barriers to self-employed women. This creates good conditions for aspiring women entrepreneurs.

Support structures

Empow'Her has established structures (female coaches and mentors) that make scaling possible. Public technical services, e.g. of the ministries of agriculture, youth and women etc., have been sensitised and involved in order to check whether their offers are sufficiently adapted to women's needs. Partnerships with research institutions were established to support the quality control of products and equipment for food processing.

Linkage with Interlocking-chapter

For more information on the GP, check the Interlocking-chapter!

Linkages with other tools

Access to Financial Services, Financial Literacy Trainings, Entrepreneurship Trainings, Advocacy and Awareness Campaigns.



Facility for Growth (F4G)

How to support promising business ideas to develop into business concepts



Description

Facility for Growth (F4G), before that called “Facility for Innovation”, is an enterprise-development tool that targets young micro, small and medium entrepreneurs with new and promising business ideas to help them grow. The innovation aspect of the business initiative is crucial and is identified in the concept notes of applicants. Key characteristics of the business should demonstrate innovative products or services with strong market opportunities, the possibility to create additional jobs, and an environmentally and socially friendly nature. The selected business ideas are supported to develop their business proposals, present it to a jury and if selected, receive further training and coaching. Candidates are provided with financial capital (mostly provided in-kind) and assisted in the initial phases of implementation to lead to successful business development and job creation.

Process

The scope of the F4G and the number of businesses targeted is defined by the project depending on the budget available and economic sectors earmarked:

- Periodically, public thematic calls for business ideas are made including instructions for the application process and conditions.
- Entries are screened and pre-selected by project staff.
- Feasibility assessment and business plan development of pre-selected candidates is supported by consulting firms and a final shortlist of candidates established.
- Shortlisted candidates are prepared to present their business ideas in a pitching event before an independent professional panel.
- Selected entrepreneurs are then fully supported with intensive training and coaching in all aspects of their future business and with start-up capital by business developers.

Target group

The F4G targets young potential and existing micro, small and medium entrepreneurs in the age bracket 18–35 years.

Implementation partners

Service providers (consulting firms/individual consultants/business development services), Ministerial Department (SME), panel members from the private and public sector.

Relevance for rural areas

The tool is suitable for rural areas and agribusiness related activities are included in the sector selection.

Tips & lessons learnt

- The creation of an approach combining interventions as business trainings with financial resources, network creation, follow-up technical assistance, etc. is important and more effective than individual interventions.
- The instruments designed are helpful in supporting potential F4G beneficiaries because of its systematic structure and provision of grant: step-by-step screening processes, partner involvement at local and national levels, a holistic business development support provided including delivery of key equipment, raw materials, business training, provision of packaging and branding services, formalisation of business etc.
- The scope and the processes of the facility must be carefully defined and planned and may be time consuming initially.
- The success of candidates with prior practical business experience is far greater than those starting from scratch.
- Final approval of innovative ideas should be strongly influenced by market demand of the product and availability of raw materials and inputs. There needs to be a balance between the innovation aspect and the local realities of

the market, especially when implementing in remote, rural areas.

- The entrepreneurial mindset/personality is a crucial factor when selecting trainees for the programme.

Link to the tool

- Link to the pamphlet “Employment Promotion Programme. Facility for Growth”: [Link](#)
- Link to the pamphlet “Employment Promotion Programme (EPP III). Facility for Innovation”: [Link](#)



Developed by: GIZ

Regional context: Sierra Leone

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰 💰

Replicability: medium difficulty

Support structure: not applicable



Facility for Growth (F4G)

How to support promising business ideas to develop into business concepts



Project Example

Name of the project: Employment Promotion Programme (EPP)

Country: Sierra Leone

Implementer: GIZ

Target group: Young people employed in agriculture or micro, small, and medium-sized enterprises (MSMEs).

Project summary: The project is aiming at the sustainable improvement of the employment and income situation of young people in agriculture and MSMEs in rural areas through a multi-fledged approach. This includes capacity building of producers in agricultural value chains (coffee, cocoa, rice, vegetables) with an Integrated Farmer Training (IFT) approach, supporting existing and start-up MSMEs with training and coaching (SME loop, Facility for Growth (F4G)), and Vocational Training (TVET). The project is currently in its 4th phase (2020–2024).

Application of the tool

The objective is to identify innovative business ideas and help them grow into sustainable businesses. Scope of the F4G (former F4I) in EPP:

- Available budget for grants to the MSME: 1,000,000 EUR – target: 100 MSMEs fully developed in 6 areas with identified potential: agribusiness, fisheries, renewable energy, information communication technology (ICT), transport and merchandizing, and tourism.
- Criteria for the selection of business ideas: (1) Strong market opportunities for the product/services offered, (2) Innovative nature of product and service, (3) Opportunities to create jobs for youth and women, and (4) Environmentally and socially friendly nature.

- Periodically, public thematic calls for business ideas are made via community radio and public notices in the project intervention areas including instructions for the application process and conditions.
- Entries are screened and pre-selected by project staff.
- Feasibility assessment and business plan development of pre-selected candidates by business development providers > final shortlist.
- Shortlisted candidates are coached to develop detailed business plans and to present them in a pitching event before an independent professional panel.
- Selected entrepreneurs are supported with intensive training and coaching in all aspects of their future business by business developers contracted by the project over a period of 6 months and provided with start-up support (mostly in kind) of up to 10.000 Euro per business.
- After certification of the businesses, they are periodically monitored.

Results

About 50% of the supported business ideas through F4G have grown into operational businesses. On average, these businesses have created 2.5 permanent jobs. On average, the entrepreneurs generate an additional income of about three times the local minimum wage.

Challenges

- Low capacity of consulting firms to effectively and efficiently deliver Business Improvement Plans (BIPs) contributed to implementation delays.
- Prolonged implementation due to lack of key agro-processing equipment and packaging materials in the country and neighbouring countries is a problem compounded by COVID for the importation of key production inputs.

- Finding and selecting people who are truly entrepreneurial was a challenge.

Sustainability & replication

EPP has developed Standard Operating Procedures that are essentially guiding the operations of the facility. These documents can serve as a blueprint for similar facilities set up by other projects and organisations. The development and implementation of the facility is time consuming. It benefits a relatively small number of businesses, but dramatically increases the probability of sustainability of the businesses and job security.

Support structures

Trainers: Service providers (consulting firms/ business development services and consultants); **Type of trainers:** Panel members from the private and public sector.

Partners: Ministry of Agriculture and Forestry, Ministry of Trade and Industries, Ministry of Labour and Social Security; **Type of partners:** National and District Youth Councils

Linkage with Interlocking-chapter

For more information on the EPP,, check the Interlocking-chapter!

Linkages with other tools

The competitive F4G is open to all youths having innovative business ideas. It is of advantage to have previous exposure to business management. In this regard, the SME Loop developed is an ideal preparation for the F4G.

Tool 5 (ICT) Agripreneurship Guide

How to promote agripreneurs to address e-agricultural challenges



Description

This guide provides introductory knowledge and recommendations to young people interested in developing e-agriculture businesses, focusing specifically on needs of countries of the African, Caribbean and Pacific Group of States. It provides key insights into how to generate e-agriculture service ideas, customer discovery, hypothesis testing, strategies for developing successful business models, recommendations on how to formalise the business, and strategies to scale up services and ensure their financial sustainability. It also suggests key institutional and documentary resources. This publication is intended to be used in two primary ways:

- As a step-by-step road map for those about to start an ICT-enabled agribusiness.
- As an accessible resource that can be used to provide general guidance on specific aspects of setting up and running a business – from idea generation, to funding and scaling up. This makes it also useful for future entrepreneurs in rural areas who are not focused on ICT-enabled businesses.

Process

The guide provides a step-by-step roadmap designed to equip aspiring entrepreneurs with the information and knowledge they need to start an ICT-based business in the agricultural sector, outlining key opportunities and challenges. Using real-life examples, it provides strategies and pathways for averting common mistakes faced by early-stage entrepreneurs. Topics covered include agricultural value chains and their stakeholders, ICT business challenges, effective business plans and models for designing, funding and scaling ventures.

The guide covers the following topics:

- Idea generation, key skills and overcoming early challenges: Helps future entrepreneurs to develop and test their business ideas, better understand agricultural value chains, review, and improve their team's capacities and overcome early challenges.
- Developing the business plan: Compares the traditional approach with the Lean Startup Approach, where a product or service is roughly developed and then fine-tuned continuously, after being tested by customers.
- Formalising, sustaining and scaling your business: Covers topics from registering a business to generating revenue streams and sustainability.

Target group

Aspiring entrepreneurs, individuals/teams who are interested in creating enterprises in the ICT and agricultural sectors, young entrepreneurs and also those who are already engaged in the sectors but are struggling to thrive.

Implementation partners

Practitioners interested in supporting aspiring agripreneurs on their path; ideally in collaboration with various stakeholders; from government authorities to private sector actors.

Relevance for rural areas

Though the guide has ICT in the title, it gives advice and guidance applicable to agripreneurs and associations and people supporting agripreneurs in general, with a specific focus on the agricultural context.

Tips & lessons learnt

The guidebook comprises a whole section with common mistakes, solutions and advice. This includes practical tips for young entrepreneurs, which can be helpful when applying the tool to foresee possible risks.

Link to the tool

- CTA Handbook: [Link](#)

Further resources

- Pedagogical guide for trainers who support youth in starting a micro-enterprise (in French, developed in Senegal): [Link](#)

Hashtag

#digitalisation

Developed by: The Technical Centre for Agricultural and Rural Cooperation (CTA)

Regional context: global (experiences from Ghana, Botswana, Jamaica, Kenya, Nigeria, and others)

Duration: ⌚ - ⌚ ⌚ ⌚

Costs: 💰 💰 - 💰 💰 💰

Replicability: medium difficulty

Support structure: high

Tool 6

AgroBootCamp

How to prepare youth for self-employment in the agri-food sector



Description

AgroBootCamp is an intensive training focused on youth (15-35 years) and women. The tool focuses on strengthening the skills of young people in agriculture and food systems and fosters peer-to-peer exchanges. This social building and agricultural and food systems knowledge growth starts in the incubator phase, allowing for the participants to learn together over a week. Besides enhancing agricultural, food processing, and entrepreneurship skills, the AgroBootCamp has an important social dynamics, as the interactive experience allows individuals from differing areas to connect and build interpersonal skills and connections. After the bootcamp, the tool continues to strengthen entrepreneurship skills, including internship integration (practical internships of 45 days) for the most motivated candidates. It is a flexible process that can be held in different environments.

Process/ content

The AgroBootCamp took place over 7 days in small groups and plenary events. The initial phase includes an intensive version where participants are housed and learn together, to improve their entrepreneurial, agricultural and food processing skills. This allows the groups to be involved in all aspects, from cooking of the group meals to skills training, creating a more inclusive environment. After the training, there is a 45-day internship offered where participants can practice the theoretical knowledge they learned in real life situations. After the initial phases, the project offers networking and financing opportunities to the most motivated and interested participants.

Target group

Individual youth, youth groups with business ideas or potential for growth.

Implementation partners

Local NGO with focus on agroecology (Béo Nééré), local businesses (for the internships), microfinance institutions for additional financing. The main stakeholders are Béo Nééré which is the organisation in charge of implementing the activities of the AgroBootCamp.

Relevance for rural areas

High potential for the adaptation to different contexts and value chains/business models, as well as partner demands (e.g. agroecology), high value for money/impact, possible in fragile context such as Burkina Faso.

Tips & lessons learnt

- The selection of suitable participants takes time and requires interviewing, and clear communication to identify those really interested in the Camp. It requires a knowledgeable organisation team that knows the area, and the best possible candidates for the training that meet the criteria and are interested and motivated to participate in the training.
- It can be challenging to find enough companies within the area for participants to do an internship. This can be ensured by involving locals that know the region, and enterprises to work with.
- A recommendation given by many participants was the provision of coaching after the training. This is particularly important for participants who receive seed funding to support them in the setup and development of their businesses.

Link to the tool

- AgroBootCamp: [Link](#)



Developed by: GIZ and local partner consortium Beo Nééré

Regional context: West Africa (Burkina Faso)

Duration: ⌚ ⌚

Costs: 💰 💰

Replicability: high difficulty

Support structure: high

Demand for Labour

Business Development Support

Whereas tools under “Start-up promotion” focus on the support of new business or people who want to start a business, future entrepreneurs and agripreneurs, the tools here concentrate on the growth and further development of already existing businesses, especially micro, small and medium enterprises (MSMEs) and agribusinesses. The goal of business development support is to increase income, strengthen value chains and create additional employment opportunities. Nevertheless, the line between start-up and business development support is thin, especially in contexts where the path of self-employment is chosen due to the lack of alternatives.

The promotion of businesses in the agri-food sector is closely linked to value chain development, a topic taken up under Value Chain Analysis and Selection and Private Sector Cooperation and Market Access. Additional linkages such as approaches and tools presented under Foundations further enable the growth of young agribusinesses (see for example [Strengthening the Entrepreneurial Ecosystem](#)).

Tool
1

SME Business Training and Coaching Loop

How to promote business development and increase competitiveness of existing SMEs

Tool
2

Gender Makes Business Sense (GmBS)

How to integrate a gender dimension into agripreneurship development

Tool
3

Processor Business School (PBS)

How to strengthen the businesses of processors in the fruit and vegetable value chain

Tool
4

Cooperative Business School 2.0 Youth

How to strengthen the management of agricultural producer organisations

→ Start-up Promotion

→ **Business Development Support**

→ Access to Financial Services

→ Cooperation with the Private Sector



Guiding Questions

- What types of businesses exist in your area? What is their focus and their current stage (regarding size, formality, etc.)? What type of support do they need?
- What support structures exist for potential collaboration (e.g. extension officers, etc.)?
- How do you ensure the integration of women-led businesses?



SME Business Training and Coaching Loop

How to promote business development and increase competitiveness of existing SMEs



Description

The Small and Medium Enterprises (SME) Loop provides young entrepreneurs with training and coaching to develop their business skills. It aims at improving the entrepreneurial attitude, the financial management and bookkeeping. It also supports them with marketing, developing their negotiating skills in customer relations and in accessing financial services. The method can be applied regardless of the type of business since it focuses entirely on enterprise development.

Process

For each cycle a public call for expression of interest is made. The 30 pre-selected potential participants are assessed on their entrepreneurial competencies, business, and motivation on further improvement (max. 25 selected). Assessment and selection go hand-in-hand and enable the implementers to define relevant training needs.

- Business Training: 2 separate training sessions, each lasting 3 days, at the beginning and 2-3 months later. Training modules include: cash management, inventory, record-keeping, enterprise analysis, communication, production management, and more.
- Business Coaching: Over a 5-6 months coaching period, each entrepreneur is visited a minimum of two times per month by a business coach to discuss problems, track progress and reassess milestones.
- Access to Finance: During the training sessions, formal financial service providers provide an insight into types of financial services available and how SMEs can access their products and services.
- After the graduation ceremony, successful entrepreneurs are handed four vouchers for specific coaching sessions on demand to be utilised within a period of six months.

Target group

Existing young entrepreneurs and micro, small and medium enterprises.

Implementation partners

Service providers with certified senior master coaches and trained business coaches.

Duration

The whole cycle lasts appr. 12 months (incl. 4 on-demand coaching sessions after the core period of 6 months).

Costs

If master trainers have to be hired to train trainers, costs can be considerably higher. In Malawi, 100 youth were trained which costed around 700 Euro per trainee.

Relevance for rural areas

High relevance for rural areas as it aims at the sustainable improvement of employment and income of young people in agriculture and MSMEs.

Tips & lessons learnt

- Selection, training and monitoring of service providers is critical.
- Business coaches should reside in or near the intervention area and must be mobile.
- The training is tailored to existing businesses: Depending on their situation, the [Start-up Loop](#) may be more suitable. Some modules, e.g., the HRM Model are not relevant for micro enterprises without employees.
- The number of entrepreneurs per business coach depends on the distance of the businesses and the terrain.
- Especially new micro enterprises may struggle to participate in the training. The implementors should consider the trainings to be close to the target group and subsidise the transport of the participants.

Link to the tool

- SME-Loop – Collection of Resources (English and French documents) [Link](#)
- Website Inclusive Business & Social Enterprises: [GIZ-Link](#)
- Document Inclusive Business & Social Enterprises: [GIZ-Link](#)
- GTA SME-Loop (French and English documents/materials): [GIZ-Link](#)

Hashtag #gender



Developed by: GIZ

Regional context: Sierra Leone, Malawi, Benin, and others

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰 – 💰 💰 💰

Replicability: medium difficulty

Support structure: medium

Tool
1

SME Business Training and Coaching Loop

How to promote business development and increase competitiveness of existing SMEs



Project Example

Name of the project: Empowering Youth in Agribusiness (EYA!)

Country: Malawi

Implementer: GIZ

Target group: Youth-led MSME (rural areas), job-seeking and underemployed young people (especially young women and entrepreneurs (15-35 years old).

Project summary: The global project „Rural employment with focus on youth (RYE)” aims to improve the qualification and employment situation in rural areas, especially for young people. In spring 2020, the Malawian country package Empowering Youth in Agribusiness! (EYA!) of the global project was commissioned with a term until 12/2024. The project implements the integrated approach for employment promotion.

The project is structured into four Action Fields:

1. **Needs-based training:** Training activities to qualify young people for employment in the agriculture and food sector have improved.
2. **Strengthening labour demand:** Enterprises and small-holder businesses in the agriculture and food sector increase their demand for labour in rural areas.
3. **Employment-conducive framework conditions:** Employment-conducive framework conditions have improved.
4. **Transnational innovation and knowledge management:** Partner institutions use transnational innovation and knowledge-sharing products.

Application of the tool

1. Identification of the partner institutions to implement the MSME loop and the Master Trainer to provide a ToT to the partner institution (2 in the case of EYA!).
2. Implementation of contracting procedures.
3. Implementation of a refresher ToT for the Trainers for 3 days.
4. Developing a call for applications and forwarding it to the community radio stations and the youth welfare offices to the district.
5. Pre-selection based on the MSME loop requirements and the target group.
6. Submission of the applications at the district youth offices in the respective Districts.
7. 36 MSMEs were pre-selected. The evaluation process was carried out and they were physically visited in their business premises to verify the existence of the business. 27 MSMEs were finally selected.

Results

EYA1! started implementing MSME Loop in 2021 with 100 MSMEs, the training is ongoing. Refresher ToT was offered to 8 Trainers and coaches.

Challenges

- Time delay: Implementation was started during rainy season, affecting coaching sessions due to poor roads access.
- Youth are mobile and were still searching for other opportunities which led to a high rate of dropouts.
- Most trainees are micro to small scale entrepreneurs with few of them having permanent or temporary employees. It was therefore not easy for them to follow and apply the principles of management and the HRM Model. These youth should be provided with the Start-up-Loop training.

Sustainability & replication

One partner institution has shown interest to continue with the implementation of the MSME Loop and will get support with the institutionalisation of the MSME loop.

Support structures

Trainers: 3 certified MSME trainers are needed for a class of 25 participants (also have a coaching role). The MSME loop recommends the trainers and coaches that have been trained and certified as MSME trainer/coach. For 100 MSMEs trained, 2 partner institutions were involved, one partner from a government Institution and Private. The political partner: the Ministry of Industry (MoI).

Linkage with Interlocking-chapter

For more information on the GP, check the Interlocking-chapter!

Linkages with other tools

Successful enterprises can be linked with the Facility for Growth (F4G) to secure funding to leapfrog their business.

Tool
2

Gender Makes Business Sense (GmBS)

How to integrate a gender dimension into agripreneurship development



Description

Gender makes Business Sense (GmBS) is a practical course and capacity development journey for agripreneurs. It provides an integrated gender dimension for their agri-business and shows how a collaborative approach to the economic empowerment of agripreneurs can systematically readdress the gender dynamics in all agribusiness value chain segments. GmBS is about Gender Transformative Action, tackling power relations at the root causes systematically. It demands behavioural change at various levels and stages, not only from agripreneurs but also local up to national policy level actors and the GmBS facilitators in the field. Participants of the course are equipped with practical skills, financial know-how and understanding of the impact of gender dynamics in their business. Through the experiential learning approach, agripreneurs start to make more inclusive business decisions that are collaborative, cost-efficient and strategic. Women particularly benefit from this training because it creates a safe environment for them to express their challenges. Through learning to facilitate the course and connecting with the reality of the agripreneurs, facilitators and mentors confront their own gender bias and learn to combine business development skills, gender empowerment, and self-awareness in their facilitation approach.

Process

Locally trained facilitators and mentors create an enabling environment that recognises gender-based constraints and opportunities. Since the facilitators are mindful of local realities, they can assess with the agripreneurs their needs and co-develop a realistic growth plan. They achieve this through conversations that address the intersection of their gender empowerment issues and a business growth mindset.

The stages of the journey include:

- 12 days online/offline briefing and capacity development of facilitators and mentors.
- 7 days gender business development training of the agripreneurs, through interactive group training (modular learning plan, game boards, group questions, etc.).
- 3-months mentorship and co-creation ongoing cycle of support and development (development of agribusiness growth plans, monitoring and evaluation and documentation of impact).

Target group

(women) agripreneurs

Implementation partners

- Institutions & national ministries; facilitators & mentors; agricultural training centres; and agripreneurs.

Relevance for rural areas

- Highly relevant as it addresses directly rural businesses and agripreneurs.

Tips & lessons learnt

- Before the training, it is important to get the buy-in of institutions and ministries through agreements based on mutual interests. This can take several months.
- Consider the gender structure of facilitators and mentors. Men's involvement as facilitators and mentors is crucial for gender-transformative change. Their engagement allows them to analyse and critique their biases, social/customary and structural privileges while advocating for the value of creating gender-sensitive environments and practices.
- Take into account time, locational and/or mobility constraints for women to participate in the programme.

- Start the programme with a specific assessment of needs, gaps, and interests of women agripreneurs.

Link to the tool

- Website "Women's Empowerment: Going beyond business as usual in rural development": [Link](#)
- GmBS-video – Women's Empowerment in Entrepreneurship: [Link](#)
- GmBS-video – The Business Model Canvas: [Link](#)

Further resources

- ILO developed a series of tools and approaches to empower women entrepreneurs, e.g. the Gender and Entrepreneurship Together (GET) Ahead training programme: Overview ([Link](#)) and Training Package and resource kit ([Link](#))
- GmBS+ approach by the Agri-Business Facility for Africa: [Link](#)

#gender



Developed by: GIZ

Regional context: Sub-Saharan Africa

Duration: ⌚ ⌚

Costs: 💰 💰 💰

Replicability: medium difficulty

Support structure: medium

Tool
2

Gender Makes Business Sense (GmBS)

How to integrate a gender dimension into agripreneurship development



Project Example

Name of the project: Agricultural TVET for Women (ATVET4W)

Country: African Union (Benin, Burkina Faso, Ghana, Kenya, Malawi, Togo)

Implementer: GIZ

Target group: Women and youth, especially in rural areas.

Project summary: Agricultural Technical Vocational Education and Training for Women (ATVET4W) improves employment prospects, especially for women, in agriculture through gender-transformative skills development. As a component under the Skills Initiative for Africa (SIFA), ATVET4W aims to increase women's access to quality TVET offers, incl. competency-based training along agricultural value chains, and addresses gender norms and stereotypes to dismantle structural inequalities for women in entrepreneurship and employment.

Application of the tool

Gender makes Business Sense is a practical capacity development journey for agripreneurs that enhances their understanding of business. Through a collaborative approach between women, men, the public and private sector, and the community, gender imbalances in all agribusiness value chain segments are addressed.

Step 1: Capacity Development of Institutions & National Ministries: 1. The signing of Memorandums of Partnerships (MoPs) and other agreements in case of interest in collaboration. 2. The compilation of Country-specific Operational Guidelines for training implementation with selected partners.

Step 2: Capacity Development of Facilitators & Mentors: Facilitators and mentors learn how to deliver the programme's interactive group training and mentorship activities. They receive guidance guided in positioning GmBS in their country to give them a strategic outlook and long-term perspective on agripreneurship development. Capacity development of facilitators and mentors includes: Up to 12 days of training (overview of GmBS and the modular training activities). Contact sessions with agripreneurs before and after training of the P3 agribusiness training intervention and direct discussions after the training to capture their progress on GmBS and Agribusiness development.

Results

- To date: Training of 415 facilitators and mentors, 1365 entrepreneurs (75% women) in seven countries.
- Conversion of GmBS into an e-learning course on Atingi with a broader focus on other sectors.

Challenges

Virtual delivery of the first facilitator and mentor training because of COVID-19 saved 93% of the originally planned workshop costs: Funds were redistributed for the purchase of data packages for all participants. However, there is a possible loss in the effectiveness of the learning outcomes.

Sustainability & replication

The first step of the GmBS implementation strategy concerns „domestication“ / anchoring in partner countries (incl. capacity development of institutions and national ministries). Many of the trained facilitators and master trainers come from existing partner structures, ensuring that the knowledge and application lives on beyond the project phase.

Due to the additional gender dimension, implementation is more complex than in the standard training for entrepreneurs. To achieve maximum impact, the right facilitators and mentors need to be selected and trained with special care.

Support structures

Trainers: In Ghana the initial cohorts included 15 agripreneurs, each facilitated by two facilitators. The introduction of 5 Master Trainers into the programme has elevated impact for all those involved. The Master Trainers extend the capacity to the rest of the facilitators.

Partners: In Ghana, a total of 20 different partners, including 4 Agricultural Training Centres, have been engaged in and supported to upscale GmBS.

Linkages with other tools

The GmBS training can be a good additional to other business training modalities such as the Start-up Loop or the SME-Loop to sensitise trainers and participants on gender issues.

Tool
3

Processor Business School (PBS)

How to strengthen the businesses of processors in the fruit and vegetable value chain



Description

The Processor Business School training has been developed to strengthen the skills, capacities and entrepreneurship of agricultural and non-timber forest processors to increase their productivity and profitability. The goal of the training is to empower agricultural entrepreneurs running processing businesses, non-formal groups and processor organisations / cooperatives by building their business management capacities. The training covers the important aspects of management of a processing business, including understanding the business environment, choice of product and profit and loss calculations, marketing and diversification of business services.

Content: The training manual cover the following content in modules:

- M1. Processing is my business.
- M2. Needs to succeed in processing.
- M3 Understand cost of processing equipment.
- M4. Loss or profit, Know if you do good business.
- M5. Marketing & services for more income.
- M6. Diversify your income.
- M7. More income with quality product.
- M8: Benefits of processor organization.
- M9: Healthy nutrition.
- M10: Improve your business in practice.

Target group

Smallholder farmers or processors (no minimum level of education required).

Implementation partners

NGOs, government institutions, trainers in the field of agriculture and agripreneurship.

Relevance for rural areas/agriculture

The approach is highly relevant with a special focus on producers in agri-food and non-timber forest value chains.

Tips & lessons learnt

The training manual contains specific tips for agripreneurs to successfully grow their business, such as:

- Encourage entrepreneurs to start a small business and make it grow. It is better to have two machines rather than one with the capacity of the two. If a machine breaks down the other can still produce.
- Good processing training is central. It is especially important that processors know the steps and have all the technical capacities for a good and quality processed products.
- Market study is important before starting the process in order to insure the pertinence and the competitiveness of the processed product.
- Financial training is central. It is especially important that business owners clearly separate business profits from personal finances and do not take money from the business for personal use but pay themselves an allowance.

Link to the tool

■ PBS: A guideline for introduction and management: [GIZ-Link](#)

■ Video on the PBS: [Link](#)

Further resources

- Training Manual Processor Business School for Fruit & Vegetables Value Chain: [Link](#)
- Agribusiness Facility for Africa (ABF) creator of the Producer Business School (PBS) Website, where PBS Factsheet can be downloaded: [Link](#)
- Packaging Guide Summary for SMEs & Start-up Businesses: This guide provides information and tips about the different levels of packaging, which plays an important role in different parts of the value chain. ([Link](#))
- The Agricultural Business Analysis and Investment Training (AgBAIT) is often combined with the PBS to help agripreneurs with planning and managing their finances.



Developed by: GIZ

Regional context: Sub-Saharan Africa

Duration: ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: medium

Tool
3

Processor Business School (PBS)

How to strengthen the businesses of processors in the fruit and vegetable value chain



Project Example

Name of the project: Forest–Environment and Climate Project (GIZ/ProFEC)

Country: Cameroon

Implementer: GIZ/ProFEC

Target group: 20.000 Women Non-Timber Forest Product (NTFP) processors, some of them organised within producer organisations and others as individual producers.

Project summary: The GIZ-ProFEC-project supports the Ministry of Forestry and Wildlife (MINFOF) to achieve government policies and objectives in the managements of forests and biodiversity. The objective of the project is “the environment, particularly forest resources within Cameroon are managed in an inclusive and sustainable manner by the local actors, within selected councils”. The project has 4 outputs and one of them (output 2) is on the development of NTFP value chains. The objective of this output is “the conditions of a profitable, sustainable and inclusive use of NTFPs are improved”. Thus, improved incomes, sustainability and inclusivity is central to the approach of this output. The achievement of the output’s objective is envisaged through effective structuring and capacity building of producer organisations, as well as the development and implementation of profitable business models. The major activities of Output 2 include promotion of entrepreneurial skills, facilitation of marketing opportunities, effective administrative and financial management of producer organisations, etc.

Application of the tool

The processor business school has been implemented with NTFP processors in the 4 project–regions. Producers were trained either as members of existing NTFP associations/cooperatives or as groups of individual NTFP collectors/

processors within these zones of intervention, with the objective of encouraging them to join existing producer organisations.

The training of these NTFP collectors was preceded by:

- Economic analysis of selected value chains (Moabi, shea butter, bush mango, Djansang, neem and balanites)
- Adaptation of manuals
- Testing of manuals
- Training of trainers recruited by master trainers
- Selection of qualified PBS trainers
- Roll-out of trainings with NTFP processors by the trainers
- Follow up of impact of training sessions on the NTFP processors and their activity.

Results

50 trainers were trained on the PBS approach and 19 selected for the certification process, and about 15,870 NTFP processors trained on the PBS approach. NTFP associations and cooperatives increased their number of members. Improved quality of products due to increased respect of good practices in NTFP collection, drying, stocking, processing and use of processing machines, as well as better packaging, which resulted in increased prices and thus increased incomes.

Challenges

- Poor assimilation of training modules (especially those with calculations), by some NTFP processors due to poor levels of education
- Loss of trainers as they find and take advantage of better employment opportunities

- High cost of implementation resulting from high transportation costs of trainers due to poor roads network especially during the rainy season

- Difficulties in mobilising participants due to challenges in communication. Most areas are not covered with internet and most NTFP collectors do not have phones.

Sustainability & replication

The key measure for sustainability is the training of some selected leaders of NTFP cooperatives and staff of local NGOs in the NTFP sector on the PBS approach. The leaders of the cooperatives are capable of training new members without external intervention. Local NGOs can adopt the approach as part of their support package to the local communities they are working with.

The existence of training manuals and trainers guide, as well as the existence of a pool of master trainers, facilitate the replication of the approach.

Support structures

Trainers: Pool of trainers, including master trainers as well as PBS trainers. The number of trainers a project will train should be oriented by the number of processors they want to reach with the training.

Partners: NTFP Cooperatives play a very important role in mobilizing the right participants (NTFP processors) to the training sessions.

Linkages with other tools

Cooperative business school to strengthen the performance of NTFP cooperatives and [ValueLinks](#) for the development of NTFP value chains.



Cooperative Business School 2.0 Youth

How to strengthen the management of agricultural producer organisations



Description

Corporate Business School (CBS) is a one-week training for management teams of agricultural producer organisations. CBS builds on the Farmer Business School training. Participants develop their knowledge and skills with practical examples about business services. Technical and economic viability are premises for successful business services. CBS can easily be adapted to different value chains and contexts of other countries. This makes the development affordable for programmes, organisations or companies that want to strengthen agricultural producer organisations and their service delivery.

Process

The CBS training handbook covers:

- Market orientation and understanding of value chains.
- Concepts of viable business services for members, their cost, and benefits.
- Potentials and approaches for youth employment
- Strategic and financial management of agricultural producer organisations.
- Institutional frameworks, leadership, and group administration.
- Toolbook and Excel toolkit for application. The second edition of the handbook has a special focus on maize and integrated aspects suited to promote rural youth.

Target group

Management teams of agricultural producer organisations.

Implementation partners

Programmes, organisations or companies

Relevance for rural areas

Highly relevant with a specific focus on agribusinesses and implementation experience with more than 500 organisations. It can easily be adapted to different value chains (cocoa, rice, maize and potato).

Tips & lessons learnt

The following factors for a successful training have been identified:

- The application of an adult and discovery learning approach tailored to the target groups helps in conveying knowledge.
- Not every concept, calculation and information is treated during the CBS training as this would overload the sessions. This depends on the literacy level of the participants. The trainer has to be flexible and adjust the training accordingly.
- There are a vast range of suggested tools to make the management of business services and the group management easier and faster (excel and wordbased). The producer organisations shall adapt the tools they find useful to their individual needs.
- For each training module, the trainer shall reflect: How are women affected by the contents? How can they be further involved and their position in the households strengthened? How can the youth be integrated in the groups, and how can the youth benefit from business services?
- Digital tools offer added value for members and the group management. They can range from Whatsapp groups and smartphone-based apps to digitally managed platforms and pre-programmed Excel-based files. Which digital tools can be used depends on the local context.

Link to the tool

- CBS Introductory Guide: [GIZ-Link](#)
- Factsheet Cooperative Business School 2.0 Youth: [Link](#)
- Handbook Cooperative Business School with focus on Youth: [GIZ-Link](#)

Further resources

- General documents linked to the CBS and FBS: [Link](#) (also available in French)
- Farmer Organization Business Training and Coaching Cycle (FO Cycle): Capacity building of agricultural producer organisations to reformulate strategies and business models, and improving governance systems. [Link](#)

#Hashtag
#digitalisation



Developed by: GIZ

Regional context: Sub-Saharan Africa

Duration: ⌚

Costs: 💰 💰

Replicability: low difficulty

Support structure: medium



Cooperative Business School 2.0 Youth

How to strengthen the management of agricultural producer organisations



Project Example

Name of the project: Adaptation of agricultural value chains to climate change

Country: Madagascar

Implementer: GIZ

Target group: 110 Agricultural Producer Organisations (APO), 10 producer cooperatives.

Project summary: PrAda II is a bilateral project between the German and the Malagasy governments to provide technical support in the agriculture and climate change sectors. The project is under the technical supervision of the Ministry of Agriculture and Livestock and aims to strengthen the resilience of actors in selected agricultural value chains, enabling them to better cope with climate and economic shocks. The three main goals are the dissemination of resilient production systems, access to financial services, and the strengthening the economic capacity of value chain actors.

Application of the tool

PrAda II's intervention logic is based on raising awareness among value chain actors of the adverse effects of climate change on agriculture. This is followed by technical capacity-building for adaptation measures. At the same time, financial mechanisms are put in place to help target groups implement the recommended measures. As the Cooperative Business School 2.0 (CBS) addresses these topics in a cross-cutting manner, the training is as basic training for APOs. The aim is to help APOs to be effective in providing services to members and to play an active role in value chains.

APOs learn about business services, value chains and markets, combating child labor, the possibility of including young people in APOs, business planning for service, negotiation and contracts, purchasing goods and services, calculating profits and costs of business services, building working capital and distributing income, group management, leadership, conflict management, good strategic management and the formal framework of cooperatives in Madagascar.

Results

24 learners are trained in a CBS 2.0 session, with 4 to 6 APOs each having 4 to 6 representatives. 133 representatives (23% women), from 26 APOs in the three project regions have benefited from the training. 2 CBS 2.0 programmes were used, one for the honey value chain and the other for the cash crop value chain (cloves, vanilla, coffee, pepper).

Challenges

To apply what has been learned during training, APOs need a favorable working environment. However, local services are very functional, hampering the application of lessons learned. Added to this is the lack of resources at APOs itself. There is also a certain resistance to change on the part of some APOs, especially when it comes to the development of young people's skills within their group. For this, it is necessary to use success stories to showcase to what extent young people can make a positive contribution to APOs.

Sustainability & replication

The sustainability of the training tool depends on the results obtained. Many partners are waiting to see the impact of CBS 2.0 before including it in their training catalogs and distributing it. On the other hand, the CBS

2.0 tools have been officially handed over to the Ministry to serve as basic training material for the training of agricultural cooperatives. As far as the reproduction of tools is concerned, the ministries' resource persons have been trained to become trainers, or even master trainers in CBS, capable of adapting the tools according to needs.

Support structures

Trainers: 18 CBS 2.0 trainers, including 12 women, trained through a Training of Trainers (ToT): The programme includes mastery of CBS content, didactic principles, facilitation methods, group management and practical exercises. Most of the trainers are staff from state partners, others come from university departments specializing in cooperatives and agribusiness, and a few independent consultants. Their profiles are similar, with at least a Master's degree.

Partners: The main partners are the local government departments in the intervention zones, (regional branches of two ministries). There are also regional umbrella organisations and some private sectors actors. The implementation of CBS 2.0 training is integrated into the terms of collaboration with them.

Linkages with other tools

Capacity works as a global planning tool, ValueLinks as a value chain analysis tool, GAP as technical training for a climate-resilient production system, FBS as basic entrepreneurial training, Mentoring programme for advanced entrepreneurial training, B2B for market access support.

Demand for Labour

Access to Financial Services

In a setting where employment creation is focusing predominantly on entrepreneurship and start-up incubation, access to financial services is a central pillar to initiate and grow businesses and strengthen the local economy. Mobile and conventional banking services can help farmers and agripreneurs to manage their financial flows. Financial service providers range from formal commercial banks, Micro Finance Institutes (MFIs), Savings and Credit Cooperative Organisations to self-help groups, such as Village Savings and Loan Associations (VSLAs).

Though access to financial services has increased for farmers, youth continue to be largely excluded due to administrative hurdles, lack of experience, networks and land title deeds which could for example be used as collateral to access credits. This calls for youth-oriented financial products and services. Due to societal norms, these constraints are even worsened when looking at young rural women (FAO, 2014, pp. 34, 35). A gender-sensitive and inclusive approach is therefore important in all interventions (see for example this [knowledge product](#)).

Besides access to financial services, financial literacy to handle finances and information on products and services as well as their providers, are equally important. Respective training possibilities are covered under the [Supply Side](#). Tools focusing on a conducive, regulatory financial services framework can be found under [Framework](#).

In addition, there is a range of new, innovative approaches and tools to attain, distribute and manage financial support, such as crowdfunding or diaspora involvement or initiatives to strengthen linkages between rural and urban areas. It is important to develop strategies to utilise these resources jointly with governments and other local actors (OECD, 2016, p. 35).

Tool
1

Village Savings and Loans Association (VSLA)

How to set up village savings and loans associations in remote rural areas

Tool
2

Start-up Financing Support

How to provide seed funding to start-up to boost their growth

Tool
3

Promoting Women's Financial Inclusion

How to enhance the financial inclusion of women

Tool
4

Agricultural Business Analysis and Investment Training (AgBAIT)

How to strengthen agripreneurs in business analysis and investment planning

Tool
5

Assessment to Enhance Responsible Investment in the Agri-food Systems

How to enhance responsible investment in agriculture and food systems

Tool
6

Matchmaking between Businesses and Investors

How to create a better matchmaking between businesses and investors

→ Start-up Promotion

→ Business Development Support

→ Access to Financial Services

→ Cooperation with the Private Sector



Guiding Questions

- What type of businesses do your target groups have – from business activities to business model and size? What type of financial services do they need?
- What financial service providers are around? How accessible are they for the target group? How can accessibility be improved?
- What additional challenges are vulnerable groups (women, youth) facing? How can interventions be adapted to tackle these additional constraints?
- The following market systems analysis guidelines provide a good basis to understanding barriers to financial inclusion (Burjorjee & Scola, 2015): [Link](#)





Village Savings and Loans Association (VSLA)

How to set up village savings and loans associations in remote rural areas



Description

Village Savings & Loans Associations (VSLAs) is a micro-finance model to reduce poverty by financially and socially empowering poor and vulnerable people; a group of people save together and take small loans from those savings. The activities of the group run in cycles of a defined period, after which the accumulated savings and the loan profits are distributed back to members. The primary purpose of a VSLA is to provide simple savings and loan facilities, in a community that does not have access to formal financial services. Saving and loan schemes can also provide a form of self-insurance to members, by providing small but important grants to members in distress.

Process

- Preparatory Phase (4 to 6 weeks): Community workers conduct a community needs assessment, select communities, provide general information to local leaders and prospective VSLA members, and select the VSLA groups to be trained.
- Intensive Phase (14 weeks): VSLA groups undergo training on six modules during which members elect their leaders, establish their constitution and set out the rules and procedures that will govern their activities. They also learn to manage their social fund and hold share-purchase/savings-and-loan meetings. The community worker attends all meetings during this phase and is actively involved in guiding the process.
- Supervision Phase (up to 36 weeks): This is divided into a development phase and a maturity phase, wherein the community worker regularly does monitoring visits to the groups.

Target group

Poor and vulnerable people in rural areas, especially women

Implementation partners

Staff supporting the implementation of Savings and Loans Association (VSLA) activities

Costs

The costs for setting up saving boxes are max. 60 \$ for one group for: a solid metal box with 3 padlocks, 4 plastic bowls, 1 calculator, ledgers and passbooks.

Relevance for rural areas

VSLAs are specifically implemented in rural areas with little access to financial institutes.

Tips & lessons learnt

- It is recommended that VSLAs be all women groups. VSLAs are entirely driven by their members. Everything the group saves or earns, the members have generated themselves. Properly implemented, VSLAs create a safe space for women to save their money, access loans, receive support during personal emergencies and build their social support network.
- Village savings groups depend a lot on trust. They work best when members come from the same village, do the same or similar activities and know about each other's challenges. The better the solidarity and trust between members, the higher the chances for a successful loaning system.
- Let the members take their own decisions on internal interest rates, penalties, duration of cycle and savings objectives.
- Digital applications and mobile money services may be helpful for the management of the groups, payments, avoid calculation and other errors.

Link to the tool

Village Savings and Loans Association: [Link](#)

Further resources

There are different types of Village Saving and Loans Association Models. More information can be found here:

- Homepage of the VSL Associates (independent practitioners, working to spread VSLA-model worldwide): [Link](#)
- Factsheet Helvetas: [Link](#)

#Hashtag #gender



Developed by: International Rescue Committee

Regional context: Africa

Duration: ⌚ ⌚ ⌚

Costs: 💰

Replicability: low difficulty

Support structure: medium

Tool
1

Village Savings and Loans Association (VSLA)

How to set up village savings and loans associations in remote rural areas



Project Example

Name of the project: ProFinA Promotion of Agricultural Finance

Country: Benin

Implementer: GIZ

Target group: Smallholder farmers and small agri-based rural enterprises.

Project summary: The Project's objective is to improve the access to and use of suitable financial products by farmers and farm-based SMEs in rural areas through 3 fields of action:

1. Development of knowledge products: Based on the needs of its partners on the demand and on the supply side, the project develops training materials and other knowledge products or adapts existing materials provided by the steering unit. Partners are supported until they can use these products autonomously.
2. Support to stakeholders on the demand side (smallholders and SME) and their organisations: Farmers and their Farmers Organisations (FOs) are trained in basic financial education and group credit management. SMEs are supported in the preparation of business plans and financial product applications.
3. Support to Financial Institutions: Advise to financial institutions (Microfinance Institutions and commercial banks) to enable them to expand their offerings of tailor-made financial products and services in the agricultural sector. Support includes value chain analysis, capacity building and the "translation" of typical fund flows into suitable financial products as well as linkage and distribution.

Application of the tool

1. **Preparatory phase (1-3 weeks):** Presentation of the project/organisation, their aims and objectives to different stakeholders (elected officials, farmers' organisations and cooperatives) to raise awareness. Hold a preliminary meeting with potential VSLA actors and explain the rules, expectations and obligations. Get members to sign up for training/coaching and decide when and where to meet. Provide general information to potential members of the VSLAs.
2. **Intensive phase (14 weeks):** The first step is to hold a general assembly and appoint committee members to integrate the VSLA-tool within the cooperative. Training and information on the roles and attribution of the members of the VSLA management committee, as well as the development of policies and rules relating to the activities of the VSLA, such as the Solidarity Fund, share purchase/savings and credit Social fund, etc. Policies and rules are written down in a legally binding document.
3. **Development phase (12 weeks):** Mainly characterised by the change in the role of the Agricultural Advisor. In the development phase in a VSLA meets regularly (every week, every two weeks or less, depending on their setup) and the technical advisor provides regular support and joins the group's meeting every few weeks.
4. **Maturity phase:** Action audit, sharing and promotion for the next cycle. The Agricultural Advisors/Technician verifies that the VSLA is able to function properly for long periods without supervision or support. The final visit will normally coincide with the Group's first sharing, where the Agricultural Advisor/Technician plays an active supervisory role and shows the Group how to allocate their money.

Results

At present, 225 VSLAs with 10 to 20 members (app. 5'000 members in total) trained.

Challenges

- It's difficult to find 3 trustworthy, literate persons to keep the records per group.
- We are testing a digital application for the management of the groups, the Dreamsave App. This might be a way to reduce the time of group meetings and avoid errors in the calculation of payouts.
- Village savings groups had been set up in the past but did not survive after the project had stopped assistance. The difference now is that members come from the same village cooperative, thus know each other, cultivate the same crops and face the same (agricultural) problems. Solidarity and trust are stronger in this setting than in a normal village association.

Sustainability & replication

A follow-up by the farmers' organisations can be helpful to help the saving groups address upcoming challenges and ensure their sustainability. Agricultural extension workers can be a good way to create new saving groups.

Support structures

Trainers: One trainer can steer up to 20 VSLAs, plus other activities. In this case done by agricultural extension workers.

Partners: 10 regional farmers' organisations in 5 value chains

Linkages with other tools

The setup of VSLAs should be linked with some financial literacy/entrepreneurship training. Check out the tools under [Life Skills](#).

Tool
2

Start-up Financing Support

How to provide seed funding to start-up to boost their growth



Description

Start-up financing or seed funding is a key support to help young businesses launch successfully, especially for aspiring entrepreneurs with little access to funding and financial services. Start-up financing is usually linked to extensive entrepreneurship training to ensure the entrepreneur has the financial capabilities to manage the (agri-) business. Often it also includes an in-depth assessment of the business models' viability. There are different types of start-up financing ranging from grant and prizes that do not have to be repaid, to loans from bank or micro-finance institutes or private equity, where private persons invest into a business while getting a stake in it. The combination of different financing models is not uncommon. It is especially important that the loan/grant sizes are carefully assessed and adapted to the target group and that support plans (including business support and training) as well as repayment and monitoring plans are set up from the very beginning.

Process

The process depends on the funding modality. Funding may be linked to the successful completion of a training or a lengthy assessment process of the business model by a selected committee.

Target group

(Aspiring) agripreneurs or entrepreneurs with a business idea and a viable business model

Implementation partners

NGOs, public institutions, banks, micro finance institutes, publicly or privately managed funds

Relevance for rural areas

Access to affordable loans is often especially difficult for rural youth. Start-up funding mechanisms can thus provide unique opportunities for (prospective) agripreneurs.

Tips & lessons learnt

- Microfinance loans may look more suitable for young people, but often they are costlier than commercial loans, which can trap entrepreneurs. It is thus important to compare and contrast interest rates and repayment terms (duration, penalties, etc.) for the amount to borrow before deciding on a loan institution.
- Targeted networking events and activities with buyers, financial partners, etc. are very helpful, also bringing in other partners from the "ecosystem" having the same targets (e.g. local universities or training centres). Clear communication helps to manage expectations from the beneficiaries as well as partners.
- The right combination of capacity building, equipment, and access to financial support is essential to start/develop their business.

Links to different tools

- GIZ-internal "Support Paper on Grants for Promotion of (rural) Entrepreneurs": By compiling existing reviews of grant schemes, general funding guides and case studies from specific projects, this compendium presents an array of grant funding instruments focusing on rural areas. It is intended to provide guidance to contract managers, project staff and technical planners on the use of grants as a funding instrument for planned, existing, registered and unregistered companies, rural entrepreneurship programmes. [GIZ-Link](#)
- GIZ-internal "Innovation Incubator Matching Grant Facility (IIMGF) tool": Step-by-step guidance to any BMZ/GIZ project that wants to use a co-contribution Integrated Development Public-Private Partnership (IDPP) mechanism (also called a Matching Grant Facility) to attract and work with private sector partners for the purpose of promoting

innovation, enhancing private economic activity and/or other goals. An IIMGF can be country-specific, regional or global and can focus on different value chains. This guide discusses how the tool was applied during the Coffee Innovation Fund. [GIZ-Link](#)

- Start-up grants can also be integrated into business and entrepreneurship trainings. For an example, see the tool "The Facility for Growth (F4G)"
- Bridging the gap: How to facilitate access to finance for youth and women agripreneurs. Knowledge Product of the Access to Finance Working Group: [Link](#)

#Hashtag
#gender



Developed by: GIZ and others

Regional context: Global

Duration: ⌚ - ⌚ ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: medium

Tool 2 Start-up Financing Support

How to provide seed funding to start-up to boost their growth



Project Example

Name of the project: Global Project “Rural employment with focus on youth”

Country: Kenya, Burkina Faso, Malawi, Mozambique

Implementer: GIZ

Target group: Young agripreneurs in the agri-food sector.

Project summary: With an integrated approach, the project addresses job creation, skills development and matching to jobs and business opportunities in a targeted manner. The objective is to have an improved training and employment situation in rural areas in the partner countries especially for young people and women.

Application of the tool

Access to grant financing or starter kits is a core element for selected participants, as often other formal and adapted financing products are not available on the market or young entrepreneurs in the start-up phase are not eligible for existing financing products. Within the framework of the incubation programmes of the four partner countries, different forms of start-up financing were used, such as the provision of financial support through grant schemes, material support (starter kits with the same contents for all beneficiaries or needs-based material support based on the business model). Access to finance was also facilitated through formal financial institutions based on networking and pitching activities. All these forms of financial support were given to compensate the existing structural gap of start-up financing within the financial ecosystem of the project countries. In all cases, the financial support is based on the performance of the start-up and based on a transparent competition. In some cases private sector partners provide a matching grant. The funds are managed by incubators, NGOs or consulting firms, depending on the context.

Results

The global project targets to support more than 1000 young agripreneurs with more than 60% women. Until now more than 400 young start-up founders have been supported already or are still in the process. The main results include that around 800 youth and women have benefitted from new or additional employment and an increased income so far.

Challenges

The formal financial sector does not offer suitable products for start-ups, as they are considered as too risky and do not meet requirements (e.g. do not have collaterals). Often, provided loans are too big – new financial products suitable for start-ups are needed. Further, start-ups need training in financial literacy and better preparation to be able to access and manage funding opportunities.

Sustainability & replication

The main strategy is to create viable results on target group level and to work with and strengthen existing partner organisations to further develop their service offer. The link to the local ecosystem and partners like other donors, social businesses or public support programmes are also part of a mid-term perspective and where possible integrated in the project. Access to formal finance remains a really difficult challenge apart from a few champions.

Support structures

Trainers: Depending on the capacities and outreach of the local partner organisations, the trainer networks are comprised of approx. 10 (master) trainers in each partnership, coming from different institutional backgrounds and teaching different content like technical trainings, financial literacy, business coaching, etc.

Partners: The start-up incubation programmes are usually done with one core partner like a service provider, a university or an NGO to sustainably anchor the approach.

In addition, other partners of the local ecosystem are involved where possible, like e.g. business associations, training centres, financial institutions, producer organisations, youth networks as well as public support programs or other donor programmes.

Linkage with Interlocking-chapter

For more information on the GP, check the Interlocking-chapter!

Linkages with other tools

Linkages with other tools range from the selection of value chains (Value.Works) and business models (Identification of bankable Agricultural Business Models) to different forms of skills development (incl. financial literacy, Business Model Canvas, Business Farmer Games) to business matching / market access, strengthening youth networks as well as further support for MSME-Development (e.g. SME Loop) or strengthening the local ecosystem.

Tool
3

Promoting Women's Financial Inclusion

How to enhance the financial inclusion of women



Description

This toolkit offers a practical guide to developing and monitoring financial services to enhance women's financial inclusion. To make sure women benefit as much as possible from a programme, it is important to understand why financial exclusion for women is different from financial exclusion for men. The toolkit is mainly intended to help people designing programmes that use financial inclusion as a way to improve women's economic empowerment. However, financial inclusion can empower women beyond their economic situations. As such, the toolkit will also be of interest to people working on programmes seeking broader empowerment outcomes for women, e.g. where financial inclusion may be only one of a range of objectives – such as an education programme with a savings component or a health programme with a microfinance component.

Process/content

The toolkit takes a project cycle approach. At each stage of the design and implementation of a project, it poses a range of questions. It starts with assessing wider issues of gender inequality and lack of access to financial services ("Scoping the issues"), continues with identifying the vision, goal and purpose of the project ("Project design"), then focuses on addressing governance issues and choosing the right partners ("Implementation") and ends with "Monitoring and Evaluation".

Target group

Women and their specific financial needs

Implementation partners

This toolkit is aimed at staff in governments, donor agencies and NGOs, who want information about how to design and implement pro-programmes to enhance the financial inclusion of women.

Relevance for rural areas

Though rural areas are not the main focus, it is relevant for rural communities.

Tips & lessons learnt

- Though the focus lies on women and their financial needs, they are part of communities and it is important to include men and assess the interdependency between the two.
- Combine the tool with gender-sensitive financial literacy programmes (see [Entrepreneurship Training](#))
- Take into consideration the special needs of women, e.g. access to micro credits/grants with special/flexible terms, and explore innovative models with financial institutions

Link to the tool

Toolkit to promoting women's financial inclusion: [Link](#)

Further resources

- GIZ: Women's Financial Inclusion Toolkit Paving the way for women's economic empowerment: [Link](#)
- ILO's Financial education trainers manual is designed to educate vulnerable groups in financial literacy: [Link](#)

#Hashtag
#gender



Developed by: GIZ and DFID

Regional context: Global

Duration: ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: not applicable



Agricultural Business Analysis and Investment Training (AgBAIT)

How to strengthen agripreneurs in business analysis and investment planning



Description

AgBAIT is a training module for advanced entrepreneurs of the agricultural and agri-business sector. The training enhances the participants' economic business analysis skills with a holistic view of all their enterprise's activities and provides them with the knowledge to take informed investment decisions to develop their business. AgBAIT further supports participants in assessing and choosing the best financing option for their enterprise and provides them with an opportunity to present their investment plan to partner financial institutions. Moreover, financial institutions play an active role at different stages of the training. A key tool of AgBAIT is an innovative Excel-based tool, which supports participants in their business analysis and investment planning. The overall objective of the training is to help agripreneurs pitch their business case to banks and investors to secure financing.

Content

The training topics and schedule should be adjusted according to participants' prior knowledge and the specific context. By the end of the training, participants will have acquired the following knowledge and skills:

- Business analysis: participants are able to conduct a detailed (financial) business analysis to assess the productivity, cash flow and profitability of their enterprise.
- Investment planning: participants have elaborated their own investment plan with a forecast of profitability, cash flow and financing needs.
- Communication skills: participants have practiced how to present themselves and their enterprises to financial institutions.
- Networking skills: participants strengthen their business network through interaction with other participants, financial institutions and trainers.

Target group

Fully literate (reading and writing) farmers and agripreneurs who run an emerging farm or agri-based enterprise (no start-up), are already applying basic management skills, and have a basic understanding of record keeping. S/he must have a realistic investment idea and be motivated to participate in the training.

Implementation partners

NGOs, consultants, agricultural schools, banks and micro-finance institutes.

Duration

The AgBAIT training is a 4–5 days training course, implemented either in one block or split into two blocks of two to three days each with approximately two weeks break in between.

Relevance for rural areas

The tools has been developed specifically for farmers and agripreneurs.

Tips & lessons learnt

- A crucial element is the selection of potential participants. An intensive selection process will take time and is relatively resource intensive but selecting the right participants will directly impact the overall result and is thus a condition for success.
- The first two days of the AgBAIT training requires the use of a case study for participants to get acquainted with the main concepts and tools of business analysis and investment planning. The design of the case study should be country and context specific.
- The use of Excel is a requirement for this training. It is therefore quite key to managers who master the Excel software or train them accordingly.

- Pairing trainers, with one trainer having an agricultural background and the second having a financial background, usually led to good results.

Link to the tool

- Agricultural Business Analysis and Investment Training (AgBAIT): [Trainer Manual \(GIZ-Link\)](#) and [Excel Sheet \(GIZ-Link\)](#)

Further resources

- Before agripreneurs undergo the AgBAIT training, it is recommended that profitable business models within a value chain are identified, through the [Methodology for the Identification of bankable Agricultural Business Models](#).
- [Link to the SME-Loop](#): Agripreneurs whose business is still in this starting phase can be trained through the [SME-Loop](#) before undergoing the AgBAIT training.



Developed by: GIZ

Regional context: Benin and Zambia (pilot)

Duration: ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: medium



Agricultural Business Analysis and Investment Training (AgBAIT)

How to strengthen agripreneurs in business analysis and investment planning



Project Example

Name of the project: Promotion of Agricultural Financing

Country: Cameroon

Implementer: GIZ

Target group: Farmers and small and medium rural agro-industrial enterprises.

Project summary: The Promotion of Agricultural Financing project is implementing activities in 5 regions of Cameroon with the objective of ensuring financial products are better adapted to the economic models of rural farms and agro-industrial Small and Medium Enterprises (SMEs) and that their access to these products is improved.

Application of the tool

The implementation followed the subsequent steps in chronological order:

1. Conducting 3 pilot trainings with model farmers to test the tool and adapt it to the Cameroonian context;
2. The first training of trainers;
3. Granting of local subsidies to financial institutions with a view to duplicating the tool;
4. Revision of the tool from 5 to 3 days of training;
5. Second and third training of trainers;
6. Certification of trainers with previous experience in duplicating the tool.

Results

- 1049 farmers and SMEs trained
- 60 trainers trained, 27 of whom have already conducted training and 16 of whom are officially certified as „AgBAIT trainers“.

Challenges

- Target group selection. The wrong selection of the target group and inadequate preparation of trainers inevitably lead to failure of the training. For a better result, the selection of participants is crucial. It is important that the participants really master their business.
- It is difficult to keep farmers' 5 days off their farms, therefore the training duration was reduced from 5 to 3 days.

Sustainability & replication

- The availability of trainers within the financial institutions gives them the possibility to continue training their clients and prospective clients independently.
- Regular meetings with the Ministry of Agriculture and the Ministry of Vocational Training to introduce AgBAIT in the training programmes of public agricultural training schools.
- Instruction/training of private agricultural training institutions in the use of the tool and encourage them in adopting it within their training programmes.

Support structures

Trainers: 2 trainers per session: Ideally 1 trainer with a basic agricultural background and 1 with a basic financial background. Both trainers should have strong andragogy skills.

Partners: Microfinance institutions are the main partners that have been involved in the implementation of the training. However, private agricultural training institutions, semi-state companies supporting agriculture and the decentralised services of the Ministry of Agriculture have made their staff available to be AgBAIT trainers.

Linkages with other tools

Integrated Farmers Training (IFT) & Farmer Business School (FBS): Ideally, targeted farmers have followed good agricultural practices to have the technical expertise needed for their activity. The participant should also have followed an entrepreneurial training to be able to provide the data needed to develop the business.

Tool 5

Assessment to Enhance Responsible Investment in the Agri-food Systems

How to enhance responsible investment in agriculture and food systems



Description

This rapid capacity assessment tool aims at helping government agencies, youth/producer organisations, or development partners carry out a multi-stakeholder assessment of existing and needed capacities to enhance responsible investment in agriculture and food systems at country level. It helps to generate an overall picture of relevant actors and mechanisms in the system to assess how investment and funding opportunities can be improved and lies a good foundation for other tools presented in this sub-chapter. It addresses the different systemic dimensions of capacity development and focuses on: the institutional set-up for agricultural investment-related policy processes; policies, laws and incentives of relevance to agricultural investments; organisations and services relevant to agricultural investments and; key change agents to promote responsible agricultural investments.

Process/content

The tool consists of a series of questions which ask groups to analyse their current national context and identify how to enhance, in their country, responsible investment in agriculture and food systems. Conducted through a multi-stakeholder workshop, this participatory process should be inclusive of all relevant stakeholders, with a particular focus on those underrepresented in the policy-making process.

- Part 1: The institutional set-up for agricultural investment-related policy processes;
- Part 2: Policies, strategies, laws and incentives relevant to agricultural investment;
- Part 3: Organisations and services relevant to agricultural investment;
- Part 4: Change agents to promote responsible agricultural investment.

Target group

Specific focus on vulnerable social groups, e.g. small-scale producers, women, youth and indigenous peoples.

Implementation partners

Practitioners such as government agencies, producer organisations, or development partners.

Relevance for rural areas

The toolkit was developed by an agricultural institute specifically for agricultural areas. The specific guidance on youth supports implementors to actively include young people.

Tips & lessons learnt

- There is an adaptable word-version to fill in the templates ([Link](#)).

Link to the tool

The three documents below go hand-in-hand (FAO): The first one is the original R-CAT tool and the other two provide additional guidance on the implementation of a R-CAT with a specific focus on vulnerable groups:

- Rapid Capacity Assessment Tool (R-CAT): Strengthening capacities to enhance responsible investment in agriculture and food systems: [Link](#) (english), [lien](#) (français), [enlace](#) (español)
- Catalysing young agri-entrepreneurs' investments and ensuring their sustainability – Strategic planning tool: [Link](#)
- Empowering youth to engage in responsible investment in agriculture and food systems: Guidance for organizers and facilitators of the rapid capacity assessment tool: [Link](#)

Further resources

Diagnostic of the capacity building needs of financial institutions in the area of agricultural finance (GIZ GV AgFin): The document presents the methodology used for analysing the capacity building needs of a financial institution: [GIZ-Link](#)



Developed by: FAO and HAFL

Regional context: Tunisia

Duration: ⌚ ⌚ – ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: not applicable

Tool
6

Matchmaking between Businesses and Investors

How to create a better matchmaking between businesses and investors



Description

Businesses often lack information about the characteristics and availability of capital, resulting in a failure to secure external finance due to not meeting investor requirements or not meeting investors interested in financing their business. This practical guide helps technical assistance providers to integrate matchmaking best practices into private sector development programmes. While there is an increase in support for investors and businesses to find one another, little was known on how to conduct this activity efficiently and effectively. This guide directly addresses this knowledge gap and serves as a two-part handbook: First, as an introduction on the value effective 'Matchmaking' offers, suggesting a typology and ways in which TA providers can effectively engage in matchmaking. And secondly, as a practical guidebook, offering a theory of change and a practical step-by-step framework on how to structure matchmaking as part of programme activities.

Process

The guide helps to identify the most suitable matchmaking processes throughout the following sections:

- Section 2: Increasing financing flows & attracting investments
- Section 3: The concept of effective matchmaking
- Section 4: Core matchmaking formats and instruments
- Section 5: Strengths, limitations and best practices of matchmaking instruments
- Section 6: Matchmaking theory of change for sustainability
- Section 7: Framework for engaging in matchmaking activities
- Section 8: Key recommendations across matchmaking formats

Target group

Investors and MSMEs/entrepreneurs

Implementation partners

Governments, training providers, private sector partners, ideally a diverse mix of stakeholders

Relevance for rural areas

Though not developed for rural areas, it can be adapted to the context.

Tips & lessons learnt

- Expand the definition of matchmaking "success", beyond the singular goal of securing financing, to include the facilitation of networks and knowledge flows;
- Matchmaking is most effective when integrated into the services of technical providers, not as a stand-alone activity and should start with a needs assessment of businesses and investors to ensure the most effective tools are being offered at the right time. Focus shouldn't be solely on the speed of closing a deal, but rather on getting a fair deal for everyone, with the right capital and right instrument at the right time;
- Whilst networks remain the most important element for vetting businesses and investors, the intentional use of certain technology platforms is useful in offering an additional layer of transparency and verification.

Link to the tool

- Practical Guide: [Link](#)



Developed by: GIZ

Regional context: Africa

Duration: ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: not applicable

Demand for Labour

Cooperation with the Private Sector



Market access is crucial for farmers and agripreneurs. The lack thereof is one of many constraints especially young farmers and agripreneurs face on their quest to starting or expanding their farming or agri-business activities. On a constantly more globalised and homogenised market, new requirements and demands, e.g. for higher quality goods, call for updated standards and procedures. This creates additional challenges for young farmers and agripreneurs (FAO, 2014, pp. 64, 73). To address these issues, it is pertinent to take a step back and use a more systemic lens. This inevitably leads to a more holistic view at value chains, which play an important role in addressing market access constraints for vulnerable groups.

While the selection and analysis of value chains is addressed under Value Chain Analysis and Selection, the tools in this sub-chapter focus on a more inclusive cooperation between stakeholders within value chains. Interactions in a business environment carry risks, especially for people in more vulnerable situations. Gender and social equity are especially important when promoting cooperation with private sector actors to ensure that all involved parties find themselves in a position to negotiate their best interests. The concept of inclusive business models takes this into account by focusing on achieving positive social effects (GIZ, 2019, pp. 7, 38). For more information on inclusive businesses, have a look at the [platform for IB practitioners](#).

Tool
1

Contract Farming

How to link small-scale producers and buyers through business model innovation

Tool
2

Integrated Development Partnerships with the Private Sector (iDPP)

How to setup up integrated development partnerships with the private sector

Tool
3

Gender Action Learning System (GALS)

How to transform gender and unequal power relations in value chains

Tool
4

Growing Business with Smallholders

How to support private sector companies in developing business relationships with smallholders

→ Start-up Promotion

→ Business Development Support

→ Access to Financial Services

→ Cooperation with the Private Sector



Guiding Questions

- Stakeholder/actor mapping: What actors are in your area? What are they doing? What are their interests?
- How can the compliance with gender and social equity principles be ensured?
- Who are the most vulnerable groups? What risks do they face and how can these be addressed?

Tool 1

Contract Farming

How to link small-scale producers and buyers through business model innovation



Description

Contract farming is a joint undertaking linking the buyer's business model with the producers' farming systems and thus the farmers' marketing needs with the buyer's procurement requirements. The GIZ contract farming (CF) methodology provides a practical and process-oriented approach for planning, operating, and scaling up CF business models that are inclusive for small-scale farmers. Past failures prompted GIZ to develop this structured methodology (Handbook Volume I) and practice-oriented tools and case studies (Handbook Volume II). Please note that the methodology and tools have been under continuous development since their publication.

Content

The handbooks provide facts and instruments for understanding and coaching CF business model development and guidance for technical and financial assistance for promoting CF. The approach is structured in three phases that need to be adapted to each individual case, as there is no blueprint for developing new or improving existing CF business models:

- Phase 1 "initiate & plan": Identifying opportunities and risks, costs and benefits, developing a CF business model and business plan as well as a capacity development plan.
- Phase 2 "implement & learn": Negotiating and agreeing on contracts, operating a CF management system to strengthen working relations and build trust, monitoring key performance indicators.
- Phase 3 "sustain & grow": Continuous improvement for sustainability and scaling up.

Target group

Buyer companies or farmer organisations as entry points, individual farmers as well as aggregators, lead farmers or other types of intermediaries.

Implementation partners

Consultants as CF coaches, sector organisations interested to set up exchange platforms or codes of conduct for CF or third parties such as governmental, non-governmental and development organisations interested to promote CF as innovative business model for inclusive rural economic development.

Relevance for rural areas

If well designed and well managed, CF is seen as promising tool for modernising agriculture, increasing productivity and production, improving product quality, reducing post-harvest losses, creating added value and hence contributing to rural economic development, income generation, job creation and provision of consumers with healthy food at more affordable prices.

Tips & lessons learnt

- Not all parties may be in a place to negotiate fair and equitable contract terms relevant for successful contract fulfilment (e.g. prices, supply quotas, embedded services, payment terms). Ensure that capacities of all actors are built to better negotiate.
- Since there is no blueprint for developing inclusive, economically viable and sustainable CF business models, each case needs situation-specific solutions and individual coaching of the contract parties.
- To be able to negotiate fair and equitable contract terms, to efficiently manage the supply chain (incl. embedded services), to pre-finance (e.g., inputs), contract parties' capacities have to be strengthened.
- The CF methodology is mutually reinforcing with other measures described in this Toolbox, such as [ValueLinks](#), [Farmer Business Schools \(FBS\)](#), [SME Loop](#), etc.

Link to the tool

- [Contract farming handbook. Volume I – Manual: Link](#)
- [Contract farming handbook. Volume II – Selected tools and case examples. Link](#)

Further resources

- [Promoting Inclusive Contract Farming in Agri-food Value Chains. Experiences from German Development Cooperation: Link](#)
- [ICT Toolbox for Contract Farming Professionals \(GIZ ProEcon\): The document gives an overview of 10 ICT related tools and their possible fields of application in contract farming. It shows their long-term financial benefits and gives advice for the selection and prioritization of suitable tools: Link](#)

#Hashtag #digitalisation



Developed by: GIZ

Regional context: Togo, Burkina Faso, Kenya and Malawi

Duration: ⌚

Costs: 💰

Replicability: low difficulty

Support structure: low

Tool
1

Contract Farming

How to link small-scale producers and buyers through business model innovation



Project Example

Name of the project: Green Innovation Centres for the Agriculture and Food Sector

Country: Ethiopia

Implementer: GIZ

Target group: Smallholder farmers, MSMEs.

Project summary: The goal of the project in Ethiopia is to increase the productivity and profitability of smallholder farmers in selected value chains (wheat, legumes, honey), create jobs in up and downstream of enterprises and enhance resilience of actors across the indicated value chains.

Application of the tool

Training was provided for Ethiopian contract farming actors/supporters (processing factories and government actors in two regions, Amhara and Oromia) as ToT in 2019. Further implementation was disrupted by COVID epidemic and civil war in Ethiopia.

In 2021, a local consultant provided further training based on the manual.

Results

Training (ToT) of processing factories and government actors in two regions (Amhara and Oromia) in Ethiopia in 2019 based on the manual. 12 trainees trained by GFA experts (from Germany), further training was provided in 2021 by local consultant based on the ToT. In total 167 trainees (147 male, 20 female) trainees were trained in three regions. Trainees are millers, cooperatives, farmers, agri-office experts, and officials.

Challenges

COVID disruption immediately after training and further development or implementation; an attempt was made virtually from Germany (with GFA +GIZ) but was not successful.

Sustainability & replication

The manual was shared with the Ministry of Agriculture for use for the development of contract farming proclamation and directives. To ensure effectiveness and sustainability, there needs to be an uninterrupted implementation of the selected models after the training, follow up and efforts to try to institutionalise the approach i.e., at the ministry and regional bureau of agriculture levels.

Support structures

Trainers: Well knowledgeable and qualified country level master trainers are needed to provide ToT.

Partners: Relevant partners across the VCs i.e. farmers, millers, extension experts, input suppliers, traders, other supporters.



Linkages with other tools

Training on contract farming is ideally combined with technical and soft skills training (e.g., [Integrated Farmer Training](#)).

Tool 2

Integrated Development Partnerships with the Private Sector (iDPP)

How to setup up integrated development partnerships with the private sector



Description

An integrated development partnership with the private sector (iDPP) is a joint measure between a GIZ project and one or more private companies. It is integrated locally into a project and contributes directly to the goals and indicators of the project. Therefore, normally, the project defines the framework for a future cooperation, defining the needs, target groups, geographical regions and other corner stones. The iDPP is within the responsibility of the project. The GIZ part of the funding comes from the budget of the project, the company also contributes a certain share. iDPP can take the form of a cooperation agreement, where no money flows between partners, but partners co-implement the project, or an implementation agreement, where GIZ provides a financial contribution to the private partner, whereas the private partner is responsible for implementation. An iDPP can be combined with co-financing from the company or other actors to GIZ.

Process/content

The guides contains:

- An overview of iDPP
- The legal framework for iDPP that has implications on whether GIZ can cooperate with a company within its core business and what to do to ensure competitive neutrality.
- A step-by-step overview for preparing and implementing an iDPP (short overview and detailed description)
- An annex where some information is further detailed out

The preparation process looks as follows:

1. Identification of project idea and partner(s)
2. GIZ-internal pre-check of measures (risks assessment, business partner screening, etc.)
3. Joint project development
4. Preparation of project documents

5. Preparation and signing of contract
6. Implementation, steering and monitoring

Target group

GIZ-project staff who are directly working with local, as well as international private sector companies.

Implementation partners

This guide is directed to employees of GIZ who are planning or implementing iDPP.

Duration

The duration of the partnership is usually aligned with the project duration.

Relevance for rural areas

If a potential private sector partner is available, the tool provides a useful framework also in rural areas.

Tips & lessons learnt

- iDPP should create win-win situations: An iDPP makes sense when business interests and interests of a project overlap. A cooperation within an iDPP helps the project to reach its objectives in a more effective, efficient sustainable way. Private partners benefit from the contacts, technical expertise and network of GIZ.
- Private sector partners have fast changing needs and priorities. This can be addressed through transparent communication and by showing GIZs vested interest in the company's business success (commitment to the objectives of the partner). Then budget lines can be renegotiated and realigned to factor in the new priorities while keeping the 50:50 contribution.
- GIZ and the private sector actors do not 'speak the same language': A common understanding needs to be created of the business and development interest.

- Plan enough time for the negotiations: It needs a certain level of trust and understanding for the planned intervention from both sides, which needs time to develop.

Link to the tool

- Manual for Integrated development partnerships with the private sector. A hands on, step-by-step guide for the preparation of iDPPs:
[GIZ-Link](#)

Here you can find relevant information on iDPP and private sector engagement:

- TOPIC Private Sector Engagement: Site on private sector engagement in GIZ (documents, links, trainings...), including iDPP. Currently in German. [GIZ-Link](#)
- PuR (Processes and Rules, the GIZ's binding internal regulatory framework) entries for iDPP cooperation agreements (rule 122) and iDPP implementation agreements (rule 124): Here you find the current regulations and processes in GIZ as well as links to the current formats (contract, project concept, budget, progress report, etc.) in four languages: [GIZ-Link](#)



Developed by: GIZ

Regional context: Global

Duration: ⌚ - ⌚ ⌚ ⌚

Costs: 💰 - 💰 💰

Replicability: medium difficulty

Support structure: medium


Tool
2

Integrated Development Partnerships with the Private Sector (iDPP)

How to setup up integrated development partnerships with the private sector



Project Example


Name of the project: Agri-jobs 4 Youth (RYE and YEA)
Country: Kenya**Implementer:** GIZ**Target group:** Youth (18–35 years).

Project summary: The Agri-Jobs 4 Youth initiative comprises two projects: The Rural Youth Employment (RYE) and the Youth Employment in the Agri-Food Sector in Western Kenya (YEA). Agri-Jobs 4 Youth follows an integrated, holistic approach to youth employment promotion. The iDPPs follow a value chain approach, focussing on poultry, passions fruit, apiculture, and groundnut. Selected business models within these value chains have been identified based on their pronounced youth friendliness and high potential for income generation and employment creation. The objectives are the creation of opportunities and the empowerment of young people to build their livelihoods through gainful salaried employment or self-employment in agribusiness. This is achieved through a variety of complementary measures, such as creating framework conditions that foster economic and public policy participation of youth, catalysing private sector-led job creation, and supporting independent and self-sustaining youth organisations.

Application of the tool

The subsequent steps were followed to achieve a partnership with a private sector actor:

1. Mapping areas of project implementation, e.g. value chain, sector, etc.
2. Mapping actors in the areas of project implementation that qualify for a partnership.
3. Discuss with identified partners: The project tried to elaborate whether business interests and vision of the private

sector partner align with the development interest of the project to create a win-win situation.

4. Select in a transparent way an appropriate partner with a common interest and define major objectives of a partnership, having in mind the continuity and sustainability of activities.

5. Identify areas of interventions as a basis to develop a joint concept / proposal and budget contributions from both sides: This is a joint effort and negotiation between GIZ and the identified partner to agree on target beneficiaries, key activities, indicators, timelines and budgetary contributions from each party (in the case of a cooperation agreement).

6. Due Diligence/KEP, Business Partner Screening

7. Contract: Drafting of the contract (GIZ templates available), sharing the draft with the partner for evaluation and subsequent signatures by the partner and the project.

8. Implementation: Realising the activities agreed on in the proposal within the timelines and budgets agreed on, followed by regular coordination meetings and technical and financial reporting. Activities include the training and coaching of farmers who work with the iDPP-partners (contract farming schemes).

Results

2 iDPPs were created, one with a horticulture company and one with a poultry company: 5,250 youth farmers trained in poultry and passion fruit value chains and 80% have markets for their produce through the integration into contract farming schemes.

Challenges

- Internal GIZ processes can cause a mismatched sequencing of activities. E.g. delayed contracting of a service or goods required for activities with farmers already mobilised by the partner.

- External factors, such as price fluctuations or unstable currency influence the agreed procedure, outreach, results of a partnership and modifications throughout the partnership are necessary. Therefore, a close and trustworthy communication is key.

Sustainability & replication

Good partnerships are possible with local and international enterprises that are already established in the market, financially stable that also have a social interest other than the profit interest only. By aligning and planning along existing structures and realistic visions of the private sector partner, the partnership is likely to create a long-term impact. Finding many enterprises of this nature is often difficult. Once one partnership in a specific sector/value chain is conceptualised, it is often easy to replicate it with small adjustments with another partner within the sector.

Support structures

One Private sector company is the main partner in the iDPP. However, implementation is done through many subcontracts that increase the technical strength of the partnership.


Linkages with other tools

Often, farmers and smaller companies work with the iDPP-partner through Contract Farming schemes.

Tool
3

Gender Action Learning System (GALS)

How to transform gender and unequal power relations in value chains



Description

GALS is a community-led empowerment methodology that uses principles of inclusion to improve income, food and nutrition security of vulnerable people in a gender-equitable way. In particular, it promotes women's rights. It has proven to be effective for changing gender inequalities that have existed for generations, strengthening negotiation power of marginalised stakeholders and promoting collaboration, equity and respect between value chain actors. The system is comprised of a number of tools and participatory processes that, when put together, promote transformational change. GALS can be used complementary to other value chain development approaches. It can also be adapted to different context – from communities to cooperatives, private commercial companies, and other organisations –, and for different purposes.

Process

GALS uses processes that enable household members to negotiate their needs and interests to find innovative, gender-equitable solutions in livelihoods planning and interventions. It is a systemic approach to peer learning. It is best learned from women and men in communities practising and innovating with the methodology to improve their lives and in organisations already implementing the methodology. The guide first gives an overview of GALS in value chain development highlighting the vision and analytical frameworks as well as the capacity development needed to initiate such projects. In the second chapter, the guide summarises the process and steps for catalysing change. The third chapter sets out a process for participatory and gender sensitive scoping and mapping of a value chain. The fourth chapter takes the reader through the suggested steps for negotiating gender equitable win-win strategies in value chains. The last two chapters deal with monitoring and managing project impacts.

Target group

Women and vulnerable people

Implementation partners

The guide is intended to support organisations, facilitators and programme designers wishing to implement the Gender Action Learning System (GALS) in Value Chain Development.

Relevance for rural areas/agriculture

GALS is an effective approach for changing gender inequalities and to empower women in their social and economic development.

Tips & lessons learnt

Although GALS is based on other participatory methodologies, the facilitation and coordination processes are distinctive and require in-depth personal and organisational reflection to produce a sustainable process. The manual is intended as a complement and not a substitute for community-based training.

Link to the tool

- Practical Guide: [Link](#)
- Updated presentation on the GALS methodology for livelihoods improvement and gender justice: [Link](#)

#gender



Developed by: GIZ and Oxfam

Regional context: Zimbabwe, Burkina Faso

Duration: ⌚ ⌚ – ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: medium



Growing Business with Smallholders

How to support private sector companies in developing business relationships with smallholders



Description

This guide is aimed at helping companies interested in developing business relationships with smallholders. It provides a framework that identifies common challenges, highlights solutions and shows how these can be implemented through cooperation at different levels. It aims to support company representatives engaging in inclusive agri-business practices with practical tools and a comprehensive overview of potential solutions and collaborative approaches. Practitioners from development agencies, non-governmental organisations, intermediaries and other organisations working to develop and support inclusive agribusiness will also find useful insights here. The guide showcases existing experiences and lessons related to inclusive agribusiness and distils them into a hands-on guide for practitioners and addresses the full agribusiness spectrum, from farming to forestry to animal husbandry and fish farming, in which companies can collaborate with smallholders along the value chain. Companies may source cash crops, staple crops, or high-value crops from smallholders. They may also sell inputs such as seed, feed, or machinery to smallholders to increase production and incomes and stimulate further demand.

Process

The guide gives practical examples from 40 case studies and presents five steps along the farming cycle:

1. Identification of an inclusive agribusiness opportunity
2. Assessment of the smallholder context and its challenges
3. 5 solutions for inclusive agribusiness; from upgrading smallholder's production factors to knowledge transfer
4. 3 levels of collaboration: Smallholders, partner organisations and business environment
5. Share the benefits and review results

Target group

Company representatives engaging in inclusive agribusiness practices, but also practitioners from development agencies, NGOs) and other organisations.

Implementation partners

NGOs (as facilitators), private sector companies, smallholder farmers

Relevance for rural areas

A very relevant tool with a focus on inclusive agricultural practices. The interests of most vulnerable groups has to be kept in mind.

Tips & lessons learnt

- The guidebook contains a range of recommendations for companies interested in collaborating with agribusinesses. A key recommendation is the importance of conducting research and to develop innovations in agricultural production technology to improve local market conditions.
- Collaborating with large international corporations carries various risks from pushing local cooperatives out of the market to forcing farmers to drop their prices. It is important to do a due diligence on companies and carefully assessing that the voices of all stakeholders are heard.
- Enough time should be invested in building trust and transparent communication between the project partners and the target groups as a prerequisite for constructive cooperation. The target groups of the project should be involved early in the planning and discussion about proposed measures so that they can develop ownership. From the outset, care should also be taken to ensure that project activities are inclusive, enabling the participation of people across genders, racial identities, and generations.

Link to the tool

- A Guide to Inclusive Agribusiness: [Link](#)



Developed by: GIZ

Regional context: Kenya, Nigeria, Côte d'Ivoire, India and more

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: high


**Tool
4**

Growing Business with Smallholders

How to support private sector companies in developing business relationships with smallholders



Project Example

Name of the project: Sustainable Production and Environmental Regulation in three Regions of the Brazilian Amazon

Country: Brazil

Implementer: GIZ

Target group: 17 community organisations of family farmers and collectors the Brazilian Amazon.

Project summary: Natura, a Brazilian cosmetics manufacturer, and Symrise, a German producer of ingredients and fragrances, have entered into a strategic partnership with GIZ to develop sustainable value chains. The aim is to enable smallholders to earn a higher income through the sustainable use of natural resources, while guaranteeing the supply of high-quality raw materials to the companies. The partners supported 17 cooperatives with around 1,140 members in expanding existing, and establishing new supply chains, for gathering and processing biodiversity products such as the fruits from cocoa and cupuassu trees. Technological innovations and training of farmers and collectors enabled the cooperatives to increase their value added locally and improve the quality of their products.

Application of the tool

The idea for a develoPPP project usually originates from the initiative of the company involved. It is important that the project idea takes into account both development policy goals and the business interests of the participating companies. Local GIZ experts can support the preparation of the project proposal. It is important to share transparently from the outset what the specific objectives and priorities of the project partners are and what contribution to the project they are able to offer. Representatives of

the target groups should be involved in the planning as early as possible. It should also be explored which other local partners (e.g. NGOs or government institutions) can be involved in the project to use synergies and to ensure sustainability.

A detailed work plan with clear responsibilities and milestones is developed in a participatory process. During the implementation, the project partners and target group representatives are in regular contact to discuss the progress and make any necessary course corrections.

Results

Natura gained 500 new suppliers, and all the participating cooperatives were accredited by the Union for Ethical BioTrade. New prototypes for the cooperatives' processing plants were developed and tested and new production lines created from processing waste. The cooperatives increase their sales by more than 50%. 130 people trained in management methods, collection practices, occupational safety and processing.

Challenges

One of the main challenges in the project region is the precarious access of many communities to digital infrastructure. This complicates digital communication and makes it necessary to plan enough time and resources for a strong presence of staff on the ground to ensure good communication with the project's audience. It may be necessary for the project to invest in basic digital infrastructure to enable effective work in more remote areas.

Sustainability & replication

Sustainability can be guaranteed through strong involvement of cooperatives and other local organisations, as well as through investment in local capacities and strengthening of local institutions. It is also recommended to seek contact with other local projects and initiatives. It is crucial that the participating companies pursue the strategy of building long-term relationships with the local partner organisations. When replicating the tool, the local and cultural context must always be considered and adjustments made where necessary.

Support structures

Trainers: Number of trainers depend on the approach of the project (number of people to be trained). It may be appropriate to work with a training of trainers approach. The project offered training on organisational development, financial and business management, project development, good production practices and environmental legislation.

Partners: Two companies as main implementers, local organisations/NGOs for the implementation of specific components, pilot organisations (cooperatives) involved in the planning and monitoring of the project activities, and state environmental authorities (for environmental regulations).

Linkages with other tools

Capacity Works as a comprehensive planning tool, ValueLinks as an instrument for Value Chain Analysis and Development.

Supply of Labour



To professionalise the agri-food sector, the workforce needs skills that meet the demands of the labour market and boost the sector's growth.



Supply of Labour



To professionalise the agri-food sector, the workforce needs skills that meet the labour market demands and boost the sector's growth. These required skills go beyond pure agricultural knowledge (e.g., on effective cultivation and harvesting techniques). Digitalisation, for example, transforms the agricultural sector, which means that farmers need digital literacy skills to understand and apply new technologies. Furthermore, in areas where self-employment is prevalent, entrepreneurship and business skills (e.g., accounting, marketing) can help smallholder farmers and agripreneurs to improve the profitability of their farms or agribusinesses. The Supply Side presents some of the most common entrepreneurship training approaches found in the German development cooperation (tools that focus on the growth of agribusinesses for employment creation are on the [Demand Side](#)). Regardless of the tool selected, a gender transformative approach is needed to ensure that women, who make up the majority of the agricultural workforce, and men have equal opportunities to generate higher income.

Considering climate change and increased pressure on ecological systems, sensitisation on green and ecological knowledge and skills are important. While green business models may propose more attractive opportunities for rural youth than traditional farming (see [Demand Side](#)), awareness-raising starts during training by integrating the necessary green skills and knowledge into existing training offers (GIZ, 2019, p. 5).

Education levels and quality of education are often lower in remote rural areas. Hence, the toolbox focuses on practical, mostly non-formal and modular training approaches that combine technical and entrepreneurial skills and are suitable for areas with little infrastructures and women and men whose demanding work in agriculture allows for little flexibility. Training modalities and materials should be adapted to the education level of target groups and the inclusion of basic literacy and numeracy skills training considered.

→ **Technical Short Courses**

→ **Entrepreneurship Trainings**

→ **Life Skills**



Agriculture Technical Vocational Education and Training (ATVET)

Although the approaches presented in this toolbox focus on short courses suitable for rural areas with little infrastructures, ATVET is important for the development of rural areas. Where ATVET-centres and structures are existing, exchanges and collaborations should be encouraged to strengthen and improve existing systems and increase outreach and sustainability of interventions. The programme "Promotion of Technical Vocational Education and Training for the Agricultural Sector in Africa" (CAADP ATVET) helps to create more coherent policies for agricultural education and training in Africa and to incorporate agricultural technical vocational training components into the national education systems.

CAADP ATVET (resources incl. training materials and facilitating manuals): [Link](#)
VET Toolbox: [Link](#)

Supply of Labour

Technical Short Courses

The tools focus on short courses suitable for rural areas with weak infrastructures and men and women involved in smallholding and/or subsistence farming with little time on their hands. We define a technical short course as a vocational education and training (VET) course that may take a few days up to several weeks and usually does not lead to a full qualification but comes with some certification. The presented short courses focus on capacity development measures to improve technical skills and employability of women and men. They are usually country- and value chain-specific and need to be carefully adapted to the local context – ideally in close collaboration with existing public or private institutions. Some may be modular courses that build on each other, such as apiculture courses that combine beehive production, management, as well as honey processing (and marketing and entrepreneurship) elements. The Integrated Farmer Training (IFT) approach for example, combines different modules such as good agricultural practices, and entrepreneurship modules from the Farmer Business School (FBS). This combination of technical and entrepreneurial skills is highly important to ensure satisfactory results of training programmes.

The tools presented are adapted to target groups with limited literacy and low educational levels and contain practical/worked-based learning to combine theory and practice. The Cooperative Group Approach (CGA) and the ILO Toolkit for Quality Apprenticeships use informal (CGA) and formal (ILO Toolkit) apprenticeships to provide young people with an insight into the world of work (more on this under [Matching](#)) and practical experience in the agricultural sector, but also beyond. Some technical contents can also be found on digital platforms such as [Atingi](#) or [AccessAgriculture](#) (learn more under [Digital learning platforms](#)).

Tool
1

Integrated Farmer Training (IFT)

How to train young farmers in good agricultural practices and entrepreneurship skills

Tool
2

Cooperative Group Approach (CGA)

How to facilitate informal apprenticeships as skills transfer mechanism for youth

Tool
3

ILO Toolkit for Quality Apprenticeships

How to develop, implement, and evaluate apprenticeship programmes

Tool
4

Green Colleges

How to include sustainability in trainings for rural youth

→ **Technical Short Courses**

→ **Entrepreneurship Trainings**

→ **Life Skills**



Guiding Questions

- What skills are in demand by the labour market (formal and informal, employment as well as self-employment)?
- What is the skills level (technical knowledge as well as literacy and numeracy skills) and prior knowledge of the target group?
- What (public or private) training providers available in your focus region and what trainings do they provide?
- How can the training context better respect and promote equal participation of women and men?



Integrated Farmer Training (IFT)

How to train young farmers in good agricultural practices and entrepreneurship skills



Description

The Integrated Farmer Training (IFT) aims at developing skills of young farmers, specifically in good agricultural practices (see GAP), business skills, and behavioural change. As farmers often do not have time to engage in lengthy, several days trainings, and the knowledge level to follow comprehensive trainings, the IFT is better adapted to low educational context and addresses these shortcomings through its modular approach. The training combines the essential elements of three learning areas that were formerly taught separately, but actually belong together for successful business management: good agricultural practices, basic entrepreneurial skills, and behavioural reflection and change.

Process/content

The individual syllabus consists of a sequence of one-day trainings with follow-up sessions after 14 days (modules). The individual subjects are based on the annual cycles in crop or animal production (courses), in order to always target the relevant and current topics for the participants. During the respective follow-up sessions, it is therefore possible to address real implementation problems of what has been learned before in a very practical and in-depth manner. The main course, e.g. Cocoa Production, consists of the following modules, each of which in turn contains all three elements mentioned above:

1. sanitation
2. marketing
3. processing
4. rehabilitation
5. harvesting
6. shade management
7. nursery/out planting, 8. diversification.

Target group

Young farmers (according to results around 27% female participants), also suitable for illiterate people (working with symbols and images).

Implementation partners

In Sierra Leone GIZ supported the establishment of Rural Extension Services (RES), which trains IFT facilitators.

Duration

Development of a syllabus for a new value chain (course) takes appr. 2 weeks involving a consultant and farmers. Training of trainers takes 2 days per module. Training of farmers: Roughly 20 working days per trainer excluding travelling over a period of 1.5 months.

Relevance for rural areas

IFT was developed for agricultural professions, but due to the modular setup of the courses can also be expanded to other professions. Suitable for challenging contexts, especially fragile, low educational environments.

Tips & lessons learnt

- The IFT is well suited to professionalise, relieve and complement public agricultural extension services.
- IFT can reach a large number of farmers quickly and cost-effectively.
- IFT works very well with people with a low education and short attention span, since the training is diverse and based on pictures and icons.
- The modules and elements can easily be adapted according to the needs of the target groups and new developments.
- Success depends on the quality and commitment of the trainers. Logistics maybe a bottleneck and has to be carefully planned and catered for. Farmers have to be grouped in clusters of groups and trainers may have to travel long distances to reach them. Close monitoring of trainers may be needed to ensure they deliver follow-up days/all training modules.

Link to the tool

- Pamphlet on the Integrated Farmer Training (IFT): [Link](#)



Developed by: GIZ

Regional context: West Africa (Sierra Leone, Burkina Faso)

Duration: ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: medium

Tool
1

Integrated Farmer Training (IFT)

How to train young farmers in good agricultural practices and entrepreneurship skills



Project Example

Name of the project: Employment Promotion Programme (EPP)

Country: Sierra Leone

Implementer: GIZ

Target group: young people employed in agriculture or MSMEs.

Project summary: The project is aiming at the sustainable improvement of the employment and income situation of young people in agriculture and MSMEs in rural areas through a multi-fledged approach. This includes capacity building of producers in agricultural value chains (coffee, cocoa, rice, vegetables) with an Integrated Farmer Training (IFT) approach, supporting existing and start-up MSMEs with training and coaching (SME loop, Facility for Growth (F4G), and Vocational Training (TVET). The project is currently in its 4th phase (2020-2024).

Application of the tool

IFT is a novel approach to delivering agricultural extension effectively to train smallholder farmers in good agricultural practices, basic business skills and attitudinal change:

- Identification of value chain specific content and elaboration of a didactic concept.
- Packaging the content into 6-8 one-day modules; in the case of cocoa, it comprises: 1 sanitation, 2 marketing, 3 processing, 4 rehabilitation, 5 harvesting, 6 shade management, 7 nursery / out planting, 8 diversification. Each module comprises a GAP (e.g., shade management), a business (e.g., bookkeeping) and a behavioural element (e.g., my vision).
- Production of visual teaching aids (posters, handouts) for the farmers' training using images and icons.

- Elaboration of teaching material for the ToT.
- Identification of trainers as service providers targeting young graduates of agricultural colleges.
- Conducting ToT courses (initially done by project staff; later taken over by RES (see below)).
- Mobilisation and registration of beneficiaries in geographic clusters.
- Organisation and implementation of training of farmers.
- After approx. 2 weeks, each module is reflected in a follow-up one-day meeting at a participant's farm to deepen the understanding and the practical skills.
- Monitoring of training and impact by EPP and RES (see below); payment of trainers is based on performance.
- Periodic review and adaptation of training materials.

Results

According to the impact monitoring of the first cocoa courses: >70% of the farmers were able to identify whether they were making a profit or a loss; >90% applied some of the contents of the GAP training in practice. The average of all impact parameters surveyed was 68%, with the level of organisation in groups, the worst at only 29%; training of appr. 25,000 farmers in various courses.

Challenges

The biggest challenge is the organisation of the logistics for the trainers. Trainers receive a travel allowance. A large number of farmers had to be organised in clusters of groups of 25 per training. The scheduling of the trainers did not always work leading to delays in delivering training modules.

Sustainability & replication

The trainers were assisted to form a registered company: the RES Ltd (Rural Extension Services). This has helped in standardising procedures and in raising the quality of the services. RES has taken over certain functions such as the ToT and the organisation of the trainers.

Support structures

Initially one international consultant for curricula development and ToT, national artists for the design of visual aids, and 45 trainers (mainly young jobless graduates of agricultural colleges) recruited and trained. The trainers work in cooperation with the extension service of the district agricultural offices. The project had support of the Ministry of Agriculture. After its formation, the RES has become the main partner.

Linkage with Interlocking-chapter

For more information on the EPP, check the Interlocking-chapter!

Linkages with other tools

IFT has been designed as a stand-alone tool to equip large numbers of beneficiaries effectively with the essential knowledge and good agricultural practices. Outstanding beneficiaries or groups of beneficiaries can qualify for the SME Loop or grant programmes like the Facility for Growth.

Tool
2

Cooperative Group Approach (CGA)

How to facilitate informal apprenticeships as skills transfer mechanism for youth



Description

The cooperative group approach (CGA) facilitates access for vulnerable groups, in particular for the ones with low education who cannot enter the formal vocational education system, those who depend on a daily income-generating activity, and the rural youth living too far from a formal training centres. Locally available training providers impart the training content based on the background of the group members, taking into account context and locally available market opportunities and focusing on practical, work-based learning. It is an example of using traditional skills transfer mechanisms and upgrading them in coordination with local actors. By using the key principles of dual training, it relies on private actors such as small enterprises, artisans or associations, tapping into their know-how and trying to build on existing training models. The goal is to upgrade and structure informal apprenticeships without making them too heavy and administrative. As such, CGA is a compelling non-formal alternative for the youths who cannot access formal vocational skills training.

Process

CGA starts with identifying a qualified professional with a successful business, showing interest in training and the willingness to expand the activity. After developing a simple training framework, this skilled person welcomes five youths and trains them on-the-job over a few months. While teaching them a specific way of working according to the requirement of the company, the entrepreneur also benefits from additional labour at reduced cost and a small payment (by the project) for the time spent. In exchange, stipend or meals might be given to youth by the company. After the training, graduates can be recruited by the company, become an associate, or be placed in a connected enterprise.

The scheme is adapted to occupations that need practical teaching methods and that aim at disadvantaged women and men. It is possible to include newly identified occupations very rapidly as it is administratively simple. These are the main steps of the approach:

1. Presentation to public and institutional actors at various levels (1 month)
2. Selection of artisans to become training providers (1 month)
3. Selection of youth (1 month)
4. Training planning (2 weeks)
5. Training delivery (6 months)
6. Market insertion/job placement of the youth (3 months)

Target group

Vulnerable youth, including school dropout with low literacy levels in rural areas.

Implementation partners

Youth groups (ideally), local businesses, entrepreneurs and agripreneurs, NGOs, and local government authorities

Relevance for rural areas

CGA has been developed for rural areas or fragile contexts. It is not dependent on well-established structures and can rely on entrepreneurs and business owners as mentors, as well as technical trainers. The approach focuses heavily on using locally available resources.

Tips & lessons learnt

- Rapid Market Assessments are important to determine which trainings and skills are in demand in the region.
- The final selection of training providers is made by the project team based on an assessment grid. To engage private actors, a list of arguments to convince them to participate has been created.

- Training works best when the trainer takes an active role in selecting the youth. However, any conflict of interest must be avoided, for example that the selected youth is a relative of the training provider. Youth should live near the training provider's workshop to facilitate their involvement.

Link to the tool

- English manual: [Link](#)
- Portuguese manual: [Link](#)

Further resources

- The cooperative group approach is based on the opportunity group approach developed by Helvetas in Kosovo: [Link](#) or [Link](#)
- Youtube-Video on the Opportunity Group Approach: [Link](#)



Developed by: Helvetas

Regional context: Mozambique and Kosovo

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: low

Tool
2

Cooperative Group Approach (CGA)

How to facilitate informal apprenticeships as skills transfer mechanism for youth



Project Example

Name of the project: HOJE

Country: Mozambique

Implementer: Helvetas Mozambique

Target group: Unemployed youth between the age of 15 and 35.

Project summary: “Habilidades mais Oportunidades resulta em Jovem com Emprego”, or HOJE for short, is Helvetas’ vocational training project in northern Mozambique. “Hoje” is also Portuguese for “today”. The project is preparing young people aged 15 to 35 for the world of work through three-month courses geared to meet actual job market requirements.

Young people have the opportunity to learn about HOJE via the radio. After signing up for the training, they are assigned to a learning group, informed about job market requirements and the sectors in which training is available: tailoring, locksmithing, carpentry, mechanics. Many of these young people have had little or no schooling. They come from highly disadvantaged social backgrounds and the goal is to have a participation rate of women of at least 50%.

Application of the tool

1. Formal approach: Public announcement and submission of proposals; Training of youth in institutes.
2. Youth’s acquisition of skills through “learning by doing” with artisans (local MSMEs) in their communities. The co-operative groups are composed of 4–5 youth. The selection is made jointly with the local authorities and the artisans.

Results

1,276 trainees (thereof 555 women); 839 (thereof 282 women) in employment; creation of 1 vocational skills platform to increase exchange among local partners.

Challenges

Not all MSMEs’ owners see the benefit of training youth, which requires time and means additional work. It takes time to explain the benefits and make sure that they are convinced by them.

Sustainability & replication

Close collaboration with municipalities, the Department of economic activities and community leaders is important to promote the cooperative groups and encourage local artisans to continue training youth.

The team needs to follow all the steps and make sure that the artisans, youth, and local authorities understand the approach. If the artisan and trainees are literate, it is easier to understand, to plan, and to follow the training. If they are illiterate, more time for implementation is required. It is recommended that the team should spend time on monitoring all the processes.

Support structures

Trainers: Artisans who own their own workshop (MSMEs) and train youth in small groups. Ideally, they undergo some coaching and pedagogy training to learn how to best convey skills to youth. Community trainers can be used to give additional soft skills training.

Partners: Total 178, of which 10 are training institutes and 168 training providers (artisans). Additional partners are the Directorate of Social Issues (Department of technologies science and Professional education, employability and financial service support services, and local authorities in the district and community level.

Linkages with other tools

Though the approach consists of short courses, there is a strong link to (informal) apprenticeships. See the [“ILO Toolkit for Quality Apprenticeships”](#).

Tool
3

ILO Toolkit for Quality Apprenticeships

How to develop, implement, and evaluate apprenticeship programmes



Description

The toolkit supports policy makers and practitioners in improving the design and implementation of apprenticeship systems and programmes. It combines diverse national good practices with ILO experience and includes over 125 tools and guides from more than 40 countries and institutions worldwide. Each tool can be adapted to fit national and local contexts. For example, it contains tools for identifying skills needs, preparing occupational profiles and curricula, and developing instructional and learning materials and post-training transitions and evaluations.

Process/content

The toolkit is organised in seven modules. The overview module summarises the approach to quality apprenticeships and clarifies the different roles of the toolkit's two volumes.

Module 1 sets out the quality apprenticeship life cycle and the processes involved. It also provides country examples of guides or manuals that offer guidance for various stakeholders to assist in the design and implementation of apprenticeships.

Each of modules 2 to 5 represents one of the four main stages of the apprenticeship life cycle and describes the key processes of each stage:

Module 2 covers the development of a quality apprenticeship programme.

Module 3 addresses the preparation of quality training places.

Module 4 focuses on the organisation and delivery of apprenticeship programmes, including both on- and off-the-job training.

Module 5 discusses apprenticeship evaluation and post-training transitions of apprentices to the labour market.

Module 6 highlights the recent innovations and strategies for promoting apprenticeships.

Target group

Direct: Practitioners working in the governmental or non-governmental TVET-sector. Indirect: Skilled or unskilled youth.

Implementation partners

Ministries, local government, public and private training providers, companies, NGOs

Relevance for rural areas

The toolkit focuses on national, mostly formal apprenticeship programmes, irrespective of the sector. The various examples focus on different countries and contexts and help to showcase the implementation of apprenticeship programmes in various contexts.

Tips & lessons learnt

The toolkit comprises a range of tips & lessons learnt for each module, as well as useful checklists. Here are some general tips for implementing apprenticeships programmes:

- Practitioners should bear in mind that not all tools will be applicable to their countries. Instead, practitioners should use this toolkit as a source of guidance in delivering quality apprenticeships and tailor them to their specific needs and context (e.g. for rural areas).
- Trainees should be fully aware of the requirements and tasks during their apprenticeship. A visit to the enterprises where they will be trained may help to clarify this.
- Enterprises that train apprentices should develop a simple but clear training plan. This may need some support and training from the project implementor.
- It is important to include all stakeholders throughout the process, from enterprises to apprentices, to ask for their opinion and feedback and adapt the process accordingly.

Link to the tool

- ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners: [Link](#) (available in English, français, Bahasa Indonesia, 中文)

Further resources

- VET Toolbox: Guiding Note on Informal Apprenticeship: Organise without formalising: [Link](#)
- Formal and Informal vocational education and training (VET) in Sub-Saharan Africa. Overview, Perspectives, and the Role of Dual VET: [Link](#)
- ILO Toolkit for Quality Apprenticeships – Vol. 1: Guide for Policy Makers: [Link](#)
- ILO: Upgrading Informal Apprenticeship. A resource guide for Africa: [Link](#)



Developed by: ILO

Regional context: Global

Duration: 1 1 – 1 1 1

Costs: \$ – \$ \$

Replicability: medium difficulty

Support structure: high



Green Colleges

How to include sustainability in trainings for rural youth



Description

Green colleges train rural youth in green trades, combining traditional with modern techniques to help them become 'ecopreneurs' and to have better access to technology, finances, and the market. This is done through different training approaches including short- and medium-term courses along with farmer field schools. The courses include topics such as sustainable farming, animal husbandry, integrated fishery, sustainable harvesting and processing of forest produce, agro-food processing and solar technology. The training contains a mix of theoretical, practical, and experiential learning along with entrepreneurial skill development like marketing, communication and business development.

Process/content

The approach of Green Colleges is composed of building relevant curricula and delivering in-class, hands-on training. They provide training in farmer field schools for the practicing farmers for whom coming out of the village for residential training is difficult. The approach also continues supporting the trainees after graduation in their self-employment. An important focus lies on developing business-related competencies such as business plan development, marketing, motivation, conflict resolution, leadership, and communication skills. The training content includes both traditional knowledge and modern technology; the courses are customised to participants' needs with both lab training and field training. For high potential rural youth, the Green Colleges offer the 'Fast Track Programme', a higher level, one-year programme for the graduated trainees who are excelling in their micro-businesses which comprises training plus mentoring support. It helps them to articulate their business ideas, develop their business communication, and networking skill, and connect with mainstream financial institutes. At the end of the one-year training programme, short-listed

business ideas are funded through the innovation fund of the Green Colleges. Certification is provided by Agriculture Skill Council of India which is the apex body of the Government of India managing agriculture skill building in the country.

Target group

Rural youth (15–35 years)

Implementation partners

Training is delivered by extension agencies who provide technical support services to farmers.

Duration

short term (15–30 days) & medium-term courses (3–6 months), up to 1 year (fast-track course for high potentials)

Relevance for rural areas

The tool focuses on rural youth with special focus on socially and ecologically vulnerable groups and women.

Tips & lessons learnt

- The training needs to be adapted to the natural resource base of the country and the skills needed; trades offered in the green college are based on the natural resource profile of the area.
- It is important for colleges to be accredited, to be able to have different certifications, and to be able to work with the informal sector.
- A proper trade identification is very important which needs to consider existing resources, skill and market demand: If there is a vibrant market, a skilling project is easier and more relevant; if not, one needs to work more on value chains – a thorough assessment is essential!

- Pedagogy needs to be more hands on, but standardised and professional to include soft skills beyond content.
- Poor and marginalised are considered non-bankable because of their low net worth. However, primary production and value addition has huge scope of productivity improvement. So Banks and Financial Institutions require sound demonstrations to be convinced.

Link to the tool

- Green Colleges – welthungerhilfeindia.org: [Link](#)
- Factsheet about the Green Colleges India: [Link](#)

Further resources

- Green Skills for Jobs: Greening TVET Colleges Initiative in South Africa: [Link](#)



Developed by: Welthungerhilfe

Regional context: India, Uganda, Tajikistan, and Sierra Leone

Duration: ⌚ – ⌚ ⌚ ⌚

Costs: 💰 – 💰 💰

Replicability: medium difficulty

Support structure: high



Green Colleges

How to include sustainability in trainings for rural youth



Project Example

Name of the project: Green Innovation Centres for the Agricultural and Food Sector

Country: India

Implementer: GIZ

Target group: Rural youth, early/new entrepreneurs.

Project summary: The global programme 'Green Innovation Centres for the Agriculture and Food Sector' is promoting agri-food innovations in selected rural areas, improving smallholder farmers' income, employment, and regional food supply. It cooperates with programmes under the initiative 'Life without Hunger' as well as with bilateral German development cooperation programmes. The target group includes smallholder farmers and MSMEs in the supported value chains. The global programme currently works in 15 countries in Africa, India, and Vietnam.

Application of the tool

1. Trade identification study in the targeted location to identify on the basis of availability of raw materials, skills and market demand.
2. Writeshop involving local experts, practitioners to develop course curriculum on the selected trade focusing on soft skill, technical skill, and market development skill.
3. Liaison with the mainstream institute for accreditation
4. Developing training plans for the training and training institute
5. Promotion of the course and inviting application
6. Selection of the trainees as per selection criteria
7. Conducting the course
8. Creating market linkages for the trainees
9. Selecting High Potential Rural Youth and taking them through Fast Track programme
10. Continuous mentoring

Results

42,909 trainees trained till Feb 2022, with an income increase - 88%. 857 jobs have been created. 163 High Potential Rural Youth are trained and have established their enterprises and are providing employment. 16 Farmer Producers Organisation have been developed under GC Network.

Challenges

- Collecting fees for the training from the trainees turned out to be difficult due to economically marginal target group.
- The financial sustainability of the green colleges remains a challenge.

Sustainability & replication

Sustainability for Green Colleges are measured in terms of the readiness for accessing support from the ecosystem. Currently, there is a focus on skilling by the Government, which needs to be tapped into with resources like Corporate Social Responsibility of private sector enterprises, sponsorship, crowd funding etc.

According to an internal sustainability assessment study, the key thrust should be on the following:

- The institutions need to bring clarity on legal status and the role of the executive board.
- Business Development Plans need to be rolled out.
- Training need assessments of trainers/internal staff need to be regularly conducted.
- Fundraising strategies need strengthening, including consistent efforts on branding and marketing.

In general, implementation is not very difficult. However, it needs a shift in mindset of the implementer beyond Vocational Training to entrepreneurship development

in a multistakeholder environment. Preparation is very important.

Support structures

Trainers: One principal is required for one college who will oversee the process. Each course needs one principal trainer who can invite practitioners, professional, and experts when necessary.

Partners: This needs multistakeholder partnership including CSO partners who will implement (Welthungerhilfe had 11 CSO partners), the Government accreditation agency (ASCI in this case), diverse funding sources to support the initiative, expert and practitioner's pool for training, and financial institutes to provide start-up support to the businesses of the trainees.



Linkages with other tools

A Value Chain Analysis and Selection is preceding the setup of a Green College. It can be linked to other training modalities (e.g., entrepreneurship and soft skills modules, Integrated Farmers Training (IFT)).

Supply of Labour

Entrepreneurship Trainings

Entrepreneurship and business trainings are often offered in rural contexts to make family farming businesses more profitable or support small entrepreneurs with general business skills (e.g. marketing, basic financial skills, accounting, drafting business plans). These skills help agripreneurs and entrepreneurs to grow and ideally create (additional) jobs to support economic development. The tools presented here are some of the most common entrepreneurship training approaches found in the German development cooperation and focus on building the capacities of entrepreneurs and youth aiming at starting or improving their own businesses. They may be used as stand-alone training or in combination with technical courses in formal or non-formal (A)TVET environments. Tools to structurally support start-ups or micro, small and medium enterprises are presented under the [Demand Side](#).

Whereas Start and Improve your business (SIYB) is a hands-on manual that provides a holistic overview of how to plan and implement business training from the market assessment to the programme evaluation, the other tools are rather training approaches that have their own training material and programmes (including ToTs and certified master trainers). The Farmer Business School (FBS) is directed at smallholder farmers and tailored to their crops in a specific value chains. It is not a stand-alone and usually combined with a technical training. Competency-based Economies through Formation of Entrepreneurs (CEFE) and BUS International target both smallholders and MSMEs, and focus more on general business and financial management skills not restricted to the agrifood sector.

Tool
1

Competency-based Economies through Formation of Entrepreneurs (CEFE)

How to promote entrepreneurial competencies with participative methods

Tool
2

Start and Improve your business (SIYB)

How to introduce and implement entrepreneurship trainings at national level

Tool
3

Farmer Business School (FBS)

How to strengthen smallholders' business skills

Tool
4

BJ|S International

How to strengthen entrepreneurial and personal capacities for successful farming businesses

Tool
5

The Chicken Game

How to use experiential scenario-based learning to convey entrepreneurship skills

Tool
6

Business and Saving Games

How to use game-based learning and business simulation to increase financial literacy and business skills

→ **Technical Short Courses**

→ **Entrepreneurship Trainings**

→ **Life Skills**



Guiding Questions

- What actors provide business and/or entrepreneurship training in the focus region?
- What type of businesses exist in the region? What is their level of professionalisation?
- What business skills are needed and in demand by the target group?
- What are the specific needs and interests of women? Are the training institutions sensitised to provide gender-sensitive business and/or entrepreneurship training?



Competency-based Economies through Formation of Entrepreneurs (CEFE)

How to promote entrepreneurial competencies with participative methods



Description

CEFE's objective is to stimulate the start and growth of micro, small and medium enterprises, to improve entrepreneurial performance through guided self-analysis, to stimulate enterprising, and to build up business management skills. CEFE training is a broad term, used for different tools, objectives, duration, and target groups. The common denominator is the promotion of entrepreneurial competencies by using highly participative methods. CEFE modules are developed by actors around the globe.

Process/content

CEFE has more than 20 standardised training packages. Content is structured along the „CEFE-Ladder“ with a range of sessions/exercises for the following modules/topics:

1. Entrepreneurial Competence
2. Finding the best Business Idea
3. Market and Marketing
4. Production and Organisation
5. Financial Planning
6. Reality Check

Target group

Start-ups and entrepreneurs

Implementation partners

International CEFE network, 5000+ certified trainers in -74 partner countries. Only certified trainers are allowed to use the training materials.

Costs

Costs per beneficiary of future CEFE services rendered by the qualified facilitators are at less than 100 EUR for a one-week training and 100-300 EUR for a two-weeks training plus coaching.

Relevance for rural areas

CEFE tools have been implemented in different rural contexts with success and are thus suitable to be implemented as stand-alone business training or together with agriculture training. CEFE is a flexible and universal method and can be adapted to specific contexts and target groups.

Tips & lessons learnt

- CEFE Smart offers experimental online products, there also exists an CEFE online application.
- Training content should be adapted to the target group e.g. of farmers or beneficiaries with limited literacy levels.
- Important to develop a Training of Trainers strategy: Cooperate with local/regional institutions to integrate new methodologies in their training offers (to guarantee sustainability).
- The role of the trainers has a broader dimension based on the experiential learning approach, which is based on a facilitator-learner relationship that accompanies, motivates, and stimulates development, proactivity, and a sense of self-management.
- Changing the education style/methods requires the availability of time and attitude of professionals to adopt new and innovative training styles and approaches.
- The CEFE tool is under continuous further development which requires the active involvement of CEFE trainers and coaches in regional or the global network.
- -The costs of the Business Development Services cannot be borne by low-income groups. Alternative financing models have to be found to ensure sustainability.

Link to the tool

- CEFE-website: [Link](#)
- Overview presentation CEFE digital + rural: [GIZ-Link](#)
- Comparative analysis of entrepreneurship training approaches applied in the German development cooperation: CEFE, FBS, BUS International and SME Business Loop: [GIZ-Link](#)

Hashtag

#digitalisation

Developed by: GIZ, today it belongs to the CEFE network

Regional context: worldwide

Duration: ⌚ ⌚ ⌚

Costs: 💰 – 💰 💰

Replicability: medium difficulty

Support structure: high

Tool
1

Competency-based Economies through Formation of Entrepreneurs (CEFE)

How to promote entrepreneurial competencies with participative methods



Project Example

Name of the project: Green Innovation Centres in the Agriculture and Food Sector

Country: Ivory Coast

Implementer: CEFE International GmbH

Target group: 150,000 cocoa farmers as well as start-ups and small businesses along the cocoa value chain.

Project summary: The CEFE tool described in this project example refers to Human Capital Development (HCD) of trainers and coaches. The objective is to identify and implement innovations to sustainably improve and increase the income of 150,000 cocoa farmers, create jobs and support the improvement of youth and women's employment and increase the turnover of enterprises in the cocoa value chain. The project also promotes other agricultural value chains to contribute to the diversification of cocoa farmers' income. CEFE was assigned to create a group of certified national CEFE trainers in Côte d'Ivoire, capable of independently running CEFE training in the project regions. After the training completion, the CEFE facilitators will train, incubate, and accelerate predominantly young and/or female would-be entrepreneurs and connect them with opportunities and finance.

Application of the tool

- Inception with the programme and partners
- Call for expression of interest among people from the programme regions
- Pre-selection of 29 candidates based on 150 received applications
- Face-to-face selection of a group of 23 participants

- Adaptation and contextualisation of training materials
- Design of a customised Training of Trainers (ToT) and coaches programme
- Conduction of the ToT in 2 modules of 8 days each (128h in class + 24h self-study)
- Interim meeting with programme leader, and review
- Evaluation and ranking of trainers in 4 categories
- Initiative to form a CEFE network Cote d'Ivoire
- Conduction of the training of choaches with 21 participants, 4 days (35 hours)
- Evaluation and ranking, Interim report
- First application of training by the new trainers with the target group and under coaching by the master trainer
- Final evaluation and ranking & reporting

Results

A national pool of 19 trainers and coaches has been qualified to provide the principle CEFE service autonomously. It was customised to beneficiaries along the cocoa value chain but the new CEFE facilitators could also apply it in other subsectors. As a side effect, the activities included the training for about 100 beneficiaries, when coaching the new trainers.

Challenges

- Getting the right candidates to participate in the ToT. Selecting them by just having a CV and motivation letter is not sufficient.
- A CEFE HCD is highly participative and must include a change of mindset, attitudes, and habits. It cannot be done in 5 days!

- For CEFE HCD, certified master trainers are needed. It would be ideal if a project includes the formation of national master trainers in the project concept as well.
- Sustainability of CEFE capacity correlates a lot with the facilitation of the creation of a (formal) network.

Sustainability & replication

The trainers have gained competencies and first steps are initiated to form a network as a service provider. An international corporate company will use the capacity for rollout. If service providers have experience in doing HCD, replication is fairly easy. It is important that programmes are designed in a consistent way by organisations. Very often, the Terms of References (ToR) for such interventions only ask for an isolated ToT. This is a key element of the process, but not sufficient as a stand-alone.

Support structures

Trainers: ToT: At least one master trainer and one CEFE facilitator; Direct beneficiary training: A very good and energetic trainer can do it alone. In most of the cases, 2 facilitators work as a team. Coaching of beneficiaries: 1-1 relationship. Group coaching can be introduced when the coaches have gained practical experience in individual coaching.

Partners: Cooperation with Coffee and Cocoa Council (not significantly involved in implementation). The Programme is supported by Corporate Social Responsibility (CSR) activities of a large international corporate company.

Tool
2

Start and Improve Your Business (SIYB)

How to introduce and implement entrepreneurship trainings at national level



Description

The Start and improve your business (SIYB) implementation guide is a practical tool to support the introduction and rollout of SIYB activities at country level. It provides step-by-step guidance for the successful implementation of SIYB in a given context, covering the following topics: assessing the market for SIYB; selecting partner organisations; training of (master trainers) trainers; adapting materials; entrepreneur-level training implementation; monitoring and evaluation; and planning for sustainability. SIYB aims to create jobs by enabling potential and existing entrepreneurs to (i) start viable businesses, (ii) increase their profitability, and (iii) improve the working conditions of their employees in a way that enhances productivity.

Process/content

The SIYB programme is composed of four inter-related management training packages, Generate Your Business Idea (GYB), Start Your Business (SYB), Improve Your Business (IYB), and Expand Your Business (EYB) which are designed to respond to the progressive stages of business development. The SIYB programme was designed with an institutional approach and a multiplier strategy. After assessing the market for business services and establishing the demand for business management training solutions, the ILO builds the capacity of local training providers to independently implement SIYB training and related activities. In addition, it provides training and certification to "SIYB Master Trainers", who will eventually manage the SIYB programme and the quality assurance thereof. By using this multiplier strategy, the ILO intends to create a sustainable training and system at the national level.

Target group

Potential and existing micro or small entrepreneurs interested to start their own business or improve their existing business. Specific target groups can be defined according to the context (youth, women, rural workers etc.).

Implementation partners

The SIYB implementation model is based on a three-tier structure comprising master trainers, trainers and the end beneficiaries. Over 10'000 partner organisations worldwide and over 17'000 trainers.

Duration

SYB courses: 5 days; IYB: appr. 7 days; EYB: 1-2 weeks

Costs

The guide provides appr. cost calculations for implementation steps: market assessments (30-50,000 USD), trainer development process (30-80,000 USD), training of certified SIYB master trainers (100-150,000 USD).

Relevance for rural areas

The SIYB manuals have been adapted for rural workers and for the agricultural sector. They have been applied in different contexts of rural areas. For instance, in Vietnam the Ministry of Labour introduced in 2009 the SIYB programme as part of the "Million Farmers Initiative" to train 1 million of the country's rural workers per year.

Tips & lessons learnt

The guide describes 10 golden rules for implementation:

1. Aim for Impact
2. Respond to demand
3. Keep up the technical quality
4. Reach scale through SIYB's multiplier effect
5. Strengthen financial viability

6. Adapt to respond to needs
7. Monitor and measure results
8. Promote decent and greener jobs for women and men
9. Capitalise on opportunities to integrate SIYB within wider initiatives of the ILO's partners
10. Plan for sustainability: Guide for improving sustainability based on lessons learnt from SYIB ([Link](#)).

Link to the tool

- SIYB Implementation Guide (english, français and español): [Link](#)
- Sustainability guide for SIYB-programmes: [Link](#)
- SIYB e-learning resources: [Link](#)
- Global Tracer Study 2016-2020: [Link](#)
- SIYB Update 2021: [Link](#)

Hashtag

#digitalisation

Developed by: ILO

Regional context: worldwide
(applied in over 100 countries)

Duration: ⌚

Costs: 💰 💰

Replicability: low difficulty

Support structure: high

Tool
2

Start and Improve Your Business (SIYB)

How to introduce and implement entrepreneurship trainings at national level



Project Example

Name of the project: Bringing Jobs Safely under the COVID 19 Crisis in the Philippines: Rebooting Small and Informal Businesses Safely and Digitally

Country: Philippines

Implementer: ILO

Target group: Rural youth, early/new entrepreneurs.

Project summary: In the context of the project “Bringing Back Jobs Safely under the COVID-19 Crisis in the Philippines” funded by the Japanese Ministry of Foreign Affairs and implemented by the ILO field office of Manila, 20 SIYB Training of Trainers are carried out for more than 200 trainer candidates who in turn train more than 20,000 non-metropolitan MSMEs (targeting mainly youth and women) on management and digital business skills.

Application of the tool

The SIYB programme consists of a set of four inter-related management training packages aimed at entrepreneurs at different levels of business maturity:

- The Generate Your Business Idea (GYB) package helps potential entrepreneurs to assess their entrepreneurial characteristics and to come up with a concrete and viable business idea.
- The Start Your Business (SYB) package takes starting entrepreneurs through the process of developing a business plan and evaluating its viability.
- The Improve Your Business (IYB) package consists of a set of modules to help already existing entrepreneurs to improve various aspects of their business, such as marketing, accounting or planning.

- The Expand Your Business (EYB) package is for growth-oriented entrepreneurs and helps them to come up with a strategy to expand their business.

Results

So far 37 Trainers and 130 entrepreneurs were trained. By March 2023, it's expected that 200 trainers and 20000 entrepreneurs will have been trained.

Challenges

The main challenge has been in the Training of Entrepreneurs phase. Trainers need to be more motivated to implement the trainings, they need skills in marketing and promoting the programme. Other challenge is in the M&E part, as it's not always easy to contact entrepreneurs several months after receiving the training. It's important to encourage trainers to train entrepreneurs also outside the umbrella of the project and to build their capacity to market and promote entrepreneurship training. Furthermore, it is important to equip business development service providers with the capacity to carry out monitoring and evaluation of the activities.

Sustainability & replication

The sustainability is ensured first by carrying out a business development service assessment to select partner organisations with the capacity and willingness to implement SIYB activities. The implementation model of SIYB is easy to scale and replicate because of the three-tier structure of the programme, where Master Trainers train trainers who in turn train entrepreneurs. Furthermore, SIYB is a global network with trainers active in more than 100 countries across the world.

Support structures

Trainers: In the context of this project 200 trainers will be trained. However, SIYB can be implemented in a smaller scale, starting from a training of trainers with between 10–20 participants, who in turn can train between 100 – 200 entrepreneurs. Trainers need to be experienced in adult learning, business management, private sector development and having their own business to be qualified to participate in a training of trainers and they need to be certified in at least one of the SIYB packages.

Partners: The project is funded by the Japanese Ministry of Foreign Affairs and is implemented by ILO Manila in collaboration with the Department of Trade and Industry (DTI) of the Philippines. Other partner organisations include business development service providers from the private, public and non-governmental sectors.

Tool
3

Farmer Business School (FBS)

How to strengthen smallholders' business skills



Description

The Farmer Business School (FBS) is a comprehensive adult learning approach that targets changing the mindset of smallholder farmers by sensitising them to market opportunities and possibilities to improve productivity, family income, and nutrition. The core of its modules is income-oriented decision-making based on a cost-benefit analysis of different technologies for a lead crop and two other food crops, combined with strategy development to diversify income. Often, FBS trainings are embedded in other service delivery models. This applies to linking FBS delivery to regular extension service provision by public extension services and to extension services provided in contract farming or by civil society organisations.

Process/content

FBS curricula cover one lead crop and two other food products with promising markets. Learning units are structured in standardised modules:

1. Farming as a business; planning of production
2. Units and measurement
3. Healthy nutrition and farm management
4. Profit loss calculation – current techniques
5. Profit loss calculation – recommended techniques
6. Decisions for income increase and diversification
7. Financial management at the farm and household level
8. Savings and access to financial services
9. More income with quality products
10. Benefits from membership in farmer organisations
11. Good agricultural practices
12. Becoming an entrepreneur in practice

Target group

Smallholder farmers, members and leaders of farmer organisations

Implementation partners

NGOs, public and private farmers' colleges and schools, private companies/consultants, local government authorities. Only certified trainers are allowed to use the training materials.

Duration

5 half days of training, in addition: 1–3 months for training material adaption, 2 weeks to 3 months for planning

Costs

11–17 EUR (incl. trainer salaries, depending on the context and number of farmers trained)

Relevance for rural areas

It was developed for cocoa farmers, but has been extended to other value chains.

Tips & lessons learnt

Success factors are:

- Focus on the business skills most needed by smallholders
- Thorough qualification in theory and practice of trainers with good social skills
- Combination of basic standard modules with product specific modules
- Participatory group work approach.

Link to the tool

- FBS Introductory Guide: [GIZ-Link](#)
- SNRD Publication “Experiences with the Farmer Business School (FBS) approach in Africa”: [Link](#)
- Expériences de la mise en œuvre de l'approche FBS – Ecoles d'Entrepreneuriat Agricole en Afrique (version française) : [Lien](#)

- Pamphlet Farmer Business School: [Link](#)
- Gender focus: FBS – Rural women fit for business: [Link](#)
- Smartphone application “FBS Innova” (to help farmers manage crop and livestock): [Link](#)

Further resources

- Agri-Business Facility for Africa, pan-African knowledge and advisory hub providing various training: [Link](#)
- The e-Academy of the Agri-Business Facility for Africa: [Link](#)
- Comparative analysis of entrepreneurship training approaches applied in the German development cooperation: CEFE, FBS, BUS International and SME Business Loop: [GIZ-Link](#)

Hashtags

#digitalisation, #gender



Developed by: GIZ

Regional context: Africa

Duration: ⌚ – ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: high

Tool
3

Farmer Business School (FBS)

How to strengthen smallholders' business skills



Project Example

Name of the project: Food and Nutrition Security, Enhanced Resilience (FANSER)

Country: Zambia (Eastern and Luapula provinces)

Implementer: GIZ

Target group: Women of reproductive age between 15 to 49 years.

Project summary: The objective of the FANSER programme is to improve the nutritional situation of women of reproductive age between 15 to 45 years and children under the age of two years who are living in food-insecure households through the following fields of action: (i) improving knowledge levels of women on nutrition, change attitudes positively, (ii) improving knowledge levels of women on hygiene, change attitudes positively, (iii) increasing the year-round availability of nutrient-rich food through nutrient-sensitive agriculture, (iv) developing improved strategies to improve their household and productive resources and (v) strengthening nutrition governance at District, Provincial and National Level.

Under field of action IV, the Farmer Business School (FBS) is being implemented as a strategy to help farmers use the household and productive resources efficiently by investing and taking farming as a business.

Application of the tool

The tool is implemented following the FBS management guide. After identifying the project region, target group, trainer, duration and three complementary value chains, the curriculum is adapted to the context. The adaptation

process takes one to two months, including the economic analysis and adaptation of training material, done by technical advisors or local consultants with backstopping from certified FBS International Master Trainers, National Master Trainers or FBS Coordinators. After verification of training material in a pilot training, trainer candidates undergo a 6-week capacity development phase, facilitated by a certified FBS Master Trainer. Successful trainer candidates continue to the large-scale roll-out. Post-training support is ensured through FBS trainers and supervisors.

Results

FANSER has developed and adapted two FBS curriculum, one for Luapula province which has Village chicken as the lead value chain complemented by Cassava and Cowpeas and the other curriculum for Eastern province has Village chicken as lead value chain complemented by soyabeans and tomatoes.

From 2021 to 2022, FANSER has trained 28 FBS trainers and a total of 11,638 farmers of which 8,251 are women, 3,387 are men, and 7,000 are youth between the age of 15 to 35 years. As a result of the FBS trainings, participants organised themselves well in groups, and understood how to link up with input suppliers and farm market buyers.

Challenges

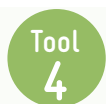
One of the main challenges is that the tool requires at least 60% literate participants with some arithmetic knowledge. This is difficult to reach with target groups as of FANSER, where women groups have high illiteracy levels.

Sustainability & replication

FANSER project has developed a sustainability plan to anchor the tool within the government through the Ministry of Agriculture. Also, the project implementing partner, Solidaridad has expressed interest to work with the FBS trainers to conduct more FBS trainings. Further, the project discussed experiences regarding institutionalisation of FBS in other countries during the Master Training Programme.

Support structures

FBS Trainers: Number of FBS trainers depend on the target outreach. **Master Trainer Network:** to conduct ToT for FBS trainers. It is always recommended to engage Agri-Business Facility for Africa (ABF) who can backstop throughout the adaptation and implementation process.



B|U|S International

How to strengthen entrepreneurial and personal capacities for successful farming businesses



Description

The training programme focuses on the development of personal and entrepreneurial capacities and skills for the strategic and sustainable success of a farming business. BUS focuses on entrepreneurial and soft skills and attitudinal change. BUS uses participatory approaches including various forms of individual reflection, group work, games, drawings and exchange between participants. It uses tools which can be applied in basic training environments and which are suitable also for illiterate participant groups. BUS integrates coaching methods as part of training and encourages participants to support each other in adapting the training. Modules of this entrepreneurial training comprise individual capacity assessment, analysis of products, production systems, value chains and market demand as well as visioning and planning one's own way forward.

Process/content

The training contains 3 modules:

BUS 1: Entrepreneurial and personal capacities (responsibility, wheel of success, overcoming limits, feedback, bird's eye view, objectives, financial analysis)

BUS 2: Enterprise/business analysis (market orientation, portfolio analysis, my vision, alternative ways, decisions, my way forward, action plan)

BUS 3: Business plan compact (market, products, resources, know how, labour, processes, structure, finance, my objectives)

Target group

Smallholder farmers but also small owner-managed enterprises or leaders of farmer-based organisations

Implementation partners

NGOs, public and private farmers' colleges and schools, private companies/consultants, local government authorities. Over 17,000 people have been trained with BUS training approaches. Only certified trainers are allowed to use the training materials. BUS training materials are available in English, French and Arabic.

Duration

3 modules of 3 days each (60 hrs. in total) for max. 25 participants with breaks of 4 to 6 weeks in between, 3 to 6 months in total.

Costs

Depends on the context. The total costs of Training of Trainers amount to about 1.500 EURO per BUS module and trainer.

Relevance for rural areas

It is developed for farmers and focuses on basic skills, well adapted to people with low literacy skills.

Tips & lessons learnt

- To train female farmers and agripreneurs, work with female trainers.
- When deciding for a b|u|s ToT, make sure to choose the trainer candidates well and to take the time to evaluate them during the ToT by the Master Trainers. It is key to a high quality and sustainable training, that the b|u|s philosophy is well understood and lived.
- Where farmer participants are illiterate, let trainers work in pairs.
- Participants for b|u|s trainings must be selected according to criteria (namely a potential to develop an entrepreneurial spirit). This is not a training to be rolled out for entire farmer groups.

Link to the tool

b|u|s International - Andreas Hermes Akademie: [Link](#)

Further resources

- Comparative analysis of entrepreneurship training approaches applied in the German development cooperation: CEFE, FBS, b|u|s International and SME Business Loop: [GIZ-Link](#)

Hashtag

#gender

Developed by: AHA

Regional context: Ethiopia, Tunisia, Burkina Faso, Benin, Côte d'Ivoire, and Mongolia

Duration: ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: medium



B|U|S International

How to strengthen entrepreneurial and personal capacities for successful farming businesses



Project Example

Name of the project: Global Programme on Strengthening Farmers' Organisations for Sustainable Agricultural Development

Country: Burkina Faso

Implementer: AHA and Partner Organisation

Target group: Farmer Organisations and their members.

Project summary: The project strengthens member-based farmers' organisations (FO), mainly at national and regional level, to improve (1) the representation of farmers' interests, and (2) ensure need-based service delivery to members.

The project supports organisational development, the creation of a trainer pool in the FOs and the development of exchange platforms. One element of the project is the development of entrepreneurial training capacities within the FO, so that they can offer a training service for member farmers on a sustainable long-term basis. This training (b|u|s) aims to instil an entrepreneurial mindset in farmers, who will be able to optimise their production and marketing and increase their incomes.

Application of the tool

- Development of sustainable training services particularly b|u|s trainings, at FO level. The training shall be offered as a paid service to cover its cost through training of b|u|s trainers from the farming community, who will be the service providers of their FO.
- In Burkina Faso: Offer of b|u|s as trainings service to members; selection of a central FO to play the role of catalyst, coordinator and quality management for the b|u|s-FO training. This role is played by ROPSA-B (Réseau

des Organisations Paysannes pour une Synergie d'Actions aux Burkina).

- ROPSA-B reaches producers, national agricultural unions, and cooperatives and also connects with other AHA partners, who offer the b|u|s training to their members.
- Training services are rarely self-sustaining. Therefore, a model of co-financing between the participant, the FO, and a central "training fund" at ROPSA is needed; the fund is intended to be replenished through different donors, government schemes, successful alumni trainees.
- FOs that offer b|u|s receive around 10 EUR per module and participant. Each participant pays a contribution of 2 to 3 EUR per module. The total covers the cost of the endogenous trainers. The remaining local costs for food and venue will be borne by the FO.
- To benefit from the co-financing, the FO submits its request with the list of farmer participants to the national coordinator at ROPSA-B who coordinates the trainer, ensures the training sessions are carried out in a good quality by the FOs, and warrants financial and narrative reporting.

Results

Overall results from 2019 to 2021:

- 3,004 producers, all members of partner FOs, have been trained in at least b|u|s module 1&2, of which 1,953 are women.
- All beneficiaries paid at least 2€ per training module.
- 23 trainers for b|u|s 1&2 were evaluated and certified by AHA to work for their FO
- 20,000€ co-funding trained > 1.000 farmers

Challenges

- High costs of b|u|s training in FOs due to the fees and expenses of the trainer. Therefore, co-financing is required.
- A continuous follow-up (annual at least) is required, where Master Trainers backstop the b|u|s trainers to ensure the quality of b|u|s.

Sustainability & replication

The transfer of knowledge depends on the Master Trainers and the trainers. AHA believes that the quality of a training cannot be ensured through documents, but through people. Thus, apart from some worksheets, there is almost no training material. A certified trainer is needed to teach b|u|s.

Support structures

Trainers: For the b|u|s training, 1 (in diff. circumstances 2) certified trainer(s), for the ToT, 2 Master Trainers for a batch of 20-24 trainer candidates.

Partners:

- AHA: ToT responsibilities, trainer & training quality assurance, setting up coordination at ROPSA & co-funding.
- ROPSA & coordinator: Institutional anchoring of b|u|s Trainings in Burkina Faso, manage "training fund" & coordinate training.



Linkages with other tools

Where b|u|s 3 is not available, a combination between b|u|s 1&2 with subsequent Farmer Business School is a possibility. The trainings are complementary.

Tool
5

The Chicken Game

How to use experiential scenario-based learning to convey entrepreneurship skills



Description

The chicken game as a tool has been designed to assist and support farmers in the field through a cycle of experiential learning based on real-life scenarios. The game's basic principles are based on: action/experience, publishing, processing, generalising, and application to gain a basic understanding of starting a business and developing a business model for their start-up businesses; understanding profit and loss, cash flow, and determining the financial feasibility of their business. The training takes place over a period of 3 days.

Process

A cascading model is used, which identifies master trainers which in turn identify a pool of trainers in the field who will undergo a Training of Trainers (ToT's) and certification process. The trained trainers undertake to train small holder farmers in smaller groups on a need's basis. The following process was followed:

1. Identify an institution willing to act as the custodian of the "business development tool". This institution must have a focus on providing farmers with support
2. Support within the institution, one must identify a master trainer, who will manage the "tool" qualification, implementation, quality assurance, and monitoring in each country
3. Undertake the adaptation of contents to country uniqueness
4. Manage the roll-out of the training of trainers-approach
5. Secure all necessary certification

Target group

Smallholder farmers, agripreneurs

Implementation partners

certified master trainers (e.g. agricultural school teachers, extension officers, etc.)

Relevance for rural areas

The game uses an agricultural scenario which makes it useful for farmers and aspiring agripreneurs. Basic literacy skills are needed.

Tips & lessons learnt

- Adapt as much as possible to the local scenario; find local examples and link them to the exercises; identify champions in the groups so that they support the other farmers. Trainers need to provide mentorship to the farmers, ex.: for broilers farming – 2 to 3 mentored cycles help farmers to apply the tool better ; if possible start with Good Agricultural Practices training before introducing the Chicken Game.
- Small holder farmers often lack the habit of recording their daily operations. Starting the training with record keeping can help the farmers to easily navigate and apply the rest of the tool.
- Include the household budget (family expenses and income) in the calculations linked to the cash flow. It can help thee farmers to see to what extent their business can cover their life style and household needs.

Link to the tool

- The Chicken Game Flyer: [GIZ-Link](#)
- The Chicken Game Overview materials: [GIZ-Link](#)



Developed by: GIZ

Regional context: South Africa and Mozambique

Duration: ⌚

Costs: 💰 – 💰 💰

Replicability: low difficulty

Support structure: low

Tool
5

The Chicken Game

How to use experiential scenario-based learning to convey entrepreneurship skills



Project Example

Name of the project: Improving Framework Conditions in the Private and Financial Sector (ProEcon) and E4D Mozambique

Country: Mozambique

Implementer: GIZ ProEcon – IA2 & E4D

Target group: Poultry Smallholder Farmers (farming between 50 to 2000 birds – with majority between 200 to 500 birds).

Project summary: GIZ has partnered with Higest to strength its distribution chain through improved linkages between the retail shops (17 shops in 3 provinces) and local small chicken producers. The partnership directly involved 340 smallholder farmers, that regularly trade with Higest retailer shops. The clients (small holder chicken farmers) that participated in the programme, have been chosen through an application process using a criteria that assured that participating producers have the capacity to implement the proposed changes. With the chosen 340 producers, Higest implemented (continues to do so) a cascading programme that also included a focus on good farming practices to complement the development of management skills.

Application of the tool

- A GIZ Mozambique advisor observed an 8-day training in South Africa, delivered by a qualified facilitator trained under E4D South Africa.
- Adaption of the material to Mozambican context through the advisor together with the South African facilitator/mentor and the Private Sector (Higest) staff.
- Trial with GIZ colleagues and small group of farmers for final adaptation.

- Training of trainers of selected shop managers through the advisor and Higest that would then cascade the training to their respective regular clients in different shops. The training of Trainers (shop managers) involved smaller groups of 9 to 12 people including a co-facilitator that was invited from a group of trainers GIZ had on Farmer Business School. 8-day training in 3 phases: classroom training, 2 days rehearsal and 3 days practical training in the field with real farmers.

- Once the trainers were qualified (an assessment was conducted by the advisor) they prepared a training/cascading plan for their respective groups of regular clients and started training over a period of 12 months. It started with pairs of 2 trainers for peer learning and continuous capacity building.

Results

38 shop managers were trained and conducted cascading down to 277 farmers (188 women). An additional 69 farmers (36 women) were trained by Higest shops. Apart from ProEcon/Higest Partnership, other programmes are using the tools with their beneficiaries, training more than 200 additional farmers (through the same private sector partnership model).

Challenges

The literacy levels of farmers are crucial for them to apply the tool (the trainer can assist them). Finding the right time for full farmers participation – most farmers in our context they also work or do other business (short trainings, adapted to the farmers' schedule).

Sustainability & replication

The project was developed under an Inclusive Business Model approach (partnership with Highest). All the farmers trained are regular clients of Higest and are linked to the business as they buy chicks, inputs, and equipment from them. GIZ trained the Higest Shop managers to cascade the training down to the smallholder farmers that are regular clients.

Support structures

Trainers: One well trained trainer per group of max. 21 people. A new trainer ideally starts small with max. 9 people and should have a peer learning process in the first 2-3 session to learn from one another and they improve their skills. Trainers should have basic business knowledge/experience and good knowledge of the poultry value chain.

Partners: The project had one partner Highest, a private sector partner operating in the poultry value chain. More than 90% of their retailer shops that serve smallholder farmers are managed by women.


 Linkages with other tools

The training process starts with a good agricultural practices training. An ICT tool (smartphone application) was introduced for farmers to find information on book-keeping, farming cycle (Good Production Practices) and technical assistance. The training can also be linked to the Farmers Business Schools.

Tool
6**Business and Saving Games**

How to use game-based learning and business simulation to increase financial literacy and business skills

**Description**

The overall objective of the game is to experience how to manage a micro business effectively, using an experience-based approach. Depending on the context, there is a several days training in form of interactive games to increase financial literacy and business skills of participants. There are different variations of the business games for future or new entrepreneurs, saving games for households and students, and farmers. There is also the offer to train the trainers. The business games aim at improving financial and entrepreneurial literacy by encouraging behavioural change through the game environment, repetition and sharing experiences with other participants. They aim to increase the bankability of marginalised target groups and contribute to equitable access to financial services and products. The innovative learning method not only enables them to understand the game and win it – they also increase their confidence to make good financial decisions in their everyday lives.

Process/content

To impart this knowledge in an engaging way, the tool introduces an experience-based learning approach: the do-reflect-apply approach. Usually, the business training components are embedded into broader training programmes. The training aims at increasing financial and entrepreneurial capacities by:

- a. introducing basic accounting principles and applying simple financial tools such as sales forecasts, cash flows, balance sheets, and profit and loss statements, among others.
- b. helping to understand the role of different business stakeholders like suppliers and customers, lenders, and regulators.
- c. defining goals and strategies for dealing with the stakeholders and acquiring know-how in marketing, market dynamics and competition.

Target group

Youth, farmers, individual households, future entrepreneurs (modules are adapted for specific target groups e.g. women or internally displaced people).

Implementation partners

Training is delivered by extension agencies who provide technical support services to farmers.

Relevance for rural areas

Well adapted for rural contexts even with limited internet connectivity.

Tips & lessons learnt

- The approach is flexible and can be easily adapted and/or integrated into existing trainings. The role of the trainer to guide through the training and break down complex situations is crucial. They should be versatile and in a position to help the participants to apply the learnings to the real business world, but also see the limitations there.
- The target group needs to have some basic numeracy skills to participate in the business games.
- The courses are also offered virtually.

Link to the tool

- Website: sparkassenstiftung.de: [Link](#)
- Content overview: [Link](#)
- Pamphlet Micro Business Game: [Link](#)
- Folleto en español: [Enlace](#)
- Youtube-Video Micro Business Game by Sparkassenstiftung: [Link](#)

Further resources

- The ACCESS methodology covers basic financial education content, such as budgeting, savings, debt management, but also participants' aspirations: [Link](#)

#Hashtag

#digitalisation

**Developed by:** Deutsche Sparkassenstiftung**Regional context:** Global
(Latin America, Asia, Africa, MENA)**Duration:** ⌚**Costs:** 💰 💰**Replicability:** medium difficulty**Support structure:** (trainer & partner network): medium

Tool
6

Business and Saving Games

How to use game-based learning and business simulation to increase financial literacy and business skills



Project Example

Name of the project: Promotion of Agricultural Finance for Agri-based Enterprises in Rural Areas global project (GP AgFin)

Country: Zambia

Implementer: GIZ

Target group: Small primary producers as well as micro, small and medium-sized enterprises (MSMEs) working as subcontractors, in processing and marketing, especially in the value chains of the “One World – No Hunger” global projects.

Project summary: The project has as objective to ensure the provision of financial services to agricultural and agri-based enterprises in rural areas. The project advises and supports the expansion of financial institutions into the agricultural sector and assists them with developing adapted financial services. This process is based on the business models the project has identified as viable. Particular attention is paid to the needs of businesses owned by women and young people. Innovations that promote the environmentally aware transformation of agricultural systems receive special attention. The project also provides training to enterprises in the agriculture sector. It helps these enterprises acquire business management and financial skills through Farmer’s Financial Cycle and Agricultural Business Analysis and Investment Training.

Application of the tool

- Farmer Business Game (FBG) is a highly interactive simulation game training which was developed by the Deutsche Sparkassenstiftung für internationale Kooperation (DSIK). The training aims at increasing the understanding of the participants on how to understand and plan for their cash flows, how to make investments and how to utilise financial services in an effective manner.

For this training comprehensive training materials as well as trainer guides are made available. DSIK has certified a number of trainers in Zambia. The training takes 3 training days (about 7 hours per day).

- During the training, participants are put in groups of 5 that compete in 3 rounds. The participants work in groups, taking the role of managers and simulating the transactions and decisions of a bank, a microfinance institution, a small business or even a private household. In doing so, the existing knowledge is applied and expanded by sharing experience with the other players. In contrast to the real practice, erroneous decisions made here only inflict damage on virtual capital. Each decision has an impact on the course of the next simulation round. The identification of the reasons and the analysis of contexts are the main learning objectives of the simulations.

Results

850 people trained across Eastern, Central and Southern Provinces of Zambia additional 350 planned for the current consultancy running up to May 2023.

Challenges

- Low literacy levels, especially numeracy, limit participation.
- Initial costs are high as one requires the materials (mats, coins and the trainer’s and participant’s manuals).
- Capacitation of trainers is costly as master trainers have to be sourced from Germany.
- During the training if care is not taken, participants may end up not getting much from the training but just focus making the balance sheet (improve quality of life score) without understanding the process.

Sustainability & replication

In the current set up, sustainability measures are being supported by DSIK where the organisations/trainers are implored to advertise the service and DSIK also recommends which trainers could be used to provide trainings to different groups and organisations and diversify revenue streams.

Support structures

Trainers: 2 trainers per session. Trainers have to undergo a training of trainers and certified by DSIK.

Partners: AgFin draws participants from partner financial institutions, sister projects, and other partners working with farmers and agribusinesses including the government (Ministry of Agriculture).


 Linkages with other tools

The game can easily be combined with other training approaches that complement each other to achieve a better training package. In this case, participants who had undergone Farmer’s Financial Cycle training before FBG had better application of business principles.

Supply of Labour

Life Skills

The following five competencies are part of life skills, according to the WHO: self-awareness and empathy, decision making and problem-solving, creative and critical thinking, communication and interpersonal skills, and coping with emotions and stress (Special Learning, 2022). – all skills crucial to ensure the work readiness of young people. Young people who participate in skills development measures to gain technical knowledge, are often not ready to immerse themselves in a professional environment. Hence, youth need to be prepared for the labour markets by strengthening their life skills and supporting their transition from school to the world of work. Interactive methodologies and immersion in real life situations, where youth can practice the skills on the job, are especially effective. In recent years, digital solutions have proven to be useful in conveying life skills to young people, either as an add-on to a face-to-face training or as a stand-alone. Many skills development courses already include life skills (e.g. most short-term courses also cover life and entrepreneurial skills).

Where self-employment is prevalent, specific skills, such as critical thinking, problem-solving and decision-making skills are especially important. If literacy rates are low, literacy and numeracy trainings should be part of life skills trainings as a key component to basic foundational skills. Life skills trainings often also include elements related to decent work and social protection. Covering aspects related to human rights and women empowerment can support youth to know and defend their rights, which is especially crucial when girls and young women are exposed to gender-based discrimination. These courses should be offered in the mother tongue of students to ensure the effectiveness of these programmes.

Tool
1

Life Skills and Work Readiness Courses

How to support life skills and work readiness in VET programmes

Tool
2

REFLECT – Functional Alphabetisation

How to teach adult learners basic literacy and numeracy skills using a participatory approach

Tool
3

Digital Learning Platforms

How to use digital technologies to convey learning content

Tool
4

Personal Initiative Training

How to support youth with an entrepreneurial mindset training

Tool
5

Farmers' Financial Cycle

How to enhance the financial literacy level of actors along agricultural value chains

→ [Technical Short Courses](#)

→ [Entrepreneurship Trainings](#)

→ [Life Skills](#)



? Guiding Questions

- What skills are needed by the target groups for a successful integration into (self-)employment?
- How can these skills be taught in a smart and efficient way (with limited resources)?
- What life skills are embedded in existing vocational training offers? What are the gaps within existing training offers?



Life Skills and Work Readiness Courses

How to support life skills and work readiness in VET programmes



Description

The objective of this tool is to provide guidance on supporting life skills and work readiness as part of vocational education and training (VET) or complementary to VET. The rationale for life skills and work readiness training is to support young people in the transition from the world of school and VET to the world of work. It is expected to improve VET graduates' ability to secure a job, which in turn also allows them to improve their vocational-technical skills and other competencies through further on-the-job training.

Process/content

This short guide informs on work readiness and life skills. It gives an overview on what skills are referred to and in which way these can be improved. The guide gives special attention to deficiencies in basic numeracy and literacy. Obstacles in addressing this skills gap are also touched upon.

Target group

Marginalised youth, including school dropouts, young women, and unemployed in the process of doing a VET training.

Implementation partners

National vocational authorities and regulatory bodies, enterprises involved in VET partnerships, public, private, and mixed VET training institutes, and VET pre-service and in-service instructor training institutes, sectoral business and professional associations and civil society organisation, development projects/programmes & partnerships.

Duration

Training of Trainers: 2 days
Soft Skills Training: 2-3 days
Internship: 3-6 months

Relevance for rural areas

The competencies and skills captured under 'life skills' include behavioural skills such as attitude and motivation, which are equally relevant in all contexts and can be included in any training.

Tips & lessons learnt

- The combination of work readiness training and internship matching is a promising approach to maximise employment among TVET graduates. Conducting a soft skills training prior to an internship prepares graduates for the world of work and increases the likelihood of retainment.
- Common quality standards for soft skills trainings (i.e. curricula, training materials, training manuals) should be combined by regular capacity development for facilitators to ensure consistent quality of trainings.
- Working with a business membership organisation as an intermediary is an effective means to maximise outreach to employers and to facilitate internships for a large number of beneficiaries.
- The project promotes decent internships of mutual benefit for both the employer and the intern. It is recommendable to define internship quality standards, and build the capacity of HR managers.

Link to the tool

- Pamphlet: [Link](#)
- CAP YEI e-learning platform: with life skills courses [Link](#)

Further resources

- Helvetas Soft Skills Manual in English: [Link](#), and Swahili: [Link](#) (Swahili)
- Comprehensive soft skills package "Passport to Success (International Youth Foundation): [Link](#)

#Hashtag
#digitalisation



Developed by: GIZ, Employment and Skills for Development in Africa (E4D)

Regional context: Ghana, Kenya, Mozambique, South Africa, Tanzania and Uganda

Duration: ⌚ ⌚

Costs: 💰 – 💰 💰

Replicability: medium difficulty

Support structure: medium


Tool
1

Life Skills and Work Readiness Courses

How to support life skills and work readiness in VET programmes



Project Example



Name of the project: Access to Employment (ATE)

Country: Uganda

Implementer: GIZ Employment and Skills for Development in Africa (E4D)

Target group: Economically disadvantaged populations, such as women and youth.

Project summary: E4D develops and implements public-private cooperation projects following an integrated model for employment promotion. These aim to increase demand for labour across to create opportunities for disadvantaged population groups to be integrated into value chains; utilise private sector partnerships to enhance the employability of qualified workers; and match labour supply and demand through placement in trainings for jobs. The 'Access to Employment (ATE)' intervention in Uganda, implemented in partnership with Uganda Manufacturers Association (UMA), aims at improving the employment situation of TVET graduates. Among the key constraints for the transition from vocational education to the labour market in Uganda are a lack of work readiness and soft skills as well as limited practical work experience among graduates. ATE seeks to overcome these challenges through a combination of work readiness training and practical work exposure through internships.

Application of the tool

In partnership with TVET institutions soft skills trainings are offered to students who are in their final year or who have recently graduated. Upon successful participation in a final examination, participants receive a certificate to demonstrate their soft skills towards potential employers. Beneficiaries who graduated from the training become

eligible for internship matching. UMA identifies internship opportunities within its network of more than 1,300 member companies and supports the beneficiaries during the application process. Furthermore, UMA provides stipends and insurance coverage in cases where companies are not able to cover those expenses. To ensure a valuable learning experience and decent working conditions for interns, UMA provides trainings to HR managers from their member companies. The objective is that the companies adopt internship quality standards which were developed by the project.

Results

The project aims to train 1,500 people in soft skills and match 750 people in internships.

Challenges

- Achieving a high **female participation** is challenging for the intervention due to low female enrolment rate at TVET institutions. The project is developing a targeted gender strategy.
- The project is working with a network of 12 TVET institutions and more than 40 facilitators. **Ensuring consistent quality of trainings** is hence a challenge. The project achieves this through setting common training standards and capacity development for facilitators.
- Companies often have a limited willingness and/or ability to pay for interns. Continuous outreach activities, especially in rural areas, are required to raise awareness. Where companies cannot cover all their costs, the project supports through insurance coverage and stipends.
- The objective is to anchor internship matching, currently funded by the project, in the business membership organisation. UMA is exploring different funding opportunities incl. private sector contributions and public

funding, which is challenging due to limited availability of government funding and limited ability of member companies to pay for such services.

Sustainability & replication

Institutional anchoring of soft skills training at TVET institutions is achieved through capacity building and a high level of ownership among the TVET institutions. Facilitators at partner institutions participate in ToTs, regular refresher Trainings are envisaged.

Support structures

The intervention design is not complicated, but the feasibility depends on several factors. The approach requires access to a large number of companies willing to take interns. Hence, it is recommendable to work with intermediaries such as Business Membership Organisations.


Linkages with other tools

Life skills can be combined with/integrated in various trainings to achieve better outcomes.

Tool
2

REFLECT – Functional Alphabetisation

How to teach adult learners basic literacy and numeracy skills using a participatory approach



Description

Youth and adults meet in “REFLECT Circles” to acquire basic literacy and numeracy skills. The facilitators select a topic together with the communities, which is important in their daily life or of social interest (e.g. agricultural questions, gender equality, maternal health, early marriage). Based on these topics the facilitators conduct a discussion to analyse the social and economic context of the communities. They then create literacy and numeracy programmes so that participants combine learning and social/community engagement. Participants later on develop their ideas e.g. to start their project in agriculture or other forms of self-employment. They learn how to mobilise resources, how to approach local authorities or partners, and work together.

Process/content

The non-formal literacy courses are animated by facilitators, who combine literacy and numeracy courses with other topics e.g. related to health or the environment. The courses are very flexible and can be easily adapted to the needs of the target group and different contexts. The manual (in French) gives an overview of the whole methodology and the training process and also provides background information.

Target group

Illiterate youth and adults, special focus on women.

Implementation partners

Communities, local government authorities, civil society and non-profit/non-governmental organisations, generally bodies interested in providing adult literacy training.

Costs

From 12 (Uganda and Bangladesh) to 30 Euros (El Salvador) per participant (depending on the context).

Relevance for rural areas

Due to its very simple and community-based nature, needing little resources and infrastructure, the tool is well suited for the rural context.

Tips & lessons learnt

- REFLECT circles can be linked to other training programmes, e.g. agricultural trainings. The set-up allows for a combination of the topics, where literacy can be easily combined with other topics.
- It is pertinent that the course takes place in the language the participants are most comfortable with. Bilingual courses are possible.
- The facilitator has to carefully adapt the content of the course (e.g. words used) and speed of the course to the participants.
- Encourage the organisation of periodic sharing and recycling meetings between facilitators as well as annual exchange visits between the circles.
- Organise awareness-raising sessions in the villages where the centres are located on the role of women in society in general and in community development in particular.

Link to the tool

Manuel de Conception de Reflect (engageplus.org) (Français): [Link](#)

Further resources

- Integrated Functional Adult Literacy courses (UIL Ethiopia): The main goal is to increase literacy rates of marginalised groups, especially women, while also teaching participants fundamental skills and knowledge: [Link](#)
- Second chance programmes (Helvetas Benin) ease the transition between basic education and vocational education through catch-up programmes and adapted, bilingual non-formal education for out-of-school children and youth. Example: [Link](#)

Hashtag

#gender



Developed by: Action Aid

Regional context: West Africa
(but also other countries and continents)

Duration: ⌚

Costs: 💰 💰

Replicability: low difficulty

Support structure: medium

Tool
2

REFLECT – Functional Alphabetisation

How to teach adult learners basic literacy and numeracy skills using a participatory approach



Project Example

Name of the project: Programme d'Appui aux Organisations et Populations Pastorales de l'Afrique de l'Ouest (PA02P-A0)

Country: Benin, Burkina Faso, Chad, Togo, Mali

Implementer: Benin: NGO POTAL MEN („Notre Union“), Burkina Faso : Association d'éleveurs ANDAL & PINAL, Chad : Association pour le Développement Régional du Batha, Togo: Communication pour un Développement Durable, Mali : NGO DVV Cercles d'alpabetisation reflect

Target group: Adolescents (9–14 years), youth and adults (15 years and older) from pastoral communities, including girls and women.

Project summary: The project "PA02P-A0" was initiated to respond to the education and training needs of pastoral communities. It is a regional programme implemented in 4 countries with the aim to achieve better social, political and economic integration of pastoral populations and the reduction of inter-community conflicts through basic education and vocational training. PA02P targets adolescents, young people and adults from pastoral communities whose way of life is characterised by internal and cross-border movements, which practically excludes them from classic education/training programmes. The project comprises 4 components:

- **Component 1:** Adapted basic education offers are made accessible to migrating pastoralists.
- **Component 2:** A vocational training system (development of technical and professional skills) is tested.
- **Component 3:** An advocacy strategy is conducted for a better integration of pastoral populations in development policies.
- **Component 4:** Effective management of the programme.

Application of the tool

- Development of the facilitator's guide and study plans
- Training of supervisors and technical supervisors
- Initial training and retraining of facilitators
- Implementation of training units
- Monitoring and evaluation of implementation
- Quality monitoring by an external organisation
- Evaluation of learners
- Evaluation and capitalisation of the programme

Results

In Burkina-Faso, the main actions planned from September 2020 to December 2021 have produced the following results:

- Mobilisation of 3037 people (30% women) around the objectives of PA02P;
- Implementation of teaching/learning in 25 basic education centres/ and in 30 schools for the benefit of 778 learners (406 girls/women);
- Implementation of dual apprenticeships in 12 centres for the benefit of 357 learners (185 women);
- Implementation of accelerated qualification training in the trades of soap production, sheep/bovine fattening and improved poultry farming on 11 sites for the benefit of 549 people (309 women);
- Establishment/update of agreements with States and sub-regional institutions where no action could be carried out in this first year;
- Strengthening of operational capacities/Monitoring/Audit and institutional support.

Challenges

Three main challenges:

- The way of life of the pastoral populations, marked by mobility;
- The presence of some children under 15 years of age in certain circles due to the absence or distance of access to traditional schools;
- Socio-cultural constraints related to the participation of women.

Sustainability & replication

Sustainability is ensured through the strategy of co-financing by the Swiss Cooperation, the implementing operators and the beneficiary communities. The setting up of Management Committees in each district contributes to the sustainability of the learning activities beyond the project implementation period.

Support structures

Per country, 15 to 20 supervisors and facilitators are sufficient to implement the tool. The following partners were involved in the implementation: technical and financial partner (Swiss Development Cooperation), operational partners (training organisations), governmental partners (ministries, academies, communal literacy coordinators, etc.).

Tool
3

Digital Learning Platforms

How to use digital technologies to convey learning content



Description

Digital learning is referring to the use of digital tools and technology in the context of learning. Many vocational training projects started applying digital tools for teaching and this process was accelerated through Covid-19, which forced many training providers to move towards virtual training. Most skills projects work with a blended learning approach, combining digital learning e.g. for theory part and practical learning.

Process/content

The courses cover different topics and use different modalities. There are self-paced online learning courses, while other contents and platforms are linked to a supervised, online or face-to-face, training.

Target group

Youth and adults committed to learning new things.

Implementation partners

All types of public and private training providers (TVET and ATVET institutions, communities, local government authorities, civil society, and non-profit/non-governmental organisations, generally bodies interested in providing digital literacy training).

Costs

Students fees: Ranging from free to a few dollars/euros per course. Replication by a project/actors may contain the translation and adaption of content to a new context, which can be costly and depends on different factors.

Relevance for rural areas

Digital learning can offer a gateway to education for youth in remote areas. Some of the tools, such as [Atingi](#) have a specific focus on rural areas. For certain courses, basic literacy skills and in general, access to a digital device and internet are required. Some platforms can be used

offline (e.g., [GAP](#) for extension farmers in Ethiopia). Platforms suitable for low bandwidths and ideally, an offline function are better accessible in rural areas.

Tips & lessons learnt

An user assessment helps to know the preconditions to predict and address potential challenges directly. Especially for target groups with low literacy skills, having a physical space with a trainer/mentor present to ask questions may be important. As internet access is often low in remote rural areas, digital hubs that provide wifi and a contact person for questions can help to bridge the gap. Another success factor is the embedding of digital literacy courses into existing training offers.

Links to different resources

- Zabai provides various life skills and entrepreneurship courses: [Link](#). They also have a specific course on introduction to smartphones (digital literacy): [Link](#)
- Funzi provides different free and low-price courses, including some for digital skills: [Link](#)
- Digital learning platform for vocational skills, incl. courses on digital skills (basic level skills needed): [Link](#)
- HP Life (HP Foundation) provides core business and IT skills training for start-ups, students, and small businesses. Global access to 30 free online courses in seven languages: [Link](#)
- [Atingi](#) (GIZ) is a digital learning platform that started in Niger, Rwanda, Togo, and Benin with a goal to go global. They also target youth in remote areas with limited access to education (trainees as all entrepreneurs): [Link](#)

- Farmer Business School Innova (GIZ) is a functional, modular smartphone application that helps smallholder-farmers have on-demand access to tools and information, plan and efficiently manage their crops, and diversify their production for increased profitability and improved livelihoods: [Link](#) and [Link](#) to download the application

- GAP Ethiopia (GIZ) is a mobile app for agricultural extension workers in rural Ethiopia to train farmers in good agricultural practices: [Link](#)

- Access Agriculture: Platform with effective agricultural training videos for the benefit of farmers and rural businesses in local languages: [Link](#)

Further resources

- Toolkit Digitalisation: [Link](#)
- Policy Brief: Digitalisation of TVET and skills development: Leveraging technology to support lifelong learning: [Link](#)

Hashtag

#digitalisation



Developed by: various providers

Regional context: Global

Duration: ⌚ – ⌚ ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: medium

Tool
3

Digital Learning Platforms

How to use digital technologies to convey learning content



Project Example

Name of the project: Skills for Employment (S4E)

Country: Myanmar

Implementer: Helvetas Myanmar

Target group: Young women and men from Magway Region (15–35 years).

Project summary: Skills for Employment (S4E) phase I (2018–2021) was implemented to support the decent employment and income for 1500 young women and men and increase their sense of responsibility. The project supported 1,636 youth with vocational skills development training and achieved an 85% employment rate as per the tracer study reports. The stakeholders were Employers and Trainers (E&Ts), Youth Groups, Private Technicians, a TVET association, digital platform provider Zabai, Regional Skills Development Association, several government departments, Business Associations, and the project's Steering Committee. The second phase (2022–2025) also aims at supporting the employment of young women and men through improved skills development measures and private sector development. The goal is an increased income for youth and disadvantaged groups, which can be achieved either through wage- or self-employment.

A special focus lies in applying and scaling innovative approaches, such as digital learning, Results Based Financing and Worked Based learning. So far, the project developed six curricula for VSD training and three digital courses of VSD trainings (Motorcycle Repairing, Hair & Facial Treatment and Female Fashion Tailoring). The digital courses contain theoretical knowledge on the topics, as well as financial literacy, entrepreneurship and soft skills modules. The project collaborates with the digital platform provider Zabai. The sustainable business models of digital courses will be designed and explored in the second phase.

Application of the tool

The youth go through the following process (user journey):

1. Users download the application under: [Link](#). For youth with no smartphone or internet access physical hubs (in allocated centres) are available that provide internet connection and tablets to use.
2. Registration on the platform and download of the course.
3. The course can be done offline, at any convenient time/place.
4. After the successful conclusion of the theoretical digital module, the trainee is matched with a trainer and follows the practical part of the course.

Results

So far, 778 youths have registered and 716 of them have finished a digital course.

Challenges

The main three challenges, lack of digital literacy among youth, the use of incompatible (often old) devices, poor internet connection and expensive data bundles, could be addressed through the hubs. However, not all youth have the means to reach the hubs.

Sustainability & replication

The **Intellectual Copy Right (IPR)** is shared between the partners Zabai, the TVET association and the Business Association. The development of a business model is key for sustainability, which foresees 3 income streams:

1. Commercialising (beneficiary will pay a small student fee)
2. Partnership with other INGOs (Contribution for the use of the digital courses)
3. Sponsorship with companies (advertising their brand in LMS and digital courses).

The flexibility of the platform provider Zabai allows for a simple replication in other contexts.

Support structures

Trainers: 59 Employer Trainers (E&Ts) applied this tool.

Partners: Zabai, (digital development of the courses and the content), TVET association (curricula development for the courses), E&Ts (Employer Trainers who are providing the VSD trainings).

Linkages with other tools

Digital learning courses can be easily combined with practical learning courses to convey specific skills (e.g., entrepreneurship or financial literacy) or complement technical skills training with theoretical knowledge.



Personal Initiative Training

How to support youth with an entrepreneurial mindset training



Description

The Personal Initiative (PI) training is centred around three core ideas; to build individuals to become self-starting, future-oriented, and persistent in overcoming obstacles. This is achieved through individual tailoring of the programme to a given area and action and through interactive training, and personal investment and ownership to improve one's standing within new and existing business models and groups.

The PI training focuses on interrelating past achieved business and practical skills and placing them in the new context of PI training. This was done by focusing on bringing in facilitators to train, who would then bring in a pilot group of youth from the area who go through the training. They focus on the mindset skills and how to interrelate them with previously done training. For example, young entrepreneurs who work in a shop have to gather data on challenges within their shop, and places where more initiative could be taken place. Another goal of the training is to ensure that all members of the youth community are included.

Process/content

The trainings are in classroom with a very active approach working on concrete scenarios in an iterative way. They can also be provided as coaching sessions with homework.

Implementing PI training requires specific but flexible steps and materials. First, it involves finding master trainers, trainers, and trainees. In Mozambique these were found by first having external master trainers come in, followed by finding the trainers and facilitators that show interest in the training. After they participated in a training of trainers, each trainer went out to their community and contacted youth groups and other youth in their network to come as the trainees. The trainings were held, with two trainings specific for youth, and one training that focused on women youth, to find those that were optimal for incubator activities, and specific focused trainings in the pilot installation.

Target group

Youth groups in Mozambique and Malawi, specifically women in those groups.

Implementation partners

NGOs, private and public training providers, schools, universities, extension service providers.

Relevance for rural areas

Highly relevant.

Tips & lessons learnt

The training was held over 1 week to achieve 36 hours in total of training. However, the participants often had other commitments, making it impossible to do the searching and presenting of the findings each day. Therefore, a solution was found to extend the time of the training. Instead of one week they would hold it over two weeks, allowing for shorter days and ease for the participants by including PI training in their schedule.

The training was carried out in specific provinces, and traveling was required for most of the participants. The cost of the training itself and transportation was too high for both the participants and the training facilitators. The solution for this issue was to encourage trainees to invest in their knowledge growth, they would pay for the transportation while the training facility would cover the cost of the hotel, and food or vice versa.

In Mozambique some participants had lower literacy levels, therefore there was an emphasis on creating adjustments including more imagery to include those individuals.

Link to the tool

■ Personal Initiative Workshop: Entrepreneur Manual: [GIZ-Link](#)

■ Personal Initiative Workshop: Facilitator Manual: [GIZ-Link](#)

Further resources

■ Website Personal Initiative Training: [Link](#)



Developed by: move Entrepreneurship Training Institute & Frese Group

Regional context: East Africa (Malawi and Mozambique)

Duration: ⌚

Costs: 💰

Replicability: low difficulty

Support structure: medium



Farmers' Financial Cycle

How to enhance the financial literacy level of actors along agricultural value chains



Description

The training manual "Farmer's Financial Cycle" supports trainers who train smallholder farmers and rural communities in basic financial literacy and economic analysis of their agricultural activities. The Farmer's Financial Cycle is an integrated training approach aiming to enhance the financial literacy level of farmers. It was developed by the global project "Promoting Agricultural Finance for agri-based enterprises" and is based on a set of financial literacy core messages released by the Bank of Zambia. The training approach is structured as a participatory, action-learning methodology and is based on seven learning stations. Every station focuses on one key competence of financial literacy, paired with elements of farm management, depending on the target group's specific needs and characteristics.

Process/content

The training approach is structured as a participatory, action-learning methodology. It is based on nine learning stations. Every station focuses on one key competence of financial literacy paired with elements of farm management depending on the target group's specific needs and characteristics, such as personal and farm financial management, savings, responsible lending, agricultural insurances, investment decisions, financial services, and consumer protection as well as the use of digital financial services. Each learning station combines various methods of adult learning techniques to actively engage the participants. The participatory approach includes for example customised illustrations, case studies, group discussions, games, debates, and written activities. One station takes on average around 30- 45 minutes.

Target group

The tool specifically focuses on smallholder farmers.

Implementation partners

Semi-state agricultural organisations, as well as other suitable organisations.

Relevance for rural areas

With its focus on financial literacy for smallholder farmers, the tool is highly relevant for rural areas.

Tips & lessons learnt

- The training can be carried out in any setting as little to no equipment is required.
- The involvement of microfinance institutions (MFI) in the training is recommended. MFI can answer participants' questions directly and engage in open debate about their doubts and reservations. This also provides a first opportunity for matchmaking between smallholder farmers and MFI.
- Training duration can be adapted according to the participants needs (2-day training, part-time training (sessions for 3-4 days), or even one station a day spread over 2 weeks.
- Graphics and visual materials must be adapted to the local context.

Link to the tool

- Farmer's Financial Cycle Participant's Workbook: [GIZ-Link \(english\)](#), [lien interne \(français\)](#)



Developed by: GIZ

Regional context: Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Malawi, Nigeria, Togo, and Zambia

Duration: ⌚

Costs: 💰

Replicability: low difficulty

Support structure: low



Farmers' Financial Cycle

How to enhance the financial literacy level of actors along agricultural value chains



Project Example

Name of the project: Promoting Agricultural Finance for Agri-based enterprises in rural areas (GP AgFin)

Country: Togo

Implementer: GIZ

Target group: Smallholder farmers and MSME.

Project summary: The global project "Promotion of agricultural finance for Agri-based enterprises in rural areas" GP AgFin (2016–2027, budget: 74,2 Mio EUR) aims to improve access to financial services tailored to the needs of agricultural businesses and Agri-based enterprises in rural areas. It is implemented in Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Malawi, Mali, Nigeria, Togo, and Zambia.

Application of the tool

1. Identify training needs among agricultural value chain associations and partner structures (public, semi-state, and private sectors).
2. Adapt and contextualise the tool (images, trainer's guide, and participant's manual) with the support of a consultant.
3. Jointly validate the training modules with partners from public and private sector institutions and organisations.
4. Select organisations and institutions for roll out and scale up of the training.
5. Assess commercial and legal eligibility to sign a local subsidy agreement for appropriation and scaling-up.
6. Training of trainers and master trainers from partner structures (4-day classroom training and pilot testing of at least two sessions on a target group).

7. Develop and implement a monitoring system to collect basic information on participants (gender, age, agricultural value chain, previous trainings, and capacity building). Field monitoring through post-training sampling (6 months after).

8. Provide follow-up support for trainers: Regular exchanges to ensure application of approaches and use of training manuals.

9. Revise the contents of the trainer's guide and the beneficiary's manual based on trainers' observations.

Results

- 100 trainers were trained in different structures: Training centres, financial institutions, cooperatives, farmers' associations.
- 15.000 farmers trained, around 90% of participants confirm the use of financial services (saving or credit products) 6 months after the training.

Challenges

- Large linguistic variety in Togo requires pragmatic solutions, such as translations by trainers from French to local languages.
- Low levels of schooling often make it cumbersome to carry out the arithmetic tasks set out in the training booklet.
- Microfinance institutions are not always available for training sessions due to long distances, difficulty of access to villages and time constraints.

Sustainability & replication

- Strong interest in the training approach and content from (governmental) support structures for agricultural development as well as financial institutions.

- Emerging interest expressed from other international organisations and other GIZ bilateral projects to use the tool.
- Sensitising farmers for responsible credit management is in the interest of the supply side of rural financial services (partner financial institutions), which therefore are willing to train their customers at their own expense.
- Flexible to the needs of the target group, easily adaptable to different players in all agricultural value chains.

Support structures

- Trainings are carried out by one trainer per session and group.
- Most of the trainers are "Technical Advisors in Farm Business Management" for the state extension service.
- Trainers are familiar with their area of intervention and the corresponding cooperatives. Ideally, they make regular field visits to support the population in entrepreneurial / management issues and they have good knowledge of the respective local languages.

Linkages with other tools

Farmer Business School (FBS): Ideally, the participant should have followed an entrepreneurial training to have basic financial literacy.

Analysis of Agricultural Business Models: Ideally, financial institutions have already analysed relevant value chains and developed financial services adapted to the needs of the target group.



Matching



Matching services bridge the gap between the labour market demand and the supply of skilled labourers. In rural areas, a broader understanding of matching is needed.



Matching



Matching services have the function of bridging the gap between the labour market demand and the supply of skilled labourers. Besides matching supply and demand, services include measures to anticipate changes in the labour demand and help employees and employers adapt accordingly. Interventions may range from extensive labour market studies to more “hands-on” matching services such as school-based career orientation including career days and career fairs or career guidance centres that not only inform workers on job opportunities, but also guide them towards upskilling to meet changing demands of the labour market.

Labour markets in rural areas that have few labour-intensive public or private enterprises and, as a consequence, a low demand for (formal) wage labour require different support structures. In this context, it is not unusual that employers and employees are one and the same, working as self-employed in the agrifood or other sectors. This demands a broader understanding of matching services including the facilitation of access to opportunities to

increase income (including possible job opportunities), access to (market) information, and the facilitation of possible market linkages (see [Cooperation with the Private Sector](#)).

The presented tools also promote careers in the agrifood sector as attractive career options beyond the scope of small-scale farming (World Bank Group, 2018) (ILO, 2015) by connecting job- or “opportunity”- seekers with successful agripreneurs and showcasing successful examples. This can happen through job fairs, mentorships or internships programmes. Tools for macro-level measures such as labour market research and the development of favourable labour market policies can be found under [Framework Conditions](#).

As with all approaches and tools, their suitability depends on the economic, political, and social context in any given country; adaptation is almost always needed and if a tool is deemed unsuitable, links under Further resources may point to other helpful utensils.

→ **Matching with Opportunities**

→ **Career Orientation and Mentorship**

→ **Facilitation of Access to Market Information**

Matching

Matching with Opportunities

The tools presented here aim at connecting young jobseekers with job or self-employment/business opportunities. In rural areas with a low demand for (formal) wage labour, “opportunities” do not only comprise regular wage employment positions, but also niches that present an opportunity to attain additional income. This may be small innovations and new business ideas, for which youth can find inspiration e.g. on job fairs (tool 1) or in job centres (tool 3), as well as irregular income opportunities.

In this context, subsistence entrepreneurship, where self-employment is not a choice, but a necessary decision due to the absence of other options, is not uncommon. Subsistence entrepreneurs stand in contrast to entrepreneurs (or agripreneurs, in the agri-food sector) “by choice”, who are innovative and have an entrepreneurial mindset (IFAD, 2012, p. 2). It is therefore important to include career orientation (tool 4 and 5) to guide young jobseekers on a path that is suitable for them and helping them to take informed decisions on their future career.

Some of the tools presented here were developed for an urban context and need respective adaptation to the specific rural context they will be applied in.

Tool
1

Rural Opportunity Fairs

How to connect youth to rural (employment) opportunities

Tool
2

Digital Matching Platforms

How to link job seekers to employment opportunities through online portals

Tool
3

Setting up Effective Job Centres

How to set up effective job centres to provide job seekers with (labour market) information

Tool
4

Design a Mobile Employment Agency

How to scale up the concept of mobile employment agencies

Tool
5

Opportunity Scouting

How to support youth in collecting and preparing career information



→ Matching with Opportunities

→ Career Orientation and Mentorship

→ Facilitation of Access to Market Information



Guiding Questions

- Who are the people looking for employment? What are their characteristics (including their education and skills level)?
- What enterprises, companies and organisations (private sector, public, as well as non-profit) relevant for job-seeking youth can you find in your area? What (job) opportunities can they offer to young people?
- If no or little jobs are available, what are possible “opportunities” to promote in your region and what actors could create a support structure?
- What are suitable and feasible mechanisms to better link demand and supply of labour and business opportunities?



Rural Opportunity Fairs

How to connect youth to rural (employment) opportunities



Description

Rural opportunity fairs can connect young jobseekers with (self-) employment and business opportunities. They are fairs through which business opportunities are presented to opportunity seekers and potential matches between opportunities and opportunity seekers can be established. This tool puts a specific focus on opportunities in rural areas, where wage employment opportunities are often not available and other alternatives have to be found. An opportunity fair creates visibility for the available jobs and income opportunities such as self-employment opportunities along value chains and other supporting activities such as agricultural courses, incubation programmes, and matchmaking platforms for young job seekers. Additionally, it provides a forum for exchange, networking, and job matching.

Process/content

The guide provides a practical roadmap on how to implement a rural opportunity fair:

1. Identify the objectives and type of rural opportunity fair.
2. Identify the implementing partners and other stakeholders to be involved.
3. Develop a funding strategy.
4. Set the time and location for the rural opportunity fair.
5. Develop a communication strategy.
6. Include and engage opportunity seekers.
7. Mobilise the opportunity givers (exhibitors).
8. Define programme and methodology.
9. Conduct M&E and document lessons learnt to ensure sustainability.

Target group

Young jobseekers in rural areas, as well as business who are interested in working with young people in various ways.

Implementation partners

Several local partner organisations were involved: political institutions with focus on employment promotion, private sector such as agro-processing and animal rearing associations, educational institutions (ATVET centres, colleges and training hubs), youth & women organisations and non-profit organisations.

Relevance for rural areas

Highly relevant. The tool focuses on rural areas and the specific challenges (e.g., few formal employment opportunities) that brings with.

Tips & lessons learnt

The tool comprises recommendations for each of the implementation step. Here are some general tips:

- Since an opportunity fair is a mini-representation of the labour market, it is advisable to form a multi-stakeholder organisation committee.
- Involve all implementing partners at every level of organisation for a better coordination, ownership and sustainability.
- The location for the implementation of the opportunity fair plays a crucial role in the participation of both beneficiaries and exhibitors. Barriers such as lack of transport, lack of financial resources and access roads are some examples pointed out as the main constraints for participation.

- Keep a special focus on women from the very beginning:
 - Reach out to womens' groups and local communities.
 - Offer special sessions for parents/guardians.
 - Use female role models in communication materials.
 - Highlight available services during the event (child-care, transport, etc.).

Link to the tool

Document Matched – Connecting youth to rural employment opportunities: [Link](#)

Community of Practice: [Link](#)

Further resources

Practical How to Guide for Monitoring of Participation and Results of (rural) Job and Opportunity Fairs: [Link](#)

#Hashtag
#gender



Developed by: GIZ

Regional context: East and West Africa (Burkina Faso, Malawi, Kenya and Mozambique)

Duration: ⌚

Costs: 💰 💰

Replicability: low difficulty

Support structure: high

Tool 2 Digital Matching Platforms

How to link job seekers to employment opportunities through online portals



Description

Digital platforms offer opportunities to link job seekers with employment by providing job portals where employers can post job vacancies and/or job seekers can post their profiles likewise. General information about the labour market can also be provided and may be paired with online trainings on job readiness and soft skills (see Supply Side). In most countries, digital matching platforms already exist. The question is not so much how such a platform can be setup (requiring IT-expertise and elaborate setup and sustainability plans), but rather how it can be extended and/or improved to reach more actors (employers and job seekers alike), especially in rural areas. You can find different examples below.

Target group

Job seekers and employers with job openings.

Implementation partners

Labour market offices, NGOs, government authorities, consulting companies and other interested parties.

Relevance for rural areas

With increasing internet connectivity and better phones, low threshold digital platforms can bridge the physical gap of many rural communities to access (labour) market and other relevant information.

Tips & lessons learnt

- Having SMS based features for sharing information such as job opportunities (USSD-short codes) or for signing up can ensure better inclusion of youth in rural areas with low internet connectivity or single feature phones. Digital platforms should have a viable business model to ensure the financial sustainability and maintenance of the platform. This requires a broad outreach and accessibility (in terms of user-friendliness, ease of access, etc.) of the platform to ensure its use and popularity.

Examples

Kora Job Portal & Busses, Rwanda: Matching platform, incl. info on loans, events, training opportunities and Business Support. Includes a Career Guidance section and a Client Management Tool for Public Employment centres. SMS-based notifications & registration process: [Link](#)

Jobberman & Mastercard Foundation, Nigeria and Ghana: All-encompassing career platform offering job vacancies, online career advice, personalised HR solutions for individuals and institutions, as well as training services for jobseekers (e.g. via Coursera): [Link](#)

African Youth Agripreneurs, Kenya (FAO): Platform focusing on youth-led agribusinesses across Africa. Offers a possibility to exchange and ask experts questions online. Organisation of virtual events, access to online courses and agri-Hackathons: [Link](#)

VUME Rural – Rural-friendly employment services, Guatemala (FAO): Virtual hub for information on opportunities and resources from different suppliers, practical tools and training materials. Integrated social networks for rural youth and technical advisors. Crowdfunding campaign feature for agripreneurs: [Link](#)

Brighter Monday, Kenya: Job Matching Platform to connect qualified professionals with employers: [Link](#)

Fuzu, jobs across Africa: Job matching platform (one category for agriculture). Offers paid and free online courses, includes a community forum. SMS-based job announcements: [Link](#)

EmploiBurkina, Burkina Faso: A job matching platform for jobs in different regions for different professions in Francophone Africa. Online learning courses to jobseekers (through platform Funzi): [Link](#)

Ajira, Kenya: Job portal, online training, mentorship and guidance on how to work online and online courses. Also connects jobseekers to physical employment service and training centres: [Link](#)

LinkedIn, Facebook and other social networking platforms: Social networks can be used for job-matching services if youth know how to navigate and use them.

#Hashtag

[#digitalisation](#)

Developed by: Various actors in different countries (see list of examples)

Regional context: global

Duration: ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: low

Tool 2 Digital Matching Platforms

How to link job seekers to employment opportunities through online portals



Project Example

Name of the project: Vijana na Kilimo – Digital Matching in the agri-food sector

Country: Kenya

Implementer: GIZ and BrighterMonday

Target group: Employers, jobseekers, intermediaries (e.g. ATVET institutions) in the agri-food labour market.

Project summary: Brighter Monday is a digital job matching platform based in Kenya with a wider regional presence in East Africa. Brighter Monday expands its services and re-shifts focus from white collar jobs in urban centres to green and blue-collar jobs in peri-urban and rural areas, through the Vijana na Kilimo project. Vijana na Kilimo provides digital access to job opportunities available, matching jobseekers with employers in the sector and offers online/hybrid and in-person training in CV writing, interview skills, soft skills and how to successfully hunt for jobs online.

Application of the tool

Administrative Process from GIZ side includes scouting for and selecting of potential partners, the proposal development, and drafting and concluding grant agreement.

Implementation:

- **Research phase:** Conducting research on the current situation of the labour market (incl. supply, demand, matching side, agri-food value chains).
- **Mobilisation Phase:** Developing quality standards and good practices for internships, apprenticeships and jobs advertised on the platform. Offering soft skills and employability training while still conducting on ground promotion using posters, word of mouth, ATVET notice board posters, social media, email blasts and using our field agents.

- **Onboarding and skills training:** Building a coordinated and structured onboarding programme for every candidate, delivered through the digital platforms, but also physical presentations, CV workshops, Q&A sessions and training.

- **Job-seeker matching:** Development of specific products and services for the employers in the agri-food sector to attract them to signing up and recruiting through the platform (focus on MSMEs and Start-Ups due to their lack of recruitment processes and infrastructure, offering them access to recruiting technology).

Results

10.000 young users registered on the platform (at least 3.500 from Western Kenya), 500 young people successfully matched with employers in the agri-food sector, 4000 youth confirm improved employment prospects through soft skills and job readiness trainings.

Challenges

An online platform is by its nature widely available. This does not necessarily reflect the implementation nature of projects that usually have a regional focus and needs to be considered in M&E deliberations.

- The private sector landscape needs to be ready and potentially willing to pay for digital hiring services. This usually requires a certain set of skilled job openings.
- Do not underestimate the digital divide, even in Kenya with a high smartphone penetration and data availability, the cost of accessing the internet should not be underestimated.

Sustainability & replication

Sustainability is ensured through partnership with an established player on the market. If this partnership proves to be viable for the grant partner, they are likely to include green- and blue-collar jobs in their overall job-portfolio and to also target peri-urban and rural markets.

Support structures

Trainers: BrighterMonday has in-house trainers to deliver soft skills- and employability training.

Partners: The primary partner is BrighterMonday as a private sector actor, in charge of managing the platform, private sector mobilisation, training of job seekers. Secondary actors are the partner ATVET institutions as well as the project's private sector partners. The ATVET institutions are the anchor point for the physical/in-person trainings on soft and employability skills. The private sector partners are encouraged to use the platform for hiring through subsidised job postings and to network through the fora.

Linkages with other tools

Links to soft/life digital skills ([digital learning platforms](#)) and [job fairs](#).

Tool 3

Setting up Effective Job Centres

How to set up effective job centres to provide job seekers with (labour market) information



Description

The toolkit contains information on how to establish effective job centres and stakeholder cooperation in the field of employment services. It presents concepts, tools, and examples of good practices providing information for Public Employment Service (PES) management and staff. The toolkit sets out to equip them with knowledge which can be practically applied to support PES in achieving their objectives. It contains information based on a defined set of principles and core services and is arranged around sections that expand on set themes:

- Employment Services Design and Client Management
- Job Centre Structure and Processes
- Performance Management
- Stakeholder Cooperation/Public-Private Partnerships

Process/content

This toolkit is divided into different sections. Each section focuses on one key theme, further explained through the elaboration of several enabling activities. Each of these enabling activities is introduced by a hypothesis, developed, tested, and agreed by YouMatch Community of Practice (CoP) members. The hypotheses are followed by key questions to take necessary steps to deliver a specific component of the PES service. Answers to these questions provided by CoP members complete each sub-section.

Target group

Jobseekers

Implementation partners

Public Employment Services (PES): senior management, middle management & frontline staff, government authorities.

Relevance for rural areas

Outreach programmes of urban job centres can help to increase access, as well as an online presence, access via telephone or mobile information busses. Providing job centre facilities in rural, less densely populated areas is more expensive. Connecting job centres in bigger urban centres with smaller satellite facilities by collaborating with local government authorities and/or other already existing private or public actors in rural areas may be a way to make increased accessibility.

Tips & lessons learnt

- Job centres need a central location to be easily accessible through public transport.
- Instead of setting up costly job centres, mobile solutions can be found, such as information busses, which circulate in rural areas and bring information and a range of services to rural youth.
- Especially for rural areas, it is important that job centres also consider and promote self-employment opportunities as viable career paths, showcase respective materials (e.g. success stories of agripreneurs) and provide advice for aspiring entrepreneurs.
- To address skills mismatch, job centres ideally also link jobseekers to upskilling and online and physical training opportunities.
- Close collaboration with public and private sector stakeholders are key to ensure the job centres not only tend to the needs of job seekers but also the needs of the industries regarding their skilled workforce.

Link to the tool

- Toolkit to set up effective job centres: [Link](#)
- The toolkit is also available in French: [Link](#)

Further resources

Some of the information in the toolkit relates directly to the 'Guidelines on the Setting-up of Effective Job Centres' published by the ILO: [Link](#)



Developed by: ILO/GIZ

Regional context: Sub-Saharan Africa, the Middle East and North Africa Regions

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰 💰

Replicability: high difficulty

Support structure: high



Design a Mobile Employment Agency

How to scale up the concept of mobile employment agencies



Description

The goal of mobile employment agencies (basically busses converted into mobile employment centres) is to improve the employability of the rural population through short training and information dissemination, as well as to provide access to job opportunities (e.g. through online job portals). This approach of regionalisation is aimed at providing innovative employability measures to strengthen the socio-economic environment of disadvantaged regions in terms of job opportunities and qualified human resources.

The report describes the approach taken during the pilot phase of setting up mobile employment agencies in Morocco in the UMER-project, including the difficulties encountered, for the purpose of scaling it up at the national level.

Process

Besides describing the background of the project, the results achieved and the recommendations for scaling up, the report in detail outlines the approach from the user assessment to the planning and conversion of the bus/truck. At the core of the planning process are the needs and constraints of the job seeker in rural areas. The described process is as follows:

- **Empathy:** Assessment on a regional level, understand users' aspirations, daily life, their constraints and frustrations. Includes an actors mapping.
- **Research:** Identify users' needs, their perceptions (paradoxes, contradictions, surprising elements), etc.
- **Design:** Suggest unconventional ideas and alternatives. Share your different solutions with the user. And listen to their feedback to better understand them.
- **Prototype:** Propose an appropriate solution based on these comments.

- **Sharing/testing:** Define the course of action and resources. Identify what has worked, what can be improved, the questions and ideas.

Target group

Job seekers in rural areas.

Implementation partners

Ministries and public agencies, and department on a national or regional level (e.g. responsible for labour, employment or education/training), public employment services, NGOs, employers' associations.

Relevance for rural areas

Mobile employment agencies are basically job centres on wheels and due to their mobility, they are highly suitable to reach remote rural areas.

Tips & lessons learnt

In-depth recommendations are provided in the last chapter of the report. Some key takeaways:

- If mobile busses are too costly, mobile employment spaces that can be set up in spaces provided by local authorities can be an alternative. The mobile counsellor travels around the municipalities, on a rotating basis, and offers the same services as in mobile agencies.
- The work as a mobile counsellor (ideally 2 per mobile unit) requires a dynamic, flexible and multidisciplinary person who is well trained and prepared for the job.

Link to the tool

- Design a Mobile Employment Agency for Me. Experiences and Lessons Learned for Scaling Up the Concept of Mobile Employment Agencies: [Link](#)
- Dessine-moi une Agence d'emploi mobile. Expériences et enseignements pour la mise à échelle du concept d'Agences d'emploi mobiles (français) : [Lien](#)



Developed by: ILO

Regional context: Albania, Kosovo, Romania, and Serbia

Duration: ⌚ ⌚

Costs: 💰

Replicability: low difficulty

Support structure: medium


 Tool
4

Design a Mobile Employment Agency

How to scale up the concept of mobile employment agencies



Project Example

Name of the project: Emprega Rural

Country: Mozambique

Implementer: GIZ

Target group: Youth (15–35) and women; individual farms, MSMEs, young entrepreneurs, cooperatives/producer groups.

Project summary: Emprega Rural is one of the four country packages of the global project „Rural employment with Focus on Youth“. The project aims to improve employment and income opportunities in the agricultural and food sectors in rural areas, with a focus on the target group of youth (15–35) and women. The intervention areas of the project are:

- Improving the skills of youth for the agri-food sector.
- Supporting MSME and farmers' organisations and business start-ups to promote more new or additional employment opportunities.
- Improving framework conditions and innovative mechanisms for matching labour supply and demand, and supporting youth organisations and networks.
- South-South exchange and knowledge transfer between the project countries.

Application of the tool

Together with the National Institute for Employment in Mozambique (Instituto Nacional de Emprego) the project has revised and tested the approach on how to offer employment services also in more rural settings in two provinces in Mozambique – Nampula and Sofala. Instead of youth

coming to employment centres to benefit from services, the services are brought to them in a mobile manner. As resources are limited, the set-up is very simple: a computer, printer and a simple tent is all it needs to get started.

Results

The first round of feedback has shown positive results from the beneficiaries, confirming that their employment prospects have improved. Still, the tool is being continuously tested and lessons learned collected to improve the methodology. In the next months, around 300 youth in rural areas shall benefit from the service in rural Mozambique.

Challenges

One of the main challenges is that not all services offered in urban contexts in an employment center are transferable and of use in rural settings. Furthermore, much preparation is needed before offering the services to rural youth. Information on local opportunities has to be collected. As self-employment is a more realistic career path for many youth in rural settings, this has to also be reflected in the advice offered via the mobile service.

The influx of candidates has sometimes created difficulties in serving everyone, as the team of the mobile agency is limited to a maximum of 2 to 3 employees, which is not enough to cover the demand in the time specified to host the sessions. Affluence of candidates without suitable profiles for the available vacancies, is another challenge.

Sustainability & replication

Even though the approach developed took into consideration the limitation in terms of resources within government agencies, there is the need for funds to offer this service in rural areas (for example for fuel). The government partners are trying to find additional support to extend the service to more provinces and offer it on a continual basis.

Support structures

Ideally, the mobile employment agency is accompanied by a stakeholder committee and linked to (or even managed by) (local) government authorities.

Linkage with Interlocking-chapter

For more information on the GP, check the Interlocking-chapter!

Linkages with other tools

Can be easily combined with rural opportunity fairs.

Tool 5

Opportunity Scouting

How to support youth in collecting and preparing career information



Description

In Opportunity Scouting (OS), youth collect and prepare information on career information in the local community for their peers. The approach carries various benefits for the target groups:

- It is a functioning labour market information instrument for youth in the immediate transition from school to work or for those looking for a job.
- The instrument promotes various management and soft skills linked to workplace requirements among the participating youth.
- Youth get activated and motivated through their peers, which is also effective for reaching disadvantaged groups.

Process/content

OS is an instrument with which youth uncover labour market opportunities for themselves and map out companies and formal and informal education and training facilities in a given geographical area. The results of the scouting are provided to other students and job seekers. Thus, they close a gap in public labour market services and, at the same time, develop a variety of management and soft skills. The participants create (and sometimes maintain) a database of active employers and organisations that also indicates the most highly demanded occupations and competences at the local level.

Target group

ATVET, TVET or college students in their last school year, unemployed youth, job seekers.

Implementation partners

NGOs, Public Employment Services, schools (secondary schools as well as VET schools).

Duration

The duration of the training is flexible. It can be organised as a weekly project over a couple of months or as a full-time venture of a few weeks.

Relevance for rural areas/agriculture

The focuses on the identification of (formal) employment opportunities. However, it can be adapted to the agri-food sector and specific conditions in rural areas. GIZ currently adapts the tool in Kenya, including ATVET-schools.

Tips & lessons learnt

- In some countries, OS integrated activities such as virtual enterprises development by youth groups in the training to simulate a working environment and strengthen soft skills. This can be organised for example in summer camps.
- Adaption to the context is key. In a rural context, potential businesses can focus on agriculture value chains and should be realistic in terms of feasibility, despite being hypothetical companies.
- Game formats and interactive game elements (such as the [chicken game](#)) can be integrated and make the training more interesting and fun.
- Youth get activated and motivated through their peers, which can be used as an effective way to reach disadvantaged groups.

Link to the tool

- Document "Opportunity Scouting Approach": [GIZ-Link](#)



Developed by: GIZ

Regional context: Egypt, Kosovo and Serbia

Duration: ⌚ ⌚ – ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: low difficulty

Support structure: medium

Tool 5

Opportunity Scouting

How to support youth in collecting and preparing career information



Project Example

Name of the project: Prospects for Young People in Rural Areas in Serbia

Country: Serbia

Implementer: GIZ

Target group: Young people 18 till 30 years of age from rural areas including returning migrants.

Project summary: The project seeks to improve the conditions for young people to actively shape their environment. To achieve this, a young peoples' fund is being set up to support their inclusive participation in society in the pilot communities. The project also advises young people, including returnees, on diversifying income in rural regions, and encourages them to network with one another. It implements formats which improve the formal participation of young people in local policy-making and implementation.

Application of the tool

Becoming involved in Opportunity Scouting (OS) allows young individuals to partake in a range of activities, to interact and collaborate with others, and by doing so to identify own interests and competencies and develop skills relevant in the world of work. A Virtual Enterprise (VE) operation simulates work process in which trainees ("employees") undertake specific virtual enterprise jobs, for a period of at least 3 months, with the possibility of extending the time spent in the internship. The students undergo the entire process as in the real labour market, from applying for a job, having a job interview, to completing work assignments corresponding to the specific job position. An important OS element is the so-called "job scouting". Several VE "employees" are hired as the so-called "job scouts", the primary task of which is to study the local labour market, from searching alternative online

ads to going out "on the streets" to the off-line sphere, to source available jobs, share the gathered information with their peers on social networks.

Results

From January 2018 until June 2019, 120 young people have been engaged in the VE in two pilot regions. 40% of VE employees found a job or started an internship in another company or organisation at the end of their internship in VE. 1400 young unemployed people participated in workshops organised within the soft skill factory. More than 2000 job and education opportunities were identified and shared with unemployed peers.

Challenges

- **Timing:** Recruitment interests of companies are short-term. Therefore presentation of the results should take place soon after the fieldwork.
- Facilitators play a significant role as they first train and then accompany the youth through the process. Preliminary training for facilitators might be required, if OS is to be implemented with teachers or supervisors who don't have experiences with career guidance. Public employment services can be involved as well.
- Pre-final graders in the second last school year are old enough to independently travel and conduct interviews with senior professionals. With school-to-work-transition approaching, the topic is relevant to them, while they are not yet under the high pressure to obtain employment (as their final grade peers).
- Preparation of interviews: Forms and templates used for the company visits should be informative, as well as short, simple and common sense, so that company representatives understand and can answer the questions without any internal research.

- Cooperation with municipalities and other local stakeholders promise a wider outreach of the approach and can amplify local youth employment dialogues.

Sustainability & replication

Sustainability is a challenge in Serbia since none of institutions except CSOs are ready to facilitate such a process. What is a window of opportunity is that CSOs offer this as a service to Public Employment Services.

Support structures

2 trainers guide the process. VE "employees" perform their work assignments with the support of their peer mentors who are the most successful participants from earlier programmes and internships and the most active OS "employees".

Matching

Career Orientation and Mentorship

The tools presented here address youth, as well as individuals and institutions who support them on their journey to employment. Career orientation often starts with a (guided) self-assessment of the youth, where s/he identifies and assesses personal interest, dreams, and skills for an informed decision-making on future career choices. If the labour demand is low, career orientation activities should include the promotion of self-employment and entrepreneurship/agripreneurship as viable career options. Considering the importance of agriculture in rural areas, some tools specifically focus on mentorship in agripreneurship, supporting youth on the path to (self-) employment as agripreneurs. Guidance and mentorship approaches that focus on opportunities beyond formal employment are suitable to guide youth in an environment with little labour demand. Biz-up (tool 5) helps youth to identify their own suitability for self-employment.

Using successful agripreneurs as mentors or providing internships in successful agribusinesses are also ways to inspire youth to consider a career in the agri-food sector. Working as interns or as part of the mentoring process on a mentors' farm and enterprises always carries the risk of mentees/trainees being exploited as cheap labour. It is thus of paramount importance to embed such concepts in a wider training process and develop clear guidelines with learning goals and milestones for all parties involved.

Tool
1

"Building my future at work" guide collection
How to support young jobseekers as career counsellor

Tool
2

VET Tool Career Guidance
How to provide career guidance to jobseekers as implementation agencies

Tool
3

Youth-to-youth Mentorship in Agripreneurship
How to set up effective mentorship models in agribusinesses

Tool
4

Mentorship for Women Agripreneurs
How to set up mentorship programmes to empower women agripreneurs

Tool
5

Biz-up: Self Employment Skills for Young People
How to give youth a better understanding of entrepreneurship as a career option



Matching with Opportunities

Career Orientation and Mentorship

Facilitation of Access to Market Information



Guiding Questions

- Which actors (e.g. public departments, (vocational) schools, NGOs) are providing support for youth who are seeking employment or aim at starting their own businesses?
- Which actors could be included in developing and providing these services?
- What type of (traditional) mentorship and internship models already exist?
- How can youth be meaningfully included in the project and how can exploitation as cheap labour be avoided?



“Building my future at work” guide collection

How to support young jobseekers as career counsellor



Description

The ILO has published several step-by-step guides to help young jobseekers identify suitable professions and map out their pathway to searching and eventually getting their desired jobs. The tools address individuals who work with young jobseekers. The first guide “How to choose my future profession? A step-by-step guide for job seekers” presents in a simple and practical way, the stages of the reflection to be carried out to make a choice of profession. The second guide “How to organize my job search? A step-by-step guide for job seekers and those who support them” builds on the first one and explains how to define an effective job search strategy. It helps youth understand the job market, define their targets, create communication tools and media, use the internet, and ultimately, successfully integrate into the new company. Both tools can be used as a workbook directly by job seekers, or as a support tool by counsellors at employment agencies.

Process/content

Content of the first guide “How to choose my future profession? A step-by-step guide for job seekers”:

1. Getting to know myself better
2. Discovering professions
3. Choosing my future profession
4. Building my own strategy

Content of the second guide “How to organize my job search? A step-by-step guide for job seekers and those who support them”:

1. Creating my profile
2. Job-seeking tools and techniques
3. Learning about the opportunities of the labour market
4. Finding work on the internet
5. My job-seeking strategy
6. I've had a positive response (contract negotiating and successful start in a new position)

Target group

Young job seekers, particularly new graduates, school leavers, out-of-school and unemployed youth, as well as career counsellors, parents and teachers who support young job seekers.

Implementation partners

NGOs, counsellors and practitioners, Public Employment Service Office managers and staff.

Relevance for rural areas

As the handbook focuses on general life skills and gives job seekers an opportunity to better understand themselves, it is suitable for youth in rural areas.

Tips & lessons learnt

- The guide, intended primarily for young people, explains that the skill of orientation must be acquired, as we no longer spend our whole lives in one job. We have to know how to manage professional transitions, how to anticipate them and how to bounce back. The guide encourages everyone to become the pilot of their professional career and not a simple passenger.
- Coaches are encouraged to genuinely listen to youth, take their issues and feelings serious, try to understand and emphasize with them. Trying to take their perspective and thinking back of his/her own youth may help coaches to better understand the youth.
- Encourage youth to examine themselves and understand how their personal characteristics relate to occupational choice. The self-discovery process helps youth identifying their personality types and interests; determining the type of work and environment they thrive in; confirming their belief on the rightness of their career path; or challenging them to consider changing their current path.

- The guide offers good activities and information which can also be extracted and used separately or integrated into other trainings.

Link to the tool

- How to organize my job search? A step-by-step guide for job seekers and those who support them: [english version](#), [version française](#), [versión española](#), [arabic version](#)
- How to choose my future profession? A step-by-step guide for job seekers: [english version](#), [version française](#), [versión española](#), [arabic version](#)
- The guides have been used as a resource in several countries. Other guides will be published regularly in this collection.

Further resources

- Website Minute Guide for Young Jobseekers: [Link](#)
- Career Guidance World-Wide. Experiences of the GIZ Community of Practice Career Guidance (Mongolia): [Link](#)



Developed by: ILO

Regional context: Global

Duration: ⌚ – ⌚ ⌚

Costs: 💰

Replicability: low difficulty

Support structure: mlow

Tool 2

VET Tool Career Guidance

How to provide career guidance to jobseekers as implementation agencies



Description

The practical career guidance tool is based on many practical examples from different countries and the vast experiences of an international community of practice is reflected in it. It addresses agencies and organisations who promote and organise career guidance on an institutional level. It includes the theoretical background of career guidance as well as selected tools and monitoring and evaluation approaches. It provides stakeholders from schools, public sector institutions and development partners with relevant theories, instruments, practices, and professional competencies and standards for the design of career guidance, the implementation and evaluation.

Content

The document is divided into three parts. The first is a theoretical section on what career guidance is about in general. The second part investigates selected fields and tools for career guidance. These are presented in five chapters:

- Chapter 1: Focus on school-based career guidance services
- Chapter 2: Focus on individual counselling processes often applied by public employment services
- Chapter 3: Focus on target-group-specific career guidance
- Chapter 4: Focus on encounters with the world of work (e.g. through internships or through digital solutions)
- Chapter 5: Focus on evaluation approaches assessing the career guidance interventions

Target group

Indirectly: Young job seekers, the different chapters focus on slightly different target groups (from school goers to out-of-school youth). Directly: Agencies, organisations and institutions who organise career guidance.

Implementation partners

National vocational authorities and regulatory bodies, including training funds; national and international enterprises involved in VET partnerships; public, private or mixed VET training institutes and VET instructor training institutes; business and professional associations and civil society organisations.

Relevance for rural areas

Topics relevant for youth in rural areas, such as entrepreneurship and self-employment are dealt with only marginally. One example from Serbia focuses on an agricultural project with a special focus on organic production, a still small, but growing niche segment. The tool is thus suitable for rural areas where agricultural enterprises exist.

Tips & lessons learnt

- Successful implementation is accelerated if career guidance is a policy priority. It requires particularly engaged and motivated teachers and a supportive school management.
- Career guidance is a good moment to question gender stereotypes. Inexpensive initiatives such as Girls' Day can help with this. Conducting the Girls' Days during the low season of construction or production makes it easier for companies to engage.
- Developing of innovative approaches, such as job scouting and mentorship schemes (see other tools in this pillar) help with effective career guidance. Involving the private sector is essential for effective placement.

Link to the tool

- Document: [Link](#) and [GIZ-Link](#)
- Website VET Toolbox: [Link](#)
- Haciendo empresa: habilidades de los jóvenes para el trabajo por cuenta propia (español): [Enlace](#)

#gender



Developed by: VET Toolbox Coordination Hub (2020)

Regional context: Global initiative

Duration: ⌚ – ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: situation-dependent

Support structure: medium

Tool
3

Youth-to-youth Mentorship in Agripreneurship

How to set up effective mentorship models in agribusinesses



Description

The brief presents 8 youth-to-youth mentorship models relevant to the agri-food sector and provides recommendations on how to harness the full potential of youth-to-youth mentorship in youth agripreneurship development initiatives. It focuses on peer-to-peer learning, as this can be very effective in sharing knowledge and experience, and encourages the adoption of new practices and technologies among farmers including youth. The document is informed by field practice coming from initiatives like the FAO Junior Farmer Field and Life Schools (JFFLS), and the Youth Inspiring Youth in Agriculture (YIYA) implemented in Uganda under the Integrated Country Approach for boosting decent jobs for youth in agrifood systems where youth facilitators are encouraged to share their knowledge in the respective communities, mobilizing and sensitizing their peers regarding agriculture and agripreneurship.

Content

The brief presents the eight mentorship models promoted by the YIYA-initiative in Uganda in 2017, namely:

1. Community Outreach Mentorship Model
2. Field School Mentorship Model
3. Intra-Business Mentorship Model
4. Youth Organisation (NGO) Mentorship Model
5. Internship Mentorship Model
6. Institutional Mentorship Model
7. School Garden Mentorship Model
8. Media-through Mentorship Model

Target group

Young agripreneurs and young people generally working in agriculture.

Implementation partners

Local Community-Based Organisations and NGOs, agricultural schools, agricultural extension officers, local government authorities, youth organisations and networks.

Costs

The cost of the entire YIYA championship process was about 900 USD per participants (see project example). The mentorship component alone might be estimated at 200-300 USD. Costs are relatively high since in Uganda the approach was implemented across the country, in rural areas, with face-to-face trainings and significant travel related costs.

Relevance for rural areas/agriculture

The tools focuses on the rural context in Uganda and offers different models, depending on the existing conditions.

Tips & lessons learnt

- Internships and mentorship must be well embedded in a programme, with an indepth orientation of the mentors/supervisors, clear learning goals and an agreed framework.
- Element of inspiration: "Since youth agripreneurs can understand their fellow youth better than adult counterparts, those youth mentorship models can inspire youth into agribusinesses."
- It is key to identify the right lead agripreneurs with passion for agribusiness and compassion for other youth and sharing their knowledge.
- Especially internships come with a risk of exploitation (cheap labour), which has to be addressed (e.g through learning plans & goals) jointly with the mentor/supervisor.
- Include in the selection criteria questions that assess the applicants' problem-solving capability and leadership competency as the youth champions are expected to work as mentors and role models for other youth (e.g. questions about how they managed difficult challenges in the past).

- Develop a youth champion-specific database in addition to all applicant profiles with detailed data with regard to their agribusinesses (e.g. number of employees, current capital and average monthly profits). The database will be useful for the monitoring of the progress of their agribusinesses, from which various lessons can be drawn for youth agripreneurship development.

Link to the tool

Document "Youth-to-youth mentorship approach in agripreneurship development": [Link](#)

Further resources

- Effectiveness and duplicability of the Youth Inspiring Youth in Agriculture Initiative. Lessons learned from Uganda: [Link](#)
- For internships: YouMatch Toolbox for Employment Services. Internships: [GIZ-Link](#).
- See the tool [Youth.Net.Works!](#) to see how to strengthen youth groups and networks that can provide peer-to-peer learning services.



Developed by: FAO

Regional context: Uganda

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰 💰

Replicability: medium difficulty

Support structure: medium

Tool
3

Youth-to-youth Mentorship in Agripreneurship

How to set up effective mentorship models in agribusinesses



Project Example



Name of the project: Integrated Country Approach (ICA) for boosting decent jobs for youth in the agri-food system

Country: Uganda

Implementer: FAO

Target group: Rural youth engaged in the agriculture sector aged 18–35.

Project summary: Since 2011, FAO implements its Integrated Country Approach (ICA) for boosting decent jobs for youth in the agri-food system with the aim of supporting countries in adopting and implementing more youth-inclusive agri-food system development policies, strategies, and programmes for agricultural and rural development. Strong emphasis is placed on job creation, entrepreneurship development and the enhancement of job quality in the sector. The current phase (2019–2023) is active in Guatemala, Kenya, Rwanda, Senegal, and Uganda. The youth-to-youth mentorship in agripreneurship tool has been piloted under the ICA project in Uganda.

Application of the tool

FAO and its partners launched the Youth Inspiring Youth in Agriculture (YIYA) Initiative in 2017, a nationwide youth agribusiness competition that aims to identify youth champions (YCs) in agriculture and leverages them as role models for their peers to engage in agriculture as a business. The process is as follows:

- Selection of the youth champions. Criteria: Commitment for community development, willingness to share their knowledge with other youth, mentoring experience.

- The YCs benefit from an award package consisting of: (i) cash and/or equipment support; (ii) participation in exhibitions and fairs of agricultural products; (iii) participation in policy dialogues related to youth employment in agri-food systems; and (iv) one week of technical training.

- Empowerment of youth champions to become trainers and mentors for other youth in their communities.

Results

Results concerning **agripreneurship development and youth employment generation**: 295 rural youth (25 from the first & 270 from second round) received training; Income and business growth effects for the champions and employment generation in YCs' agribusinesses (90% of the new jobs created in the 2017 edition benefitted other youth). Results concerning **community development and peer-to-peer learning**: YCs inspired local farmers, group/cooperative members and positively influenced the fellow youth's attitudes. Besides, more youth from surrounding communities learned about YC's experiences through events or by visiting their workplaces.

Challenges

- The expected YCs' role and responsibilities as mentors need to be clearly communicated in the call for applications.
- Adequate resources and capacities to adequately accompany, monitor and evaluate progress made by the YCs as mentors should be provided. The youth-to-youth mentorship component should be given more prominence and support, since the experience of the ICA project revealed its enormous potential for youth empowerment in rural communities.

Sustainability & replication

Sustainability is ensured through a participatory and youth-oriented approach used in the implementation phase as well as through the empowerment and active involvement of youth organisations as partners. Other youths were inspired and empowered by YCs through mentorship programme and knowledge sharing. The inclusion of commitment, the willingness to inspire other youth as key selection criteria together with the involvement of youth organisations in implementation can be easily replicated in different contexts.

Support structures

In Uganda, FAO collaborated with the National Farmers' Leadership Center under the Ministry of Agriculture. Inclusion of several technical partners to cover different topics (incubators, international agencies, e.g. the International Labour Organization (ILO), the Government of Uganda, and two ministries, national development and commercial banks, staff from ministries, youth organisations' representatives).



Mentorship for Women Agripreneurs

How to set up mentorship programmes to empower women agripreneurs



Description

The tool presents the mentorship programme, a solutions-based approach developed to address the challenge of economic empowerment of mentees, in a clear and well-structured way. It showcases different forms of mentoring to help readers select the most suitable one. As an individualised or personalised support process, mentoring complements and consolidates the achievements of collective mechanisms for sharing knowledge and experience. The tool is based on the practical experience from the case studies from Kenya and Burkina Faso, and highlights how mentorship can be developed to be especially suitable for women agripreneurs.

Process/content

The booklet captures the eight guiding principles used to steer the mentorship programme. It also gives case studies of the mentorship process as it was in Burkina Faso and Kenya, and summarises lessons learnt. The approach is based on a collaborative model, consisting of the following steps:

1. Context analysis: Analysing the receptivity of stakeholders and their organisations, mentoring needs and themes that need to be addressed.
2. Design, awareness-raising and preparation of actors: Selection of mentoring type, definition of steering modalities.
3. Selection of participants: Mentors, mentees and partners.
4. Training of actors: Training mentors, mentees and steering committee members.
5. Matching of actors: Matching mentors and mentees.
6. Mentoring: Implementation of mentoring.
7. Monitoring, evaluation, capitalisation.

Target group

Young women, with or without experience (ideally with own business or business idea), interested in gaining practical experience.

Implementation partners

NGOs, existing businesses, local government structures, (VET) schools.

Relevance for rural areas

The guiding principles exclusively focus on rural and urban women in agriculture and were developed in the context of Eastern Africa.

Tips & lessons learnt

- It is essential to avoid imposing mentors on mentees, and vice versa. In this respect, the coupling of the matching process to the training of participants is a good practice for the launch of mentoring relationships.
- It is important to train mentors and mentees together: this allows participants to better understand their roles as mentors and mentees in the mentoring relationship, thus preparing today's mentees to become accomplished mentors in the future.

Link to the tool

Mentorship for Women Agripreneurs: [Link](#)

Further resources

- GIZ Uganda MY WORLD: Mentoring Young Women: Road to Leadership Development: An initiative with the aim to guide young women in Uganda regarding their future professional and personal development: [Link](#)
- Inspiring The Future – Connecting schools and colleges with volunteers from the world of work: [Link](#)

#Hashtag
#gender



Developed by: GIZ

Regional context: Benin, Burkina Faso, Togo, and Kenya

Duration: ⌚ – ⌚ ⌚ ⌚

Costs: 💰 – 💰 💰

Replicability: medium difficulty

Support structure: medium



Biz-up: Self-employment Skills for Young People

How to give youth a better understanding of entrepreneurship as a career option



Description

The tool is geared to assisting employment counsellors and facilitators in the design and delivery of workshops aiming at developing a better understanding of young people of the basic concepts related to setting up an enterprise. It is a short induction training module that helps young people make informed decisions about their future employment, consider self-employment as a possible career option and, eventually, follow a fully-fledged entrepreneurship training programme. The purpose of this publication is to provide guidance to those who assist young people in developing their knowledge, skills and attitudes so that they can adapt to changing labour market demands and take advantage of employment opportunities. The main objective of the guide is to enable young people to make informed decisions while considering whether self-employment could be a career choice. The key role of the facilitator is to provide information and “know-how” to make young people reflect on whether self-employment can be an alternative to wage employment.

Process/content

The guide is organised around six training sessions totalling approximately eleven training hours and it is accompanied by the booklet Biz-up: Self-employment kit for young people – User’s Guide that provides an example of how facilitators can design a country-specific guide to be used by young people.

Target group

Employment counsellors and facilitators are trained in the approach. Ultimate beneficiaries are young people interested to see whether self-employment and entrepreneurship is a viable career path for them.

Implementation partners

The guide can be used as reference material by staff of labour market institutions in charge of employment promotion but also by employment service advisers, trainers, youth leaders and peers. Facilitators are not required to possess prior knowledge on enterprise development, but they need to have good facilitation and training skills.

Relevance for rural areas

As self-employment is an important career option in rural areas, the guide is suitable to sensitise the youth in rural areas on entrepreneurship.

Tips & lessons learnt

- Youth may have some misconceptions on self-employment, connecting it with a lot of responsibility and complex administrative tasks. Practical, scenario-based tasks around administration and finances can help to dispel misconceptions.
- The myth that successful businesses require new inventions persists. But, on the contrary, the successes of many businesses are traced back to the development of existing products or services. Asking the participants to call attention on items of common use, may help them to develop ideas on how to improve these items.
- Not everyone is a born entrepreneur. Starting a business comes with risks and investments. It is important to communicate this clearly so as not to raise unrealistic hopes.

Link to the tool

- Document Biz-up: Self-employment skills for young people – Facilitator’s guide and toolkit: [Link](#)
- Website Biz-up: [Link](#)
- Haciendo empresa: habilidades de los jóvenes para el trabajo por cuenta propia (español): [Enlace](#)

Further resources

Further information and tools about how to orient and support youth in their career choice can be found under [Career orientation and Mentorship](#).



Developed by: ILO

Regional context: Albania, Kosovo, Romania, and Serbia

Duration: ⌚ ⌚

Costs: 💰

Replicability: low difficulty

Support structure: medium

Matching

Facilitation of Access to Market Information

Information is power, and rural youth often lack the information to identify market opportunities to grow their businesses and subsequently increase their incomes. This includes information about where to get agricultural inputs, services and sell products (market access) but also information about existing support structures or programmes. The tools presented here give youth the knowledge to obtain the information they need by themselves or provides a direct assistance in attaining information. There are many digital applications that provide farmers with market information or even market linkages, two of which are presented here. When considering a digital solution, research on what is available and suitable in a given context is important. It is also crucial to note that whereas digital applications may be suitable in some cases, in others they may not be: They by no means present a silver bullet and their adoption (and adaption) has to be analysed and planned carefully.

Information is also important to facilitate matching services described under [Matching with Opportunities](#) and under [Career Orientation and Mentorship](#). Thus, there are tools included here which describe an easy-to-use labour market analysis to provide local actors (NGOs, local government authorities and vocational training providers alike) with a possibility to gather relevant information on the labour market situation in their area in a simple format.

Tool
1

Area Potential Survey

How to support entrepreneurs with data collection to identify new business opportunities

Tool
2

Rapid Market Assessment

How to assess job demand and needed skills in a region

Tool
3

farmbetter

How to provide farmers with tailored, practical recommendations and information



Matching with Opportunities

Career Orientation and Mentorship

Facilitation of Access to Market Information



Guiding Questions

- What kind of market information are youth in the area lacking?
- Where can one currently find relevant (market) information? How accessible is it for young people? What can be done to improve accessibility for rural youth?

Tool 1

Area Potential Survey

How to support entrepreneurs with data collection to identify new business opportunities



Description

The tool familiarises new and experienced entrepreneurs, organisations and business service providers with survey techniques and data analysis tools to identify new business opportunities. It helps to study the availability of non-agricultural, forestry, energy, touristic and agriculture based raw materials, skilled human resource production and necessary and basic elements needed for undertaking any business service endeavour. It provides necessary information regarding stepwise business development and assists in carrying out business endeavours based on gathered information.

Process/content

The process starts the identification of the prospective sector for the appraisal, followed by the collection of primary data (interviews, observation and interaction with businesses and community members/potential customers/buyers) and secondary data (records from the municipality, statistics, development plans and guidelines, etc). In a next step, the data is analysed and suggestions are developed based on the data to select viable and potential business considering available raw materials, market opportunity, local interest, government priority, and available business services. The information is then presented in a simple report format.

Target group

Entrepreneurs and agripreneurs interested in starting a new business or expanding their current services/products, business consultants who provide business services at local level.

Implementation partners

Business Service Providers (individuals or groups who assist in business development) and other interested private sector actors, NGOs, government authorities

Relevance for rural areas

The Area Potential Survey (ASP) is especially suitable to identify business potential for rural areas and adjoining market centers. The geographical area should be defined considering the local context and market size. As it is a simple and straightforward tool, it can be applied by agripreneurs, farmers groups or service providers in rural areas.

Tips & lessons learnt

- Define the goal of the APS clearly, including the geographical area it should cover, but also the sector, sub-sector or value chain it should focus on to identify potential sectors, trades, business opportunities, target groups, and the area of intervention for business promotion. This will help to avoid getting too much data and getting lost in collecting information. Focus is key.
- Keep it simple and straightforward, avoid getting long texts and documents but rather aim at extracting key conclusions for business promotion with specific business interventions in particulars trades.
- Doing it in groups or doing more than one APS at the same time can give people an opportunity to exchange on the process and learn from each other.

Link to the tool

Video about the approach: [Link](#)

Further resources

FAO Toolbox Rapid Rural Appraisal and Participatory Rural/Relaxed Appraisal: [Link](#)



Developed by: Helvetas

Regional context: Rural Nepal

Duration: ⌚ ⌚

Costs: 💰

Replicability: low difficulty

Support structure: medium


**Tool
1**

Area Potential Survey

How to support entrepreneurs with data collection to identify new business opportunities



Project Example

Name of the project: InELAM: Promoting Micro-Entrepreneurship

Country: Nepal

Implementer: Helvetas Nepal

Target group: Micro entrepreneurs, unemployed youths, disadvantaged groups.

Project summary: The InELAM-project enables socially disadvantaged young women and men to create their own micro-enterprises through the productive use of local resources, which in turn create new jobs. For this purpose, the project explores new markets, conducts sub-sector analyses, tests and support the development of new products, approaches and technologies and pilot implementation through partnership with private sector actors. The project applies the market system development-approach for enterprise development.

Application of the tool

The Area Potential Survey (APS) is a tool designed to explore the potential enterprises and business opportunities based on locally available resources, markets, technologies, business infrastructure, available skills and interests of local people.

An APS collects the information related to enterprises and business to find out what kinds of business services and products are needed, to establish micro, small and medium enterprises (SMEs). This includes information on current enterprises and their status (business information and services), barriers to growth, opportunities to attain credits, market linkages, and current policy enabling environment.

The InELAM-project trained Enterprise Services Providers (ESP), private business entities providing business services to the local entrepreneurs, in conducting APS. This provided them with an entry point to the community to provide other business services.

The ESP collect local information and analyse them regarding the potential of resource-based enterprises and their business activities. Data are collected through secondary data, such as data on existing businesses, employment statistics and government strategies for local economic development (if available), as well as primary data, including interviews and focus group discussions with relevant stakeholders, as well as observations of existing businesses. The findings are shared with future and well-established entrepreneurs, government authorities, consultants, and other stakeholders present.

Results

Main results of the APS:

- Identification of available resources, markets, skills, technologies, target groups, access of business services and market and credit linkage opportunity in business.
- Analysis of business enabling services and available infrastructure.
- Exploring opportunities of product supply contracting and backward forward linkages.
- Identification of service level business opportunities for ESPs
- Assessment of the feasibility of resource-based enterprises
- Identification of gaps and intervention areas through product development and testing, business research and product piloting.

Challenges

A main challenge is identification of sources of information at the local level and the availability of accurate data.

Sustainability & replication

The project trained resource persons within local institutions to those who are involve for business promotion such as local government, business member organisations, cooperative, financial institutions etc.

Support structures

Ideally, an APS is conducted by min. 2 resource persons. These can be local practitioner with a basic knowledge of APS, and business know-how and having an intermediate level education. A participatory approach is very important, therefore the APS resource persons should know all stakeholders working in business promotion such as government, private, development organisations, business member organisations etc. and include them through interviews and focus group discussions.

Linkages with other tools

Linked to [Value Chain Analysis](#) and [Selection](#) to select value chain with growth and employment potential and the [Rapid Market Appraisal](#) to identify skills gaps to ensure employees and entrepreneurs are equipped with the right skills.

Tool 2

Rapid Market Assessment

How to assess job demand and needed skills in a region



Description

The Rapid Market Assessment – or Appraisal – (RMA), also known as sectoral skills gap analysis, helps local training providers to assess the skills needed in a profession to meet the labour demand of businesses in the industry. This is done through the study of job requirements in a specific occupational area. The RMA provides a quick, flexible and effective way of collecting, processing, and analysing information and data on the labour market demands. RMA helps to recognize the needs and opportunities present in the marketplace and further verify complex market systems in a short period of time. Thus, the RMA is conducted to provide comprehensive information concerning current employment and future labour requirements in specific occupations and to ascertain training to fulfil these requirements.

Process/content

The RMA consist of the following steps:

1. Definition of the occupation and specification of the coverage.
2. Identification of the key informants and development of the interview questions.
3. Train data collectors (if needed) and collect data.
4. Analysis of data and report writing.

Target group

Trained and untrained youth who will directly benefit from the information attained through the RMA.

Implementation partners

NGOs, public and private vocational training centres, local and regional government authorities.

Relevance for rural areas

The number of employers and job openings in a rural context may be limited. Labour market information can therefore also include the identification of successful agripreneurs and agribusinesses as potential mentors and internship providers, as well as companies who may look for out growers or providers of agricultural inputs or products (see [Private Sector Cooperation and Market Access](#)).

Tips & lessons learnt

- Defining the goal as clearly as possible and do a clear outline of the process will help not to get lost throughout the process. There is always a risk of collecting too much information and data not relevant for the overall goal of the RMA.
- Make sure to speak to all relevant stakeholders, including youth, who may be future students.
- RMA implementers should have basic knowledge of vocational skill training and conceptual clarity on labour market systems. Therefore, it may make sense to include an orientation on the vocational training system to the RMA implementers, as well as potential employer industries.
- Additional skills training and capacity building (e.g. in facilitation skills, data analysis, report writing, etc.) for resource persons involved in the RMA (e.g. local government and local occupational associations) may be helpful for the implementers and ensure the sustainability of the tool in the long run.

Link to the tool

- Rapid Market Assessment (Tanzania): [Link](#)
- Video about the RMA-approach: [Link](#)

Further resources

- A Rapid Market Appraisal Tool Kit Theoretical background and experiences from various RMA events: [Link](#)
- ELMA: Guidelines for an Employment and Labour Market Analysis (GIZ): elaborated tool suitable when a well-functioning labour market with a private and public sector exists: [Link](#)
- Methodology for Conducting Youth Labour Market Analysis (ILO): [Link](#)



Developed by: Helvetas

Regional context: Developed in Nepal and applied in Eastern Africa

Duration: ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: medium


**Tool
2**
Rapid Market Assessment

How to assess job demand and needed skills in a region

**Project Example****Name of the project:** ENSSURE**Country:** Nepal**Implementer:** Helvetas Nepal**Target group:** Unemployed young women and men.

Project summary: The project ENSSURE (“Enhanced Skills for Sustainable and Rewarding Employment”) helps young people get into the job market through career guidance, apprenticeships, and on-the-job training. For this purpose, the project works with the Council for Technical Education and Vocational Training, schools, and private sector employees. Partner companies are encouraged to employ in-house trainers who guide apprentices and workers in further training, at the same time as taking responsibility for implementing Occupational Health and Safety Standards. A Rapid Market Assessment (RMA) was conducted for selected occupations to address the skills gap in vocational training and ensure the trainees are learning market-relevant occupational skills.

Application of the tool

The RMA tool is a quick, flexible, and effective way of collecting, processing, and analysing information regarding the status of human resources in the labour market. The vocational skill training providers conducted RMAs to identify occupational opportunities, training needs, resource availability, training facilities, and individual needs. It concerns the current employment and the future human resources requirements of potential employers who demand specific skills. The training provider ascertains the kind of training which will fulfil these requirements. Such information is collected from the predetermined area of the labour market. RMA also often helps to identify new occupations for which skill training may be needed in the future.

Results

- The number of human resources currently available in a particular occupation in a labour market area.
- The number of human resources needed in specific occupations in the designated area.
- Additional skills sought after by employers.
- Current vocational interests of local youth.
- Existing technical training providers in the community.

Challenges

- Obtaining secondary data because of very few studies on the demand and supply of human resources in local labour market.
- Getting support from local governments.
- Focuses on the local market areas, cannot be generalised.
- Lack of information sharing and exchange between potential employers/industries and vocational skill training providers.

Sustainability & replication

Capacitate resource persons at local level through training, orientation and by implementing practical workshop for local institutions such as local governments, employers and training providers working in vocational skill training sector for institutionalization of the RMA.

Support structures

At least two people are needed to conduct an RMA for a specific trade. Ideally, the RMA practitioner has knowledge of the vocational training sector (ideally coming from a TVET institution), as well as knowledge of data analysis and report writing. The approach is participative and should include vocational skill training providers, potential employers, unemployed local youths, local governments, as well as occupational/sectoral associations/groups/clubs.

**Linkages with other tools**

For a more elaborated labour market survey, see the [Employment and Labour Market Analysis \(ELMA\)](#).

Tool 3

farmbetter

How to provide farmers with tailored, practical recommendations and information to build their resilience



Description

farmbetter is a mobile phone application providing tailored land management recommendations to smallholder farmers in Africa and Asia who face two major challenges:

1. existing, traditional farming practices are becoming less effective due to climate change.
2. lack of access to the latest best practices on farming.

Based on his/her farm's profile, the farmer gets access to specific recommendations and a wide range of information to help him/her improve the farming practices and build their resilience to challenges they are facing. farmbetter has a strategic partnership with the World Overview of Conservation Approaches and Technologies (WOCAT). Best practices from WOCAT are integrated into the app to give farmers access to over 1,000 peer-reviewed solutions on sustainable land management.

Process/content

The farmer first responds to a range of questions to create a unique resilience profile of his/her farm. The app uses responses as well as secondary location data to provide a comprehensive assessment of the farm's specific resilience levels. It then connects the user to resilience building solutions to help him/her learn how to improve his/her resilience. It also creates a platform for further services and sharing to help farmers have the tools to build their resilience independently. It includes a library section for farmers to search for additional information as well as a marketplace and a community where farmers can ask questions to each other and to extension agents. Steps:

- Step 1: Geo-reference the farmer's location
- Step 2: Survey the farmer's resilience
- Step 3: Understand the farmer's goals
- Step 4: Match with farming solutions

Costs

The farmers can use the app for free and can pay <\$10 to access premium features.

Target group

Farmers farming their own land as well as extension agents and other service providers supporting individual and groups of farmers.

Implementation partners

WOCAT, Swiss Agency for Development, GIZ, Grameen Foundation USA & India, International Centre of Insect Physiology and Ecology (ICIPE), University of Berne Centre for Development and Environment and University of Lausanne

Relevance for rural areas

Though being a tool specifically developed for farmers in rural Africa and Asia, it can only be accessed via smartphone and needs a good internet connection. Nevertheless, the information comes from a large agricultural database and is thus relevant for farmers.

Tips & lessons learnt

The application can also be accessed via web browser as well as the Google Playstore, which makes it more accessible.

- There is a lot of information available on the app. Users should take time to familiarise themselves with the resources and see what interests them the most.
- The online community can help users. It is a place where users can ask questions and exchange with other farmers and experts.
- For maximum usability it helps to guide future users through the platform and if needed, provide a digital literacy training to enable them to use the application and the information provided through farmbetter.

- The database on sustainable land management technologies and approaches can also be directly assessed through the database: [Link](#)

Link to the tool

- Website farmbetter: [Link](#)
- Application on playstore: [Link](#)

Further resources

- gaipa is a global farmer empowerment community equipping farmers to create self-determined and sustainable livelihoods through a one-stop online community. [Link](#)
- WOCAT – World Overview of Conservation Approaches and Technologies: Global Network to document, share and apply sustainable land management knowledge. [Link](#)

#Hashtag #digitalisation



Developed by: farmbetter

Regional context: Kenya, Tanzania, Mozambique, Uganda, Burkina Faso, India, and Nepal

Duration: ⌚ ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: medium

Tool 3 farmbetter

How to provide farmers with tailored, practical recommendations and information to build their resilience



Project Example

Name of the project: Agripath

Country: Burkina Faso, Uganda, Tanzania, India, Nepal

Implementer: Centre for Development and Environment (CDE) along with Grameen Foundation USA, International Centre of Insect Physiology and Ecology ICIPE and farmbetter LTD.

Target group: Smallholder farmers and extension agents.

Project summary: AgriPath examines intra-household decision-making processes, including processes that go beyond established social norms (gender roles) to embrace more democratic access to information and knowledge (e.g. youth, not just household heads). It will provide evidence on sustainable pathways for the use of digital advisory services such as the farmbetter application at scale and enhance uptake of sustainable land management practices.

Application of the tool

Step 1: Download the free app and sign up to login.

Step 2: Use the farmers' geolocation to build a profile of their metrics (soil type, altitude, temperature, agroecosystem etc based on global datasets).

Step 3: Survey the farmer's context and practices (crops grown, land size, livestock raised).

Step 4: Understand the farmer's goals (increase yields, reduce water use).

Step 5: Automatically match the farmers online and offline with over 1,000 peer-reviewed sustainable land management practices from all over the world.

Results

Currently over 2,200 registered users (farmers and extension agents) that have successfully been trained on how to use the farmbetter app and have accessed tailored information/farming recommendations.

Challenges

Converting technical/academic language into local languages and in particular into easy to understand and implement language that farmers can use. Smartphone penetration, literacy levels and inconsistent internet bandwidth in rural farming communities.

Sustainability & replication

The project is working on making a financially sustainable business model that works by asking for a small fee to access some premium features and to reach a high scale to make this feasible.

Support structures

The goal is that literate farmers who own a smartphone do not need any training. In addition, the app is designed for extension agents to support many farmers who do not have access to the app otherwise.

Research institutes and partners: International Centre of Insect Physiology and Ecology (ICIPE), University of Berne Centre for Development and Environment (CDE) and University of Lausanne. They provide the expertise and content available in the application.

Partner structure: Funding partners: The Swiss Agency for Development (SDC) and German Agency for International Cooperation (GIZ) are funding partner, whereas the Grameen Foundation USA helps to reach scale.

In Country partner organisations: iDE Nepal, Grameen Foundation India, Kilimo Trust Tanzania and Solidarite et Entraide Mutuelle au Sahel Burkina Faso.



Framework Conditions



An enabling political and business environment and the right framework conditions are essential to promote rural youth employment.



Framework Conditions



An enabling political and business environment and the right framework conditions are essential to promote rural youth employment. In the 360° AgriJobs Approach, the Framework Conditions, together with the Foundation, complement the three main pillars of Demand for Labour, Matching and Supply for Labour. The interventions to improve framework conditions focus on promoting employment-oriented economic policies through fact-based advocacy work, policy advice and multi-stakeholder dialogue (GIZ, 2020, p. 8).

Employment goals and targets should be integrated into national development frameworks, economic policies, and sectoral strategies. Policy coordination and coherence between the different ministries is important for effective employment policies. Diagnostic tools such as employment and labour market assessments and analysis help to analyse needs and gaps and ensure that advocacy and policy work is data driven for informed decision-making. Multi-stakeholder and sector dialogues are

necessary to guarantee that a broad range of actors are involved in the process (ILO, 2012, pp. iii, 20, 21). Especially young people are often side-lined in policy processes and programmes. To ensure new regulations are inclusive and benefit all target groups, it is pertinent to not only develop youth policies, but also include young people, especially from rural areas, and representatives of other marginalised groups in the process (IFAD, 2012, p. 3). While the tools presented in this chapter concentrate on political and economic framework conditions (policies) and encourage an inclusive approach, tools to strengthen grassroot (youth) organisations and associations as well as youth in general can be found under [Foundation](#).

The tools here focus on the assessment and selection of value chains. Approaches for value chain development and implementation are addressed under the [Demand Side](#) (value chains improvements and cooperation with the private sector), or under [Matching](#) (assessment of the skills mismatch on a more local level and matching labour market demands with jobseekers).

→ **Policy Advice**

→ **Value Chain Analysis and Selection**

→ **Sector Dialogue**

Framework Conditions

Policy Advice

The agricultural sector has the potential to play a significant role in the creation of productive employment. An enabling policy framework supports inclusive development and can help to attract young people to the sector. Taking the needs of young people into account requires youth participation on all levels and at all stages, from policy advice to policymaking to implementation. Especially young women are often left out in decision-making processes, though being key stakeholders in the agricultural sector. Applying a gender-sensitive approach in all interventions can help to tackle this imbalance (FAO, 2014, p. 79 ff.).

The tools under this approach comprise guidelines for the formulation of evidence-based, inclusive policies to promote employment, but also to make agriculture, especially the agri-food sector, more attractive. As current data to inform policy decisions (including monitoring results) are continuously needed, analysis tools to assess the labour market situation are presented as well. Tapping into existing networks and structures such as policy analysis and research networks may further help policy advisors, as well as policymakers to realise synergies.

Tool
1

Employment and Labour Market Analysis (ELMA)

How to conduct a comprehensive analysis of the labour market and employment situation

Tool
2

Labour Market Information Systems for Effective Labour Market Governance

How to set up labour market information systems

Tool
3

Formulation of National Employment Policies

How to develop a coherent and integrated national employment policy

Tool
4

Handbook for the Promotion of the Agri-Food Sector

How to use agricultural policy promotion instruments



Policy Advice

Value Chain Analysis and Selection

Sector Dialogue



Guiding Questions

- What are the main structures and trends in (rural) labour markets? What are the main potentials (sectors/value chains/business models) that should be targeted?
- What inclusive policies and regulations are in place in your context? How relevant are they for your target group and how do they connect with the lived experiences?
- What are the main bottlenecks in the policy and business environment which hamper doing business, creating employment, demand-oriented education, and skills development, etc.? How can they be addressed?
- How are youth involved in policy design, planning and decision-making? What are entry points to improve youth participation?
- What data is needed for an informed policy advice and decision-making? Is this data available? If not, how can missing information be compiled for sound decision-making?



Employment and Labour Market Analysis (ELMA)

How to conduct a comprehensive analysis of the labour market and employment situation



Description

The ELMA guidelines provide the methodology for a comprehensive analysis of the labour market and employment situation and its respective underlying causes. It is based on the logic of the integrated approach for employment promotion of German development cooperation. Hence, possible factors are structured and analysed according to their impact on labour demand, labour supply and the matching process of the labour market. The time perspective of the analysis is medium- (2-6 years) to long-term (up to 10 years) and its structure is flexible enough to deal with very different employment conditions in developing countries.

Process

ELMA consists of five stages:

- A. Basic analysis and definition of employment problems in the country's context: What is the basic potential for employment in the country?
- B. Analysis of labour demand: What prevents firms from demanding more labour and creating more jobs?
- C. Analysis of labour supply: What prevents the labour force from offering (in sufficient qualities/quantities) the skills in need?
- D. Analysis of the matching process in the labour market: In which way do labour market institutions, regulations and policies impact on the matching process?
- E. Summary and conclusions: What are the main challenges to employment creation? What kind of consequences can be drawn regarding reform efforts of the respective country, supporting employment promotion?

Target group

National ministries in charge of labour, employment, education and sectoral departments, (vocational) authorities and regulatory bodies; national and international enterprises involved in vocational education and training (VET) partnerships; quality assurance organisations (learner assessments and examinations); VET training institutes and VET instructor training institutes; business and professional associations and civil society organisations.

Relevance for rural areas

ELMA does not have a specific focus on rural areas but can be used for analysing labour markets in low-income countries, transformation countries, as well as in middle-income countries.

Tips & lessons learnt

- ELMA can be complex and focus on macro-level data, which may be hard to translate into concrete project strategies. Assess carefully what data is needed and how this can be attained.
- It is important to carry out continuous research on the labour market and the situation of rural youth (based on diagnostics to learn about the reality of rural youth in form of individual interviews or participatory workshops).
- If needed, an ELMA can (and should) be complemented by additional analyses (e.g. regional assessments, value chain analysis, etc.) needed to design project interventions.

Link to the tool

ELMA Guidelines: [Link](#)

Further resources

- Compendium of Tools for Labour Market Assessment (GIZ): To improve awareness of available options for conducting labour market assessments and enhance the understanding of the focus and trade-offs between different types of assessments: [Link](#)
- The World Bank Jobs Diagnostics: Data, Tools and Guidance for global job indicators on a country level: [Link](#)
- Decent rural employment (DRE) toolbox (FAO): [Link](#)
- Guide to Cross-Sectoral Youth Assessments (USAID): This guide provides a conceptual framework, instruments, and tools for designing and implementing youth assessments in developing countries: [Link](#)



Developed by: GIZ

Regional context: global

Duration: ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: low



Labour Market Information Systems for Effective Labour Market Governance

How to set up labour market information systems



Description

The guideline introduces the latest international standards and best practice in the development of information systems that can help governments to tackle their labour market, employment and skills development challenges inclusively. Labour market information and analysis (LMIA) systems are networks of institutions (persons) with agreed roles to produce and disseminate labour market information and analysis. Well-functioning LMIA systems provide an essential basis for effective employment, labour and skills development policies, and can inform the design, monitoring and evaluation of better-focused policies.

Content

After an introduction in chapter 1, the guideline provides a brief overview of information system types and explains their evolution in line with changes in the labour market context and new emerging needs of policymakers and planners. Chapter 3 outlines a generic Integrated Labour Market Information Systems (ILMIS) framework encompassing the latest information system standard developed by the ILO to assist governments in setting up institutional structures, mechanisms, processes and instruments. Chapter 4 defines practical considerations when developing ILMIS systems that are based on implementation experience in many countries around the world. Chapter 5 provides examples of how to initiate the process of setting up basic ILMIS systems.

Target group

Government agencies/officials that/who focus on labour market, employment, manpower planning or skills development and who are concerned with labour statistics; managers of training and employment service institutions, both public and private; social partners; all institutions and individuals concerned with the collection, compilation, analysis and dissemination of labour market information.

Relevance for rural areas

The guide focuses on decent work for youth with social, economic and political impact, dealing with demographic factors and rural employment.

Tips & lessons learnt

The guideline provides concrete examples of how to establish a basic LMIA system (based on the case in Rwanda). The following important setups were made:

- Institutional structures and arrangements: A unit dedicated to the setup of the LMIS, and a technical committee were installed to ensure exchange between relevant actors.
- Labour statistics tools and capacity building: An annual labour force survey was designed, and staff trained on concepts and practices. The traditional LMIS database was upgraded to become an online-based reference data and LMIA platform.
- Setting up an LMIA system requires considerable resources and (long-term) ownership by the national partner institutions. For a project this usually does only make sense with a clear mandate for policy advice and intervention areas where a LMIA contributes to relevant results.

Link to the tool

Guidelines on establishing Labour Market Information Systems To Support effective Labour Market Governance in Africa (French and English): [Link](#)



Developed by: GIZ (YouMatch)

Regional context: Africa

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: high difficulty

Support structure: high


**Tool
2**

Labour Market Information Systems for Effective Labour Market Governance

How to set up labour market information systems



Project Example



Name of the project: Skills Development for Economic Transformation (SD4T)

Country: Rwanda

Implementer: GIZ

Target group: Un- and underemployed youth, political decision-maker, researcher.

Project summary: Establishment of a Labour Market Information System (LMIS): IT infrastructure (databases, websites, automatic data exchange), inter-institutional cooperation networks, capacity building of staff and user-oriented development of analyses, policy briefs etc.

Application of the tool

Rwanda's GIZ project „Promotion of Economy and Employment – Eco-Emploi „ advised various state actors on the establishment of a national labour market information system. Along the data value chain, the capacities of the national statistics authority to collect labour market data were first strengthened. Particularly noteworthy is the quarterly labour force survey according to the latest ILO standards. In a second step, a national database was established, and the staff of the ministries and agencies involved were trained in data processing and analysis. Survey data and administrative data thus became labour market information, which was then incorporated into sector studies and the government's national employment strategy, for example.

Results

Improved matching between labour demand and labour supply, improved evidence-based decision making in the area of employment promotion, labour policy, education policy, etc.

Challenges

There were several challenges around data management: Data collection proved to be difficult, as well as data exchange between the different institutions, and ensuring data security.

Sustainability & replication

The LMIS is hosted and managed by governmental institutions and the framework is anchored in national policies and strategies.

Support structures

IT experts (front end and backend) and labour market analysts help building capacities and providing advice. Complex partner landscape: governmental partners (ministries, institute of statistics, tax revenue authority, social security bodies, education institutions), private actors (e.g. chambers, associations) and NGOs.



Linkages with other tools

Training and education programme, as well as job matching programmes can base their services on information from the LMIS. For this purpose, it is important that the collected data is made available for other actors. Ideally, national employment policies are based on labour market data provided by LMIS.

Tool 3

Formulation of National Employment Policies

How to develop a coherent and integrated national employment policy



Description

This guide provides a road map and frame work for developing a coherent and integrated national employment policy through policy dialogue. It can be an essential component of the capacity-building strategy for governments (Ministries of Labour, but also Finance, Planning, Economy, and others), employers and workers' organisations and all those concerned with employment. It can be used as a stand-alone resource or accompanied by training activities and workshops. The capacity-building strategy described is flexible and responsive to specific demands and relevant to a wide range of contexts.

Content

The guide describes the process for the formulation of a national employment policy as well as the substantive framework that underpins it. The suggested framework is based on a policy cycle approach, disaggregating complex processes into manageable steps. The process is described as follows in the chapters:

1. Identifying challenges of inclusive and sustainable policy making for full and productive employment.
2. Overview of the ideal employment policy process, including the definition of the prerequisites of a successful policy process.
3. Building knowledge: the issue identification phase to build a strong evidence base to enrich the policy debate and to progress towards the building of evaluation tools.
4. From situation analysis to strategic planning: the policy formulation phase with a focus on what identified issues can be addressed through national employment policies.
5. From strategic to operational planning and implementation tools: a clear policy goal is defined based on the identified issues and policy objectives, including indicators for monitoring and implementations plans.

Target group

Policy makers, social partners, (employment) experts, ILO specialists and other international agencies.

Relevance for rural areas

Having a focus on the national policy level, the guide looks at rural as well as urban areas. Regarding rural youth see some general tips on "lessons learnt" below as well as the "Guide for the preparation of National Action Plans on Youth Employment" under Further resources.

Tips & lessons learnt

The following recommendations focus on youth inclusion (see "Further resources" below for youth-specific guides):

- Identify the needs of rural youth, their entrepreneurial initiatives and their vision and aspirations to avoid implementing decontextualised actions with little impact (diagnostics).
- Generate the necessary budgetary conditions to guarantee the participation of rural youth in the definition of the policy components and strategies.
- Support spaces for an inter-institutional articulation and cooperation. Recognise and include the contributions of productive associations, civil society organisations, youth groups, academia and international agencies. They represent valuable inputs due to their presence in rural areas and knowledge of the population.
- Establish communication channels that allow for the dissemination of information on the process and recognition at regional and national level.

Link to the tool

Guide for the formulation of national employment policies: [Link](#)

Further resources

- Guide for the preparation of National Action Plans on Youth Employment (ILO): The document ensures a common understanding of the process of preparing national action plans for youth employment and suggests a practical step-by-step approach: [Link](#)
- Guidebook for designing innovative public employment programmes (ILO): The note assists policy-makers to create decent jobs for young people, through targeted approaches and by integrating youth employment dimensions into public employment programmes: [Link](#)
- African Agribusiness Youth Strategy (AAYS): Continental framework by the African Union as a "blueprint" which members committed to transfer into national strategies and action plans with active youth participation. [Link](#)

Hashtag

#gender



Developed by: ILO

Regional context: Global

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: high difficulty

Support structure: high

Tool
3

Formulation of National Employment Policies

How to develop a coherent and integrated national employment policy

Project Example

Name of the project: Employment Promotion Programme (EPP)

Country: Sierra Leone

Implementer: GIZ

Target group: Young people employed in agriculture or MSMEs.

Project summary: The project is aiming at the sustainable improvement of the employment and income situation of young people in agriculture and MSMEs in rural areas through a multi-fledged approach. This includes capacity building of producers in agricultural value chains (coffee, cocoa, rice, vegetables) with an Integrated Farmer Training (IFT) approach, supporting existing and start-up MSME with training and coaching (SME loop, Facility for Growth (F4G)), and Vocational Training (TVET). The project is currently in its 4th phase (2020-2024).

Application of the tool

The objective of the tool is to develop a national employment policy and action plan for Sierra Leone. The Ministry of Labour and Social Security (MLSS) was responsible. The process largely followed the path outlined in the guidelines.

The preparational phase set the organisational framework and timeline. The process was guided by an international consultant in a broad multi-stakeholder consultation process with the MLSS, relevant line ministries, labour organisations, the private sector, and representatives of the civil society at the central and decentralised levels.

A stakeholder mapping was done followed by a thorough analysis of the existing labour and economic policy and institutional framework. Issues concerning the opportunities and constraints of the labour market were identified. In all phases, stakeholders' views on the challenges, they face were solicited. Issues were prioritised and policy options discussed. Preliminary indicators and employment targets were set. Based on that a team led by the consultant drafted a first version of the policy. The following validation process went through several steps from the MLSS to stakeholder meetings and a national workshop. Issues were collected and a final draft established and again validated. Subsequently a National Action Plan was developed for the implementation of the policy. The policy was adopted by the cabinet in 2016.

Results

The National Employment Policy and Action Plan were adopted by the government. It was disclosed by the President in a public ceremony. The project followed up on the implementation. A core proposal was to establish an inter-ministerial committee on employment with a focus on youths. However, this committee was never constituted. Few of the other activities stipulated in the Action Plan were implemented.

Challenges

The process was complex and involved a multitude of stakeholders. Even though the Ministry of Labour was committed to the policy and implementation of the Action Plan, the commitment of the majority of the line ministries was limited. The many interruptions were not conducive for a smooth process.

Sustainability & replication

The National Employment Policy is anchored in the MLSS, which is responsible for the monitoring of the National Action Plan.

Replication is highly difficult, because of the complexity. It needs the full attention of all stakeholders involved.

Support structures

Consultants are needed for guiding the process and helping in drafting. Partner Structure: The Ministry of Labour was in the lead. Other line Ministries (youth, women, works, education, higher education, commerce and industries, agriculture) were involved. Others were representatives of labour organisations, of the private sector, civil society organisations, and the National Youth Council.

Linkage with Interlocking-chapter

For more information on the EPP, check the Interlocking-chapter!

Linkages with other tools

Policies are dependent on reliable, up-to-date data, in this case labour market data. Therefore Labour Market Information Systems (LMIS) are key (see the [Guidelines on establishing LMIS](#)).





Handbook for the Promotion of the Agri-Food Sector

How to use agricultural policy promotion instruments



Description

Many countries have developed extensive strategies on how to overcome hunger and poverty through the development of rural areas and employment creation for rural youth. However, only a few countries have identified concrete instruments to achieve these theoretical goals. In addition, many countries still lack sufficient funding and institutional capacity for implementation to reach the objectives or to set suitable indicators to measure the degree of implementation. The handbook aims to support decision-makers and agricultural policy advisors in their day-to-day (advisory) work to close the gap between political commitment (strategy) and achieving objectives at the level of farms and enterprises along agri-food value chains.

Content

The handbook is divided into 2 parts. Part I focuses on current situation, including rural actors, and numerous political, economic, social and environmental factors influencing rural (farm) enterprises. Part II outlines the various promotional instruments available. These are categorised by area of intervention and objective. Policy makers must carefully assess their relevance and applicability in a specific country context.

Target group

Decision-makers and agricultural policy advisors, as well as NGOs, consultant firms, state or private institutions.

Relevance for rural areas

Highly relevant with a specific focus on the rural context, agriculture and agri-food value chains.

Tips & lessons learnt

- While part I of the handbook provides a good general overview of influencing factors in rural areas, part II provides practical tools. A careful assessment of a given situation is important before deciding on a tool that may be suitable.
- Digitalisation: The online platform AgriPolicyKit provides a database of political instruments for promoting the agri-food sector.

Link to the tool

Handbook for the Promotion of the Agri-Food Sector: [Link](#)

Further resources

- Employment Promotion in the Agri-Food Sector (GIZ): [Link](#)
- AgriPolicyKit: Compendium of political instruments for promoting the agri-food sector (online platform): [Link](#)

Hashtag

[#digitalisation](#)



Developed by: GIZ

Regional context: Global

Duration: ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: Low

Framework Conditions

Value Chain Analysis and Selection

In the last decades, value chains have become an important concept to address the economic development of sectors in rural areas, market linkages of farmers and the inclusion of disadvantaged groups in market systems. This sub-chapter presents key tools in the analysis and selection of value chains that have the potential to provide economic income-generating opportunities for disadvantaged groups, especially people in rural areas. The tools focus on sustainable and socially inclusive practices not only in the value chain analysis and selection, but also in value chain development. This comprises the identification of profitable business models to respond to the demands of both customers and society while contributing to a successful value chain development (Springer-Heinze & Andreas, 2018, p. 5). For more tools on this topic, see [Private Sector Cooperation and Market Access](#).

Tool
1

ValueLinks 2.0

How to identify, analyse and develop value chains for an inclusive economic growth

→ Policy Advice

Tool
2

Analysis of Agricultural Business Models

How to identify business models with high employment potential for youth in the agri-food sector

→ Value Chain Analysis and Selection

Tool
3

Identification of bankable Agricultural Business Models

How to analyse business models for the development of tailored financial services

→ Sector Dialogue

Tool
4

The Market Systems Development (MSD) Approach for Youth Employment

How to make market systems more inclusive and sustainable for vulnerable groups

Tool
5

Developing Gender-sensitive Value Chains

How to design and implement gender-sensitive value chain analysis and development

Tool
6

Youth-sensitive Value Chain Analysis and Development

How to include youth in value chain analysis and development processes to increase youth employment opportunities



Guiding Questions

- What economic activities are prevalent in your area?
- Who are the actors involved in these economic activities?
- What studies and documents exist on the economic potential/development/plans of the region?
- Who are the most disadvantaged people in your region? What groups are marginalised in your region and how can they be better included in economic activities?





ValueLinks 2.0

How to identify, analyse and develop value chains for an inclusive economic growth



Description

The ValueLinks manual is the reference book for the ValueLinks methodology. It is a compilation of methodological knowledge, concepts, and tools to inform the utilisation of the value chain approach in sustainable development as a market-driven structural change to the economy. The idea of value chain development is to foster economic growth for increased incomes while making sure that the additional income benefits poverty groups and is not gained at the expense of the environment (“greening of value chains”). Value chain development aims at strengthening the functioning of markets for the benefit of marginal and poor people, improving their access to jobs and by influencing the distributive outcome of market processes. The tool has no specific sectoral focus and can be applied to different subsectors, from agriculture and food processing to manufacturing and industries.

Content

The manual can be used to systematically examine farmers’ activities and thereby identify which innovations can enable farmers to integrate more and better into value chains. This includes value chain segments such as trade and retail that can create jobs for youth. The modular structure of ValueLinks allows picking topics and instruments in line with their specific needs. Readers do not have to go through the complete manual but can use it as a reference work. The extensive content is distributed into two volumes. Volume 1 has a focus on value chain analysis and strategy development (chapters 1–4), while volume 2 focuses on developing value chain specific solutions (chapters 5–11).

Volume 1:

Setting boundaries

1. Scope of value chain development

Value chain analysis and strategy

2. Value chain analysis

3. Value chain strategies
4. Programmes and projects

Target group

GIZ employees, NGOs, and public agencies employees.

Relevance for rural areas

The manual does not have a specific focus and is equally suitable for agricultural, as well as non-agricultural value chains.

Tips & lessons learnt

Market development has the potential to create negative social effects. For example, dynamic competitive markets can push out traditional small-scale producers (e.g. due to decreasing prices). Competitiveness may also risk that wages and product prices are pushed so low that they fail to provide a decent living for smallholders. These risks have to be considered and can be mitigated through the following possibilities:

- Value chain selection: The boundaries of the selection process have to be defined. They depend to a large extent on the scope of the project including thematic and geographical considerations (e.g. is the project focusing on youth employment, on women empowerment, on nutrition, what are the characteristics of the intervention districts, etc.).
- Value chain selection: Involve a large array of stakeholders and solicit information and their views and perceptions with appropriate means (e.g. workshops, focus group discussions). Select value chains that offer the greatest opportunities and least problems for marginalised people.
- Keep stakeholders informed about the process and the outcome to ensure transparency.
- Complement value chain development with separate interventions specifically focusing on the inclusion of vulnerable groups.

- If the constraints are too high and vulnerable groups remain excluded, other approaches should be considered. A value chain perspective can still be included without value chain development being the main approach.

Link to the tool

- ValueLinks 2.0 Volume 1: Value Chain Analysis, Strategy and Implementation: [Link](#)
- ValueLinks 2.0 Volume 2: Value Chain Solutions: [Link](#)
- International ValueLinks Association: [Link](#)

Further resources

Guidelines For Value Chain Selection – Integrating economic, environmental, social and institutional criteria (GIZ/ILO): The guidelines offer a holistic and structured approach to value chain selection. [Link](#)



Developed by: GIZ, International ValueLinks Association

Regional context: Globally

Duration: ① ② – ③ ④ ⑤

Costs: \$

Replicability: medium difficulty

Support structure: high



ValueLinks 2.0

How to identify, analyse and develop value chains for an inclusive economic growth



Project Example

Name of the project: Employment Promotion Programme (EPP)

Country: Sierra Leone

Implementer: GIZ

Target group: The project targets young people employed in agriculture or micro, small and medium-sized enterprises (MSMEs).

Project summary: The project is aiming at the sustainable improvement of the employment and income situation of young people MSMEs in rural areas through a multi-fledged approach. The programme addresses six main areas: Capacity support for partners, promotion of agricultural value chains (coffee, cocoa, rice, vegetables, small ruminants), existing and start-up business promotion by training and coaching, ATVET, short courses for disadvantaged youths and development of life skills. The project is currently in its 4th phase (2020–2024).

Application of the tool

In EPP III one new VC had to be identified. A participatory process following the GIZ/ILO Guidelines for Value Chain Selection (which can be found in ValueLinks 2.0). The process included:

- Available information was screened (VC studies in Sierra Leone and elsewhere, statistics, technical reports).
- Establishment of a preliminary list of criteria incl. economic, environmental, social, and institutional aspects. This included 2 exclusion criteria (involvement of women > 60 %; economic importance in the project districts). Only those VC rated high in both exclusion criteria were further considered.

- Brainstorming workshop with project staff to validate criteria and establish a list of 11 VC. Validation and weighing of criteria in %. The following criteria were identified: **Economic** (40 %): Potential for increased local value addition, profitability at the producer level, market potential; **social** (40 %): Potential for employment, no potential for social conflicts; **environmental** (10 %): No adverse impact on the land and its future potential; **institutional** (10 %): Existence of other programmes, alignment with Government policies.

- 30 semi-structured focus group discussions (appr. 3 hours each) with homogeneous groups of farmers, traders (market retailers, village, and local traders), processors, international NGOs, Ministry and District Councils, representatives of youths, women and people with disabilities based on prepared customised questionnaires. Discussions with the Ministry of Agriculture and an agricultural business association.

- Establishment of a shortlist of 3 VC in a project workshop for the evaluation of the outcomes.

- Final stakeholder workshop on the analysis of the 3 shortlisted VC (stakeholder mapping, SWOT-analysis & identification of potential value-added marketable products): Final recommendation.

Results

The vegetable VC was selected in a comprehensive participatory way. The decision is accepted and supported by the stakeholders in the three districts and at the Ministry of Agriculture.

Challenges

- Data on potential value chains are not always readily available. Scoring against criteria is a way to value,

compare and prioritize value chains, based on (expert) opinions, available facts and statistics, expectations, perceptions, and assumptions.

- Many participants in the process are biased towards “their” VC.

Sustainability & replication

The VC selection is only the first step. It is the task of the project partners to achieve sustainable outcomes for the VC stakeholders. If the process is conducted by an experienced facilitator, it is fairly easy to implement.

Support structures

Trainers: One or more experienced and neutral facilitators with a broad background in value chain development.

Partners: Depending on the scope and geographical outreach, the following partners should be involved: Central and regional offices of the partner ministry (mostly agriculture), farmer groups, local interest groups (youth, women, people with disabilities), representatives of other donor projects in the private sector.

Linkage with Interlocking-chapter

For more information on the EPP, check the Interlocking-chapter!

Linkages with other tools

This examples are directly linked to other steps on a sustainable value chain development, such as the value chain analysis (see in the [ValueLinks handbook](#)).

Tool
2

Analysis of Agricultural Business Models

How to identify business models with high employment potential for youth in the agri-food sector



Description

This tool conducts analyses of agricultural value chains to identify business models with high employment potentials, especially for youth (15-35), within the value chains. The business model calculation should provide answers to the profitability of the model (gross margin calculations including labour demand and costs, labour productivity if possible), due diligence, investment costs, scalability/replicability of the model for individual farms, MSMEs, young entrepreneurs, cooperatives/producer groups etc. The business models should provide direct positive employment related impacts for the target group of rural youth and women, either as independent entrepreneurs (farmers, service or input providers, MSMEs or Start-up founders etc.) or as employees in MSMEs, members of farmer cooperatives, seasonal workers on farms etc.

Process

- **Quick Scan Step:** Existing Value Chain Studies, Food Consumption Studies, Gender and Youth Reports, Fact sheets, trade data and statistics. This leads to the pre-identification of business models in pre-selected value chains.
- **Value Chain Step:** Interviews with local farmers, processors, retail market interviews, private sector and industry experts, development and government experts. This step provides and in-depth value chain analysis.
- **Business Case Step:** Fieldwork to gather final data for business cases, input data in business models. Verify data (clean-up fieldwork). The final result is a business opportunity study to identify potential new businesses within a value chain.
- **Business Modelling Step:** Calculation and development of viable and market-oriented business models with help of the standardised excel-tool.

Target group

Youth (15-35): individual farmers, MSMEs, young entrepreneurs, cooperatives/producer groups.

Implementation partners

Agripreneurs, start-ups, MSMEs private sector companies who can integrate it into their ingrower/outgrower schemes, cooperatives/producer groups, youth organisations.

Relevance for rural areas

The tool identifies market-oriented business models that have the potential to create employment opportunities for marginalised youth, women or rural populations.

Tips & lessons learnt

- It makes sense to come up with several business models within/at least related to one value chain to have a more comprehensive impact and to not manage too many partners in different value chains/sectors.
- A good mix of business models in production, service provision and processing is desirable (e.g. the ones in processing need more budget for equipment, but higher potential outreach numbers in production).
- The project team needs to be closely involved in the analysis process and the field work, meetings with potential future partners etc. to make implementation more efficient later.
- Continuous reflection and observation of the business model is necessary as price fluctuations, crisis etc. can change the economic viability and create a need for modification.

Link to the tool

- Business Opportunity Analysis - Overview and Methodology: [GIZ-Link](#)
- Example of the Kenya Poultry Farm Business Model (GP RYE): [GIZ-Link](#)
- Excel Sheet Financial Model Poultry Value Chain Kenya: [GIZ-Link](#)

Further resources

Economic Sense: [Link](#)



Developed by: GIZ GP RYE + Economic Sense

Regional context: Burkina Faso, Kenya, Malawi and Mozambique

Duration: ⌚ ⌚ - ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: low difficulty

Support structure: medium

Tool
2**Analysis of Agricultural Business Models**

How to identify business models with high employment potential for youth in the agri-food sector



Project Example

Name of the project: ProEmploi**Country:** Burkina Faso**Implementer:** GIZ**Target group:** Youth (15–35) and women; individual farms, MSMEs, young entrepreneurs, cooperatives/producer groups.**Project summary:** ProEmploi is one of the four country packages of the global project „Rural employment with Focus on Youth“, commissioned by the BMZ. The project aims to improve employment and income opportunities in the agricultural and food sectors in rural areas, with a focus on the target group of youth (15–35) and women. The intervention areas of the project are:

- Improving the skills of youth for the agri-food sector;
- Supporting MSME and farmers' organisations and business start-ups to promote more new or additional employment opportunities;
- Improving framework conditions and innovative mechanisms for matching labour supply and demand, and supporting youth organisations and networks;
- South-South exchange and knowledge transfer between the project countries.

Application of the tool

- Quick Scan (desk research): Selection of appr. 10 Value Chains (VC) based on existing studies and data; pre-identification of viable Business Models (BM) in selected value chains; Development of selection criteria to decide on the 5 most potential value chains with regards to youth employment and market demand.

- Value Chain Analysis (expert interviews and field visits): Collection of market information based on a standardised, simple template (focus on local, regional and national markets) for the selected value chains

- Business Opportunity study (field work): Undertake (participative) business opportunity studies (BOS) in the selected value chains to identify potential new businesses for (a high number of) rural youth and women (especially regarding innovative services, but also in production, processing, or marketing).

- Business Modelling Step: Calculation and development of viable and market-oriented business models, incl. investment costs, with help of a standardised tool.

- Finetuning: Finetuning the estimation of employment and income opportunities for rural youth and women by numbers in the developed BM. Identify entry requirements or market barriers. List business linkages to relevant market players, SME, enterprises, experts etc. created during the process (potential implementation partners).

Results

Market-oriented, economically viable and youth-friendly business models, as well as a 'mapping' of potential implementation partners. The data support the identification and selection of necessary training modules for rural youth, as well as the focus on matching activities and information provided on job and business platforms according to the potentials of employment and income for rural youth.

Challenges

- Depending on the BM and the VC and the position in the VC, the tool has to be adjusted to come as close as possible to reality.
- It needs good local data.

- Access to formal financial services is a huge challenge for the often low-bankable target group but the requirement to kickstart the business models in reality.

Sustainability & replication

The developed analytical frameworks (for market information, identification of business opportunities, selection of business models, etc.) can be used later by the target groups, partners and intermediaries to collect and analyse relevant information on their own for further products and value chains.

Support structures

The project used an international expert who was experienced in value chain analysis and business case modelling and a local expert with local and regional knowledge of the agricultural sector. Partners include private sector actors, young entrepreneurs, young farmers, cooperatives, chambers, agric. Ministry, potential off takers (supermarkets, restaurants etc.), input suppliers, etc. – all actors that play a role in particular value chains.

Linkage with Interlocking-chapter

For more information on the GP, check the Interlocking-chapter!

Linkages with other tools

ATVET Training courses (market and private sector oriented), iDPP for promotion and implementation of the BM, [Youth.Net.Works](#) for the promotion of BM amongst members, incubation programmes, [SME Loop](#), [Job Fairs](#), [Image Campaigns](#) etc.

Tool
3

Identification of bankable Agricultural Business Models

How to analyse business models for the development of tailored financial services



Description

This tool focuses on the identification and analysis of sustainable agricultural business models within pre-selected value chains. It is based on the GV-Excel spreadsheet to assess the economic viability and profitability of business models for agri-based enterprises. The analysis of business models helps not only to identify profitable, economically sustainable as well as highly scalable business models, but also to develop a detailed information basis for the development of tailor-made financial services for farms and agri-based enterprises applying the business model.

Process

The process consists of steps to identify and implement sustainable business models with customised financial services attached to them. The first step, "Value chains scoping" (1) deals with the development of initial ideas for business models based on a thorough analysis of the value chain. The next two steps, "Selection of business models" (2) and "In-depth calculations" (3), serve as a consolidation phase to narrow down the selection of business models and assess their economic and financial viability. Afterwards, in "Development of mini business cases" (4) and "Validation workshop", the consolidated business models are presented to and discussed with selected actors of the agricultural and the financial sector. In the final step "Pilot and rollout" (6) sustainable business models combined with adapted financial services are tested.

Target group

Sector actors including financial institutions, NGOs, business associations and business owners

Implementation partners

consistent with the target group

Relevance for rural areas

The tool specifically focuses on agricultural business models.

Tips & lessons learnt

- The inclusion of financial institutions from the beginning, especially during the validation workshop helps them to attain additional information on business models to support loan appraisals.
- Comprehensive data collection and analysis is key for meaningful results. This requires local expertise as well as a lot of time and efforts.
- Context and sector specific risk management strategies should be developed while working on business model analysis and introduced during pilot stage. These may include farm/business management training, better and climate-adapted production systems, or insurance offers.

Link to the tool

Methodology for the analysis of agricultural business models: [Link](#)

Further resources

This tool is linked to the AgBAIT training: After profitable business models within a value chain are identified, selected, promising agripreneurs can be trained in business financing and investment training to help them secure funding from banks by improving their ability to do sales pitches to investment companies.



Developed by: GIZ GV AgFin + Economic Sense

Regional context: Benin and Zambia

Duration: ⌚ ⌚

Costs: 💰

Replicability: low difficulty

Support structure: low

Tool
3**Identification of bankable Agricultural Business Models**

How to analyse business models for the development of tailored financial services



Project Example

Name of the project: Global project "Promotion of agricultural finance for agri-based enterprises in rural areas" (GP AgFin)

Country: Mali

Implementer: GIZ

Target group: Farmers (sole proprietorships, producer groups, cooperatives) and MSMEs.

Project summary: Agro-Finance in Mali is one of the nine country packages of the global project "Promotion of Agricultural Finance in for Agri-based enterprises in rural areas" (GP AgFin), commissioned by the BMZ. Its aim is to improve the provision of financial services adapted to the business models of farms and agro-industrial micro, small and medium-sized enterprises (MSMEs) in rural areas. To do this, the project intervenes on both the demand side and the supply side of financial services. The project focuses on the rice, potato, vegetable, and mango value chains and is implemented jointly with five partner financial institutions.

Application of the tool

The analysis of economic models is broken down into six steps:

Step 1: Agricultural Value Chain (CVA) scoping mission

- Collect data through document review and interviews.
- Identify the different actors involved in the value chain.
- Understand the economic potential of the chain and the business model (profitability study).
- Understand the sources of funding and the areas conducive to the development of the activity.

Step 2: Selecting Business Models (BM)

- Shortlist selected BM.
- Present the first results of the data collection, including: the potential market of the business model, the competitiveness of the product, the development of the chain and the social dimension.

Step 3: Detailed calculations

- Meet with stakeholders to obtain additional data to fill in the Excel tool for detailed calculations of the BM.
- Conduct calculation of the BM.

Step 4: Design of Mini Business Cases

- Analyse detailed calculations of the BM and document the results.
- Carry out a description of the BM (considering marketing channels, market prices, profit margins of local farmers, traders, and processors, etc.)
- Establish a provisional income statement.
- Design a data sheet including the elements of the mini-Business Case.

Step 5: Validation Workshop

- Organise a validation workshop to present the results with representatives of the agricultural sector, financial institutions, and other actors.

Step 6: Pilot testing and implementation

- Initiate collaboration with financial institutions and agricultural entities interested in participating in a pilot.
- Validated BMs are prototypes of credits. These are the starting point for the development or adaptation of services with a focus on credit.
- Contact each FI Directorate-General individually to share data sheets on BMs and discuss the piloting of these prototypes of credits.

Results

Since the start of the project, 22 business models have been analysed and translated into adapted financial services which have been included in the portfolio of the financial institutions. More than 11,000 operators, 58% of them women and 18% of them young people, and 700 MSMEs (16% women and 14% young people) used more than 19,000 of these adapted financial services.

Challenges

Updating business model analyses to accommodate for price changes is a challenge.

Sustainability and replication

The manual and the excel-tool are available at the steering unit of GP AgFin and guide consultants, microfinance staff and other interested parties through the process. The global project can provide additional guidance throughout this process.

As the business models form the base for financial products that are integrated into the portfolio of microfinance institutions, they will be available to the target group also after the project has finished.

Support structures

Partners in Mali: GP AgFin/AgroFinance, Green Innovation Centres, financial institutions KAFO JIGINEW, NYESIGISO, SORO YIRIWASO.

Links to other tools

The tools is linked to the [AgBait training](#) and receivers of loans ideally also receive other support, e.g. [Business Development Support](#) or [Entrepreneurship Trainings](#).



The Market Systems Development (MSD) Approach for Youth Employment

How to make market systems more inclusive and sustainable for vulnerable groups



Description

The Market Systems Development (MSD)-approach aims at transforming (market) systems so that they function more efficiently and sustainably for a specific target group (poor women and men, unemployed youth, etc.).

There are two operational guides to help practitioners to apply a systemic lens through the implementation of the MSD-approach. The guide “Making Markets work for the poor (M4P)” explains the key concepts, principles and frameworks that guide the process of effective intervention in – and development of – market systems, addressing common challenges with examples of good practice based on practitioner experience. It is not intended to be read from cover to cover; readers can go directly to the chapter most relevant to their needs. The “Rough guide to the MSD approach for youth employment in sub-Saharan Africa” builds on the M4P-guide and provides special considerations for youth employment-focused programmes that use the MSD approach in sub-Saharan Africa.

Content

Whilst the guides provide the overarching principles and frameworks needed to implement the market systems development approach, they do not prescribe nor limit the specific methodologies. Both guides are structured as follows:

1. **Strategy:** Is your programme focused on pro-poor system change?
2. **Diagnosis:** Have you understood the root causes of the problem?
3. **Vision:** How will the system continue to work better after you exit?
4. **Intervention:** Are your actions developing or distorting the system?
5. **Measurement:** Are you asking the right questions to support good decisions?
6. **Management:** Are you ready, willing and able?

Target group

The guides are intended for individuals involved in funding or implementing (i.e. ‘facilitators’) the MSD-approach, and those advising them, organisations that wish to incorporate MSD-thinking and practice into existing or new work, and national organisations with the potential to play a more strategic role within market systems (government agencies, industry associations, etc.).

Relevance for rural areas

The MSD-approach is suitable for rural contexts.

Tips & lessons learnt

Both guides provide guidance, but recognise that MSD does not have a blueprint. Intervention in complex market systems is require flexibility and creativity. Nevertheless, successful interventions are not delivered in an ad hoc manner, but require rigorous analyses and are based on clear strategy and principles of good practice. Each chapter in the M4P operational guide comprises a range of recommendations. Some key recommendations:

- Consider sustainability from the beginning. It takes time for partners to take responsibility, their involvement from the beginning is thus essential.
- The government is a key player and it is thus important to build a relationship with the government. The level of engagement and involvement may differ.
- Diagnostics: Outsourcing is risky as it may lead to missing out on detailed insights on systems’ actors. Research, interviews and direct contacts can help to establish relationships.
- Diagnosis is a continuous tasks and it is important to “dig deep” and not rely on one tool or source only, but to diversify.

Link to the tool

- The Operational Guide for the Making Markets Work for the Poor Approach: [Link](#)
- A rough guide to using the MSD approach for youth employment in sub-saharan Africa. [Link](#)
- Website for knowledge exchange on Market Systems Development: [Link](#)

Further resources

- Donor Committee for Enterprise Development: Forum for learning about the most effective ways to create economic opportunities for the poor, based on practical experience in Private Sector Development. [Link](#)
- Results Measurement Framework for MSD-projects: [Link](#)



Developed by: BEAM Exchange

Regional context: Global

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: high difficulty

Support structure: high



The Market Systems Development (MSD) Approach for Youth Employment

How to make market systems more inclusive and sustainable for vulnerable groups



Project Example

Name of the project: Alliances Caucasus Programme 2

Country: Georgia

Implementer: Mercy Corps

Target group: Rural producers including small scale livestock producers in dairy, meat, honey value chains.

Project summary: Alliances Caucasus 2 (2022-2026, budget: 6.5 million USD) is a market systems development programme targeting rural producers in Georgia. It works in the rural product core market system and with associated supporting functions and rules. Its purpose is to increase incomes and improve livelihoods through better, sustainable productivity, resilient market access, local employment opportunities and more equitable inclusion in local natural resource use. Implemented through the lens of environmental sustainability, it seeks to augment the lives of rural inhabitants through developing their knowledge of the value of rural resources. It will increase their participation in decision making concerning these resources and the availability of knowledge, inputs, and skills to enable them to profit sustainably from them.

Application of the tool

MSD is a holistic approach and thus the whole project since 2008 has been based on the MSD-approach. This means following the principles outlined in the M4P-guidelines throughout the programme implementation. A few key features include:

- Equitable and fit for purpose recruitment and training of staff and partners based on selection criteria (see the guidelines; a mix of soft skills, focus on local & equitable recruitment).

- Starting with an inception phase to solidify entry points based on initial programme strategy.
- Extensive in-house market research for teams to fully understand situation on the ground (avoid outsourcing, triangulate with external statistics).
- Ongoing market intelligence.
- Use of results chains and the Donor Committee for Enterprise Development standard Results Measurement system.
- Selection of entry points following market system diagnosis based on generation of scale and impact, potential for building impact and potential for change at key points in the market system.

Results

From 2017–2022, the project reached 56,181 livestock and honey producers directly and another 33,382 indirectly through crowding-in and generated 21.1 million USD in additional income for beneficiaries. 457 full-time job equivalents (243 women) were created. Considerable in-house capacity was developed (see the ALCP Impact Assessment).

Challenges

Working with the MSD-approach requires continuous effort, diligence, and the approach's application in each step of programme implementation. It needs a very good common understanding of the approach by the implementation team. It requires vision, verve and flexibility, while at the same time being based on extremely rigorous grounding and systems that needs to be adhered to. This demands a peculiar mix of skills, being very practical, but also analytical to follow the very rigorous systems at the base while flexible programming around it is possible.

Sustainability & replication

The key pillar of the MSD-approach is sustainability. To ensure this, all interventions should be aligned with the principles of the MSD-approach. This means that every action should be assessed based on whether it is achievable within the project period, but also based on whether it is likely to continue without support beyond the project's period. All results achieved during the project period should be achieved through changes in system that will continue to have a positive impact beyond the project's period.

Support structures

Trainers: The tool requires leadership that can impart knowledge and teach continually on the job, as well as budget for sending key team members for training in MSD and Results Measurement.

Partners: The Government of Georgia, in particular the Ministry of Environmental Protection and Agriculture and the National Food Agency. The government co-invested up to 1 million USD. Since 2017, there is no implementing partner, befor that one local NGO agricultural partner. Since 2008 there were 152 programme clients (predominantly MSMEs), from 2017–2022 30 with whom co-investments were made.

Tool 5

Developing Gender-sensitive Value Chains

How to design and implement gender-sensitive value chain analysis and development



Description

The guidelines are intended to assist practitioners in designing and implementing interventions that provide women and men with equal opportunities to benefit from agri-food value chain development. The publication complements the FAO Guiding Framework on gender-sensitive value chain development by providing practical tools and examples to foster a more systematic integration of gender equality dimensions in value chain interventions in the agricultural sector and enhance the social impact of these interventions.

Content

The publication consists of two main sections:

1. "Gender-sensitive analysis of the value chain" presents tools and resources to assess and select value chains from a gender perspective, and guides practitioners in the identification of the gender-based constraints that undermine both the performance of the chain and women's opportunities for economic empowerment.
 2. "Actions for addressing gender-based constraints in value chain interventions" introduces the key constraints that practitioners are likely to encounter when analysing agri-food value chains from a gender perspective and explores possible solutions to address them as an integral part of the value chain upgrading strategy.
- Both Part I and Part II provide a selection of tools, approaches and resources developed by FAO and other partners based on recent FAO experience in the field. Case studies are presented throughout the guidelines to illustrate the ways the tools were applied.

Target group

Practitioners in a wide range of organisations and institutions, including national governments, international and non-governmental organisations (NGOs), research institutes and the private sector.

Costs

In the project example, 40,388 Euro were devoted to the Samoa poultry project, making 180 Euro per beneficiary, including the value chain assessment, trainings, equipment & follow up visits for technical advice.

Relevance for rural areas

The guide focuses on value chains in general and is suitable for rural contexts.

Tips & lessons learnt

- It is important to select a value chain that has the potential to promote gender equality and carefully analyse the constraints for women within the value chain.
- Commonly, value chain approaches ignore the individual and household level where gender-based constraints often originate, impacting the performance of the chain.
- Women often remain disempowered in their own households. Include activities that promote equitable decision-making processes at household level.
- Agricultural extension and business development services often do not reach women. Strengthen the capacities of rural advisory services to operate in a gender-sensitive manner.
- Female role models are pertinent. This requires the promotion of female leadership and the training and mentoring of women leaders.
- Promote women-only organisations and informal groups where appropriate: This is a good starting point for women to become more active in mixed organisations.
- Consider having focus group discussions (FGD) only with women to allow them to express their thoughts freely.

Link to the tool

- Website Developing gender-sensitive value chains: [Link](#)
- Document "Developing gender-sensitive value chains. Guidelines for practitioners": [GIZ-Link](#)

Further resources

- FAO guiding framework on developing gender-sensitive value chains: [Link](#) and publication: [Link](#) (english), [lien](#) (français), [enlace](#) (español)
- AgriProFocus: Gender in value chains. Practical toolkit to integrate a gender perspective in agricultural value chain development. The toolkit provides an overview of material available on gender and value chains. It is also available in French and Spanish: [Link to the website](#) and [Link to the document](#)
- FAO E-learning Academy, 2020. Gender Sensitive Value Chains. E learning course: [Link](#) (english), [lien](#) (français), [enlace](#) (español)

#Hashtags

[#digitalisation](#), [#gender](#)

Developed by: FAO

Regional context: Global

Duration: ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: medium

Tool
5

Developing Gender-sensitive Value Chains

How to design and implement gender-sensitive value chain analysis and development



Project Example



Name of the project: Empowering women in food system and strengthening the local capacities and resilience of SIDS in the agri-food sector



Country: Small Island Developing States (SIDS): Barbados and St. Lucia in the Caribbean; Palau and Samoa in the Pacific; Cabo Verde and Comoros in the Africa, Indian Ocean, Mediterranean and South China Sea.



Implementer: FAO



Target group: 24 smallholder family-level farms mainly led by women (214 total beneficiaries).



Project summary: The goal of the project is to enhance women's participation in and the benefits they receive from the development of selected value chains through improved access to resources, innovative and climate-resilient services, technologies, and practices. In Samoa, an intervention strategy was developed based on a gender-sensitive poultry value chain assessment. Producers, mainly women, improved their production settings as well as their skills and technical capacities through trainings and technical advice around poultry production, local markets and selling through online platforms.

Application of the tool

The value chain assessment was guided and informed by the FAO guidelines on developing gender-sensitive value chains. Main activities included:

- Desktop review of previous studies on poultry farming in Samoa and assessment of the broader context from a gender perspective, identification and understanding of the Samoan laws and policies, the local agricultural context incl. gender-related data. Identification of areas where gender discrimination is more pronounced and anticipation

of the challenges and opportunities that women are likely to face in the poultry sector.

- Face-to-face interviews with participating households.
- Field study of 4 poultry farms to better understand existing farm conditions, practices, constraints inclusive of gender issues and potential needs.
- Value Chain Mapping of poultry farming households to visualize how a household poultry farm can be further developed into a properly established enterprise. Layout of the various activities in a systematic and logical process.
- Analysis of Gender-Based Constraints in terms of access to and control over resources, power, and agency.
- Conclusions and recommendations.

Results

A data-based guide on how to provide targeted assistance to women and household involved. The outputs were the following:

1. Gender-sensitive and climate resilient value chain analysis report of the poultry sector.
2. Support and capacity enhancement of 24 selected local poultry women farmers based on results of the analysis report.
3. Improved shelter for moa Samoa broods to support with general husbandry and overall increase in number of chickens.
4. A final training report describing the activities carried out, the lessons learnt and the way forward.

Challenges

Very little data was available on village or private poultry farms in Samoa. Mobility restrictions due to COVID-19 pandemic containment measures.

Sustainability & replication

Usually, involvement of a Focal Point from the Ministry of Agriculture; training experts from FAO and key partners. The approach is better applied through participatory processes, which requires the appropriate skills and experience of the team.

Support structures

Trainers: 1 gender and 1 value chain expert make a perfect match for applying the tool; however, the whole process involves different experts according to the technical areas to be targeted.

Partners: Usually the Ministry of Agriculture and, for Samoa, the NGO Women in Business Development Inc.

Linkages with other tools

The implementing organisation takes a family-oriented approach to avoid creating a power imbalance within the family structures. It aims at promoting family cohesion and the transmission of new and traditional knowledge between generations. Check out the [#digitalisation](#) for other tools on women empowerment.

Tool
6

Youth-sensitive Value Chain Analysis and Development

How to include youth in value chain analysis and development processes to increase youth employment opportunities



Description

This publication is intended to assist field practitioners, youth organisations and other stakeholders to identify binding constraints and viable opportunities to youth engagement in value chains that can translate into greater youth inclusion. Considering youth heterogeneity and inequalities, the youth sensitive framework for value chain analysis gives guidance to assess factors that push and pull youth into employment and entrepreneurship in value chains. It is a starting point for youth-inclusive agricultural value chain development, since it identifies entry points and key actions expected to bring about the desired increase in employment and business opportunities for youth within a more attractive agriculture sector.

Content

The guide follows the following process:

1. a rapid assessment of the broader context of youth employment in the agriculture sector.
2. the selection of a youth-sensitive value chain.
3. the analysis of the selected value chain.
4. the establishment of action plans for the targeted value chain.

Target group

Practitioners in a wide range of organisations and institutions, including national governments, international and non-governmental organisations (NGOs), research institutes and the private sector. Specifically VC analysts or researchers who include youth employment dimensions into VC analyses and assessments; VC actors who create and promote employment opportunities for youth in agricultural VCs; Staff and consultants of international development organisations and NGOs (agricultural VC development and/or decent rural employment promotion with a focus on youth).

Costs

The cost per analysis was between 50,000 – 80,000 USD. The analysis was done by country, not VC. Cost per beneficiary not applicable.

Relevance for rural areas

The guide focuses on value chains in general and is suitable for rural contexts.

Tips & lessons learnt

- Youth is a very heterogeneous and diverse group (regarding education, gender, marital status, social standing, group identities, etc). It is important to take the differences into account and ensure the most vulnerable in this diverse group are not excluded.
- Often, young people are pushed into low paid jobs with little security because these may offer relatively quick returns. It is important to point out that one of the core reasons they choose jobs associated with these characteristics is because the entry level to these types of employment is relatively low. Youth don't need to possess much capital, land or specific skills to carry out such work, as opposed to being owners of farming and processing businesses. It is important to raise awareness and advocate among policy makers, employers as well as employees for decent job conditions as well as the creation of an enabling environment.
- Given that youth engagement in value chains is impacted heavily by social issues and value chain governance, a push/pull factor analysis is needed to assess the factors that empower and attract youth into employment and entrepreneurship in the value chains.

- With a focus on youth, their heterogeneity, unique talents and specific challenges, the value chain approach can assist with the dual objective of creating new jobs and improving existing ones for youth.

Link to the tool

- Website Youth-sensitive value chain analysis and development: [Link](#)
- Document Youth-sensitive Value Chain Analysis and Development – Guidelines for Practitioners: [Link](#)

#Hashtag
#gender



Developed by: FAO

Regional context: Global

Duration: ⌚ ⌚

Costs: 💰 💰 💰

Replicability: medium difficulty

Support structure: medium

Tool
6**Youth-sensitive Value Chain Analysis and Development**

How to include youth in value chain analysis and development processes to increase youth employment opportunities



Project Example

Name of the project: Integrated Country Approach (ICA) for boosting decent jobs for youth in the Agri-food system

Country: Uganda, Rwanda, Kenya, Senegal, Guatemala (phase 2019–2023)

Implementer: FAO

Target group: Young women and young men in rural areas, who are interested in the agricultural and food industry.

Project summary: The project Integrated Country Approach (ICA) aims at boosting decent jobs for youth in the agri-food system. Strong emphasis is placed on job creation (more jobs) and entrepreneurship development, and on the quality of jobs in the sector (better jobs).

The ICA project conducts policy advice and dialogue; technical support, capacity development; knowledge generation; partnerships facilitation; advocacy and communication. In-depth scoping exercises are conducted during the inception phase to better tailor the intervention to country demands and capacity development needs.

Application of the tool

- Rapid situation analysis, the selection and analysis of value chains, establishment of action plans for the targeted value chains.
- Youth-sensitive Value Chain (YSVC) framework is applied to the field work: Analysis of the core value chain, extended value chain, the enabling environment for employment creation, youth-specific constraints, and opportunities.
- The YSVC Guidelines applies participatory approaches to the VC analysis and provides practical guidance for engaging youth in discussions and decision-making activities.

- The findings of the YSVC analysis are used to inform and prioritize upgrading strategies and action plans to benefit youth. Investments and targeted policies will then be required to facilitate easier access to productive resources, the acquisition of requisite knowledge and skills and the enhancement of an enabling environment for youth to capitalize on the opportunities.

Results

During the development and piloting stage of the guidelines 15 value chains across 3 countries have been analysed with a youth-sensitive lens, leading to several targeted upgrading strategies and activities that are currently under implementation.

Challenges

- Time constraints
- Data collection and processing challenges (data collected can be voluminous and include other aspects (access to finance, business development support (BDS), employment, occupational safety, and health)
- Depending on country context, little literature for review and documentation prior to the assessment available
- Characterization of youth can be complex
- Enumerators may require training on the value chain approach
- Policy priorities from governments may overshadow youth opportunities
- Agricultural practices in vegetable production, such as crop rotation, which is key to limiting risks are challenging to integrate into VC analyses which look at different crops separately.

Sustainability & replication

The YSVC analysis is participatory and requires the research team to work closely with intended beneficiaries, value chain actors and government institutions. Ideally, a series of participatory stakeholder workshops is organised by a youth-sensitive multi-disciplinary team. The tool can be applied in modular parts or as a whole.

Support structures

Trainers: The tool can be used independently by VC development practitioners. Some stakeholders may have limited understanding of VC and may need additional training.

Partners: The analysis can be carried out by a team of at least 4 people. Desirable are an agribusiness and marketing expert, production/ and environment expert (with technical knowledge of the VC commodity), a youth or gender expert, and a research assistant in the team. For the workshops and consultations, it is advisable to focus on relevant ministries, development agencies, research institutes, NGOs, youth organisations, and entrepreneurs who support and employ youth in the targeted VCs.

Linkages with other tools

Other interventions such as technical, agricultural, or entrepreneurial training will follow, based on the outcomes of the YSVC-analysis.

Framework Conditions

Sector Dialogue

Multi-stakeholders dialogue and platforms are key tools to bring together people who have a shared interest on a specific topic. This is not an easy undertaking, especially not in rural areas with long travel distances between different localities and a variety of very diverse stakeholders, ranging from farmers to public authorities, often living far away from each other. This remoteness may carry an even higher risk of excluding the most marginalised, often being youth and women from ongoing dialogues. However, to promote economic growth that is beneficial to the whole society, it is pertinent that all stakeholders have a seat at the table.

The tools presented in this sub-chapter focus on inclusive approaches to put in place stakeholder dialogues on various levels to promote private sector development, employment creation, and poverty reduction. This includes dialogue structures on a sectoral level, between the public and the private sector actors and forms of multi-stakeholder dialogues and a more local level to encourage cooperation among different actors. Tool 3 “Multi-Stakeholder Dialogue and Cooperation Approaches for Employment Services” and tool 4 “Guidelines for setting up local employment committees” contain case compilations and best practices to showcase how distinct stakeholder dialogues, adapted to the context, can look.

Tool
1

Inclusive Business Sector Dialogue

How to enable peer-to-peer networking for stakeholders of sector-specific inclusive businesses

Tool
2

The Public-Private Dialogue

How to use public-private dialogue for private sector development

Tool
3

Multi-Stakeholder Dialogue and Cooperation Approaches for Employment Services

How to design, initiate, and implement multi-stakeholder dialogues and cooperation

Tool
4

Setting up Local Employment Committees

How to establish local employment committees for employment policies

→ Policy Advice

→ Value Chain Analysis and Selection

→ Sector Dialogue



Guiding Questions

- Who are relevant actors and stakeholders in your region and for the purpose of your activity?
- How to identify common interests? How to build up trust and communication? How to facilitate suitable „modes of collaboration“?
- How can they be engaged sustainably beyond the project period? How do they benefit from participating (motivation to stay engaged)?
- Who are the most vulnerable groups and how can their inclusion be ensured?



Inclusive Business Sector Dialogue

How to enable peer-to-peer networking for stakeholders of sector-specific inclusive businesses



Description

The objective of inclusive business sector dialogues is to enable businesses to develop, enhance and reflect on sector-specific inclusive business models through peer learning and expert advice. Additionally, the format facilitates new connections and partnerships to foster the implementation and scaling up of inclusive business models. The sector dialogues pursue three goals: information, peer learning, and networking and is based on three pillars: a practitioners' guide, an interactive practitioners' workshop and a networking event.

Process

The inclusive business sector dialogue is a proven peer-learning format for businesses with inclusive business models for enabling exchange and fostering learning. Each sector dialogue is designed individually, based on the regional or national context. The sectoral and regional focus allows participating business representatives to analyse and discuss context-specific challenges and opportunities with their peers and to enhance their business models with the support of experts.

Target group

Business representatives who work with low-income communities, stakeholders that facilitate sector dialogues, like incubators, development institutions or investors, as well as technical experts, depending on the sector (e.g. agronomists, bankers, planners, academia, and representatives from private sector companies, cooperatives and unions).

Relevance for rural areas

Inclusive business sector dialogues are useful tools to bring together actors in a specific agricultural sector. The participants have to be chosen carefully and should represent all actors within the selected sector.

Tips & lessons learnt

- In the preparation phase, special emphasis should be put on the selection of private sector participants and other stakeholders for the workshop. It is beneficial to include a consultant with good knowledge of the local actors, who can approach targeted companies and relevant partners directly.
- While the sector dialogues target inclusive businesses, it has proven valuable to include selected stakeholders, for example from the finance and business development sectors to gather diverse and complementary skills and perspectives.
- The organisers inquired about participants' expectations in the online invitation. This helped to identify key issues and needs of the participants and plan the event accordingly.

Link to the tool

The tool is described in the "Green and Inclusive Business Toolbox", p. 27ff: [Link](#)



Developed by: GIZ

Regional context: Argentina, Nigeria, Egypt, Tunisia and Ghana

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: low difficulty

Support structure: medium

Tool 2

The Public-Private Dialogue

How to use public-private dialogue for private sector development



Description

This handbook makes available practical guidance and advice to stakeholders who want to build and maintain public-private dialogue (PPD) to improve the climate for increased investment and private sector growth. The document explains the rationale and guiding principles behind public-private dialogue, then goes into detail with practical guidance on how to design and run a successful PPD programme. It also includes a number of practical examples from successful PPD projects around the world. The handbook is based around the Charter of Good Practice in Using Public-Private Dialogue for Private Sector Development and can be considered as a set of operational guidelines for putting the charter into practice.

Content

The first part of this handbook consists of a mapping tool for diagnosing the status and potential of public-private dialogue. It proposes a standardised tool for assessing the willingness and capability of stakeholders to engage in dialogue aimed at promoting investment climate reforms and private sector development. The second part of this handbook gives indications for practitioners designing or implementing partnerships. It is based around the Charter of Good Practice in using Public Private Dialogue for Private Sector Development (the “PPD Charter”):

- A. Public-private dialogue: Background on the benefits and risk of PPD
- B. Diagnostics: Mapping tool for diagnosing the status and potential of PPD
- C. Design and Implementation: Based on the “Charter of Good Practice in Using Public-Private Dialogue for Private Sector Development”
- D. Monitoring and Evaluation: Introducing a new standardized evaluation framework for PPD

Target group

This handbook is for anyone who is interested in promoting public-private dialogue (PPD) as a tool for improving the conditions for the private sector.

Relevance for rural areas

PPD is a suitable tool to promote economic growth in rural areas. It relies on the presence of private and public stakeholders in a defined region. This may depend on the region and thus the selection of an appropriate geographical coverage is important.

Tips & lessons learnt

Each chapter in the handbook comprises a range of lessons learnt from implementation examples.

- A formal or legal mandate can be an important help, but mandates alone are not sufficient to establish good PPD. PPD should be aligned with existing institutions to maximize the institutional potential and minimise friction.
- PPD’s structure should be manageable while flexible; enable participation to be both balanced and effective; and reflect the local private sector context.
- Public-private dialogue is desirable at all levels of decision-making down to the most local possible level, especially as this is likely to be more practically capable in involving micro-entrepreneurs, small and medium enterprises and other local stakeholders.
- Sector-specific or issue-specific public-private dialogues should be encouraged because they provide more focus, greater incentive to collaborate, and more opportunity for action.

Link to the tool

■ Website PPD Handbook (with links to each chapter): [Link](#)

■ Document The Public-Private Dialogue Handbook: [Link](#)

Further resources

Homepage Public Private Dialogue: A resource for stakeholders interested in using PPD for private sector development: [Link](#)



Developed by: The World Bank Group

Regional context: Global (Malawi, Vietnam, Ukraine, Bosnia and Herzegovina, among others)

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: high

Tool 3

Multi-Stakeholder Dialogue and Cooperation Approaches for Employment Services

How to design, initiate, and implement multi-stakeholder dialogues and cooperation



Description

The document outlines key characteristics for the design, initiation, and implementation of multi-stakeholder dialogue (MSD) and cooperation approaches for employment services, and summarises a number of case studies from Africa, the MENA region as well as from Europe. The different case studies provide inspiration in the form of detailed and practice-oriented insights into the composition and scope of the different dialogue and partnership models, and moreover outline critical challenges as well as benefits of the various models. In addition, in line with the practice-oriented scope of the document, selected supportive guidelines and tools are compiled to ease implementation of the various steps of building partnerships and provide hands-on instructions.

Content

The document has two main sections. In the first section cover the definition, as well as the benefits of multi-stakeholder dialogues, advocacy approaches to promote MSD towards decision makers, different types of MSD, partners to be involved in MSD, and the benefits of formalisation versus non-formalisation of MSD. In the second part, 7 case studies and the benefits and challenges of each example, as well as Further resources, are presented.

Implementation partners

Practitioners who are planning a MSD or looking for diverse MSD examples. Representatives of the private sector, public authorities, the civil society and the education system; Employment service providers; Representatives of the education system; Research institutes; Regional development associations; Representatives of target groups.

Relevance for rural areas

Multi-stakeholder dialogues are equally relevant for rural areas and the document addresses formal, as well as informal approaches to MSD.

Tips & lessons learnt

- It helps to develop roles and commitments of each institution based on their competences and capacities within the process.
- Include rural youth at the roundtables and encourage them to actively participate and share their expectations and views.
- Attach tangible SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals to action plans.

Link to the tool

Key characteristics and selected case studies from Africa, MENA region and Europe: [Link](#)

Further resources

- Platform for multi-stakeholder partnerships (supported by the GIZ): [Link](#)
- The Partnering toolkit. An essential guide to cross-sector partnering (not specifically with an employment focus): [Link](#)



Developed by: GIZ (YouMatch)

Regional context: Africa, MENA region and Europe

Duration: ⌚ ⌚ ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: high



Setting up Local Employment Committees

How to establish local employment committees for employment policies



Description

The two publications, once in English, once in French, set out the main guidelines underpinning the strategic and operational aspects to localize employment policy through the establishment of local employment committees (LECs). Their objective is to encourage decision-makers and those responsible for employment policies to undertake initiatives and reforms for a better adaptation of their national employment policies to territorial specificities and realities, according to the needs, resources and opportunities available. It also aims to provide local actors with clear and practical guidance on how to set up and manage local employment committees (LECs), as well as on the risk factors to be anticipated and the conditions for success to be ensured. Local employment councils typically comprise members of communities, local employers, municipalities and training providers. They join forces to tackle challenges, such as youth employment together. They do for example joint skills forecasts to ensure demand-driven trainings and address skills gaps of the local private sector. In some cases, these councils also do joint advocacy activities to solve common challenges together.

Besides guidelines on the set-up of LEC, the PEJ-Toolbox (in French) provides guidelines in three other, interrelated topics: The establishment of career guidance centers, short term trainings, identified by the LEC, to improve the employability of young people, and mobile units used as tools to reach the main beneficiaries who are based in rural areas.

Process

The standard process for setting up local employment committees consists of a number of steps that can be divided into the following five phases:

Phase 1: Awareness and mobilisation of local stakeholders: This phase focuses on launching the discussion

among the different stakeholders within the employment sphere at the local/regional level to have a common vision and understanding of the role and responsibilities of the committee.

Phase 2: Local Employment Committees (LEC) formation and formalisation. Guidelines and tools can be provided to support newly established LEC (see the PEJ-Toolbox under Further resources).

Phase 3: Operationalisation and outputs

Phase 4: Capacity development for LEC members

Phase 5: LEC support and empowerment

Target group

Practitioners, employment decision-makers and policy-makers, as well as local key players involved in the rollout of LECs.

Relevance for rural areas

The document focuses on the local level, especially in rural areas to improve services available for young people based in rural areas.

Tips & lessons learnt

The guideline contains several examples including their lessons learnt:

- Support for decentralised dialogue, self-assessment, ownership and the active participation of local stakeholders helps to create local momentum, meet local expectations and implement a fully decentralised job creation model.
- Adopting a participatory approach, granting employment communities their own prerogatives and a degree of leeway and ensuring regular and effective communication and knowledge sharing are all very effective ways of encouraging partner organisations and bodies to become involve.

Links to the tools

- Guidelines for setting up local employment committees in West Africa (English): [Link](#)
- Guide pour la mise en place d'un Comité provincial de l'emploi (français) : [Link](#)

Further resources

The PEJ-Toolbox (in French) presents tools and guides for newly set up Local/Provincial Employment Committees: [Link](#)



Developed by: GIZ (YouMatch)

Regional context: Asia, West Africa, MENA

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: medium


**Tool
4**

Setting up Local Employment Committees

How to establish local employment committees for employment policies



Project Example

Name of the project: Promotion de l'emploi des jeunes en milieu rural (PEJ) - Promoting youth employment in rural areas

Country: Morocco

Implementer: GIZ

Target group: Young people in rural areas.

Project summary: The project supports the extension of employment policy to rural areas. To this end, it is working with Ministry for Labour and Professional Integration and the National Agency for Promoting Employment and Skills. Since 2015, the project has been working with Moroccan institutions to develop tools for the economic integration of young people and has introduced and developed them further in two pilot regions. The approach is a combination of the following measures:

- Monitoring labour markets and identifying economic sectors with employment potential;
- Establishing information and advisory centers in rural areas to assist young people in their vocational orientation and to support young entrepreneurs;
- Improving employability, especially by means of suitably adapted training courses.

Application of the tool

The PEJ Toolbox gives the decision makers within the employment sector in rural areas the tools to accompany young people in their employment journey and take relevant action when it comes to employment strategies. The establishment of the LEC and the sectorial analysis takes about one year. The LEC is based on voluntary basis and is led by the governor. For the identification of actors linked

to the promotion of employment economic development, the employment ministry provincial directorate, together with other ministries and actors, draw up an initial list of LEC members and propose it to the Governor of the Province (CPE-Tools 1 and 2 in the toolbox). Once the Governor has validated the proposal, a workshop is organised for the province's stakeholders to share the committee's objectives and missions and to standardize their views on the process to be undertaken. The core group includes the provincial services, the Provincial Council, the provincial directorate of the Ministry of Labor and Professional Integration, the National Agency for the Promotion of Employment and Skills (ANAPEC), the Office of Vocational Training and Labor Promotion, and representatives of civil society. In addition to this core group, the LECs also includes members representing institutions, decentralised services or professional organisations/ associations or NGOs.

The functioning of the CPE is based on two levels; a decision-making level chaired by the Governor and composed of decision-makers from the member organisations of the CPE; as well as a technical and operational level coordinated by ANAPEC and composed of resource persons (technical experts).

Results

The project trained all the LEC members in the regions of the implementation of the dispositive, making an overall of 108 LEC-members (12 per LEC).

Challenges

The main challenge is to have committee members on the same understanding and commitment to the activities and role of the LEC. Both the CLE committee and the PEJ toolbox are a work in progress which means that these tools, methodologies, and paradigm are in constant need

of adaptation to the changing environment. Having agile methods of work and partners is important.

Sustainability & replication

The goal is to integrate the LEC within an existing and thriving entity implemented by the "National Initiative for Human Development", a development programme launched by the king.

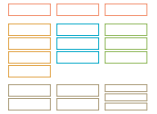
The principles behind the tool are easy to apply. The challenge is to create a common understanding and a strong incentive among decision makers and stakeholders. Also, mindset change among partners is a big challenge as some show rigidity in terms of the importance inter-sectoriality and the roles the private sector, NGOs and the public sector in promoting youth employment in rural areas.

Support structures

One trainer per LEC takes approximately 10 days which takes into consideration capacity training for the LEC-members and follow. Partnerships with public sector actors are crucial for the successful setup of LEC. In the case of the PEJ-project, these are the following partners.

Linkages with other tools

As also shown in the [PEJ-Toolbox](#), it is important to link LECs to sectorial analysis, build their capacities and help them provide career orientation and short courses to improve employability of young people and create linkages to potential employment opportunities.



Foundations



Strengthening the overall support structures aims at creating an inclusive, conducive environment for economic growth in rural areas.

Foundations



While the main pillars focus on building the technical and entrepreneurial skills of farmers (Supply Side) and improving access to business support services, financial support, and market access (Demand Side), the tools presented in this chapter aim at strengthening the overall support structures to create an inclusive, conducive environment for economic growth in rural areas. This includes the cross-cutting topics gender and digitalisation: Tools related to #gender, #digitalisation and #green transformation can be found in all chapters. Here, brief introductions to the topic are given together with an overview of where respective tools can be found in the toolbox.

The chapter addresses one of the key issues in rural areas: Access to land and natural resources, which is often rigidly regulated by customary laws and regulations to the disadvantage of young people and women. However, it is a key requirement when starting farming for in-come-generating purposes. Addressing these issues, which are closely interlinked with traditions and cultural practices, needs patience

and a sensitive approach to foster a dialogue with different groups in the community (IFAD, 2012, p. 9). In many countries, customary laws are highly patriarchal, excluding women from decision-making processes and regulating their access to resources, including land, through male relatives.

To achieve sustainable change for all groups, it is advisable to apply a gender-transformative approach with all tools (GIZ, 2015).

Strengthening the ecosystem and creating a favourable economic environment for (agri-)businesses in a sustainable way needs a systemic approach. This requires the application of a more holistic lens to identify a system's shortcomings and plan interventions to address them accordingly. It entails identifying key systemic actors, building relationships, and strengthening their role as partners. This approach requires time and may not yield direct results. However, it pays off in the long run, by making the ecosystem more inclusive and making space for marginalised groups, especially youth and women (Helvetas, 2016; BEAM Exchange, 2022).

- **Strengthening Youth Organisations and Networks**
- **Access to Land and Intergenerational Exchange**
- **Strengthening the Entrepreneurial Ecosystem**
- **Advocacy and Awareness Campaigns**
- **Cross-cutting Topic: Gender**
- **Cross-cutting Topic: Digitalisation**
- **Cross-cutting Topic: Green Transformation**

Foundations

Strengthening Youth Organisations and Networks

With youth making up a majority of the population in many developing countries, their inclusion in socio-economic, as well as political spheres is non-negotiable. While the agri-food sector is under pressure to produce more food for the growing population, youth in rural areas struggle to find attractive and profitable employment. To be successfully included in the agribusiness sector by overcoming institutional gaps and hurdles and to voice their hopes and aspirations for development, youth need to organise themselves effectively. Further, youths' openness for innovation, new business models and their readiness to acquire knowledge, learn new skills and work with new technologies makes them important actors in food system transformation.

Youth associations and networks look different from context to context. They may be absent, very informal, and loosely organised or well-structured and well-connected within a community or even beyond. The tools presented here help to provide support to youth organisations that strengthens them from within, based on their needs and regardless of their set-up.

Tool
1

Youth.Net.Works!

How to support youth organisations as change makers in the agribusiness sector

Tool
2

Capacity Building for emerging CBOs and Youth Groups

How to strengthen capacities of emerging community-based organisations (CBOs) and youth groups

Tool
3

Youth Participation in Development

How to enhance youth participation in policy and programming



→ Strengthening Youth Organisations and Networks

→ Access to Land and Intergenerational Exchange

→ Strengthening the Entrepreneurial Ecosystem

→ Advocacy and Awareness Campaigns

→ Cross-cutting Topic: Gender

→ Cross-cutting Topic: Digitalisation

→ Cross-cutting Topic: Green Transformation



Guiding Questions

- What youth organisations and associations exist in our region/area and what is their purpose/goal?
- How are they organised and what are their goals?
- What is their relation to the community and other actors (authorities, other organisations, private sector actors, etc.)?
- How could they be strengthened?
- What role could they play in advancing a RYE agenda?



Youth.Net.Works!

How to support youth organisations as change makers in the agribusiness sector



Description

This handbook targets coaches and trainers who aim to strengthen youth groups and networks and their organisational development. It compiles different templates, tools and workshop formats and structures them into a pragmatic step-by-step guide. The handbook contains a range of practical tips and insights from the experiences in Kenya and provides an annex with tools and templates. Rural development projects can offer support to youth organisations, strengthen their structures, representation, and capacity to deliver better services to members and beyond. By strengthening representative, youth-driven organisations in the agri-food sector and enabling them to fill the gaps in agricultural and rural service delivery, the targeted youth not only benefit from a better access to services, information, business, and employment opportunities, but strengthen their voice to local and national governments and become change-makers for rural transformation.

Content

The handbook offers a number of helpful steps and tools for projects aiming at strengthening rural youth organisations in a systematic, and sustainable way. It works with two scenarios as a starting point for providing support: In Scenario 1, youth organisations do not yet exist in a specific region, whereas in scenario 2 they exist and seek partnerships to enhance their growth. This handbook is structured into 4 main parts: Chapter 1 presents how to initiate the support process to youth organisations. Chapter 2 describes how to analyse youth organisations or their institutional model. Chapter 3 presents how to strengthen them in their networking and collaboration, and finally, Chapter 4 describes possible ways to provide demand-driven support. Chapter 5 describes how projects can assess the results.

Target group

Youth, youth groups and networks

Implementation partners

Local facilitators/coaches (freelance or from youth relevant institutions, farmer organisations with focus on youth, etc.) and project staff of youth-related activities, as well as youth organisations.

Costs

Costs for coaches, backstopping and training of the coaches and workshops with young people. It is advisable to provide a small budget for the implementation of selected measures of the youth organisation from their operations plan.

Relevance for rural areas

The handbook focuses on the agri-food sector and rural areas specifically.

Tips & lessons learnt

- Not all rural youth groupings need to be formalised. In some cases, informal, smaller self-help groups or loose networks might serve the purpose of group-driven empowerment. Different types of organisations require different types of support.
- Support to a young organisation is a complex process that requires commitment and ownership from all stakeholders. Youth groups should not be “pushed” to create a new organisation or get formalised without a clear “reason for being”.
- Offer something to youth organisations from the beginning beyond theoretical exercises. Invite them to trainings, give them a budget for small activities. Involve the youth organisation as a player in the wider project, for activities, and if they act economically and well-organised, they can get additional business development support.

- It is important to assess (potential) revenue streams. These might include membership subscriptions, grants by the government or development partners, professional service provision or consultancies to stakeholders, etc.
- Training participants should have a certain level of education. There were tremendous capacity improvements in clubs whose participants had higher education qualifications. Use of bilingual training approach to increase knowledge retention.
- National identity cards should be used to verify age of training participants. Age verification should be done on the onset of the first trainings.

Link to the tool

Handbook available in English, Français and Português: [Link](#)

Further resources

Civicus & Recreer International: Resourcing Youth-led Groups and Movements: A Reflective Playbook for Donors and Youth Organisers. [Link](#) (English, French and Spanish)



Developed by: GIZ

Regional context: Kenya, Burkina Faso and Malawi

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰 💰

Replicability: medium difficulty

Support structure: low-medium

Tool 1 Youth.Net.Works!

How to support youth organisations as change makers in the agribusiness sector



Project Example

Name of the project: Empowering Youth in Agribusiness (EYA!)

Country: Malawi

Implementer: GIZ and the National Youth Council of Malawi

Target group: Youth-led MSMEs (rural areas), job-seeking and underemployed young people (especially young women and entrepreneurs (15-35 years old).

Project summary: The global project „Rural employment with focus on youth (RYE)” aims to improve the qualification and employment situation in rural areas, especially for young people. In Malawi, the project is implemented by the project “Employment for Rural Women and Youth!” (EYA! ATVET) (2020-2024).

Application of the tool

- Initial analysis of the organisational capacity of youth networks with the Organizational Development Matrix tool that led to the selection of two networks per district with respective agri-business youth clubs.
- Organisational assessment and development planning, including initial assessment and recommendations. This helped the project team to better understand the youth clubs and better tailor interventions to their needs.
- Four capacity building sessions were delivered on a demand-basis:
 1. In depth organisational analysis and formulation of organisational development plan, analysis of the organisational data, development of a vision and strategic plan, youth commitment and on boarding.
 2. Training on leadership, corporate governance, overall annual work plan, review of the organisation structure and operations.

3. Training on financial literacy, markets, external networking, record keeping, partnership, communication, and visibility.

4. Training on service delivery, business identification and analysis, business development, entrepreneurship.

After each training block, representatives of each youth club acted as multipliers transferring newly acquired knowledge, to their respective youth clubs.

Results

Up to 43 Youth Clubs strengthened their organisational structures and capacity to grow. The groups were mentored on how to embrace farming as business opportunities by being introduced various viable business models and elements related to their identified value chain thus allowing them to navigate from producers into profit making marketing agri-enterprises.

Challenges

The implementation of the organisational development tool had several challenges:

- Lack of proper criteria to select club representatives: Due to limited facilitation skills and low literacy levels of club representatives trained, there was limited progress for clubs. Adequate understanding of the trainings was limited to support the clubs efficiently.
- Language barrier: Usage of training modules that were developed in English affected the interpretation of the modules for trainees. Women have on average lower formal educational backgrounds. They are therefore disproportionately affected by the language barrier.
- The training saw a higher dropout rate of female participants due to marriages and associated gender norms.

- Despite high membership rates of female participants, their representation in leadership positions is limited when starting the intervention. This puts female representatives in a difficult position to speak up for their youth club.

Sustainability & replication

The tool is nationally anchored from the very beginning through the National Youth Council of Malawi. Strategically, 9 outstanding youth clubs were supported through a pitch competition that was organised at the end of the implementation to further capacitate the clubs.

Support structures

Trainers: 3 experts needed: Communication, law, and business expert, as well as 3 volunteers to assist them. In addition, 1 coach.

Partners: A farmers' organisation is highly suitable to offer the service of farm succession due to the knowledge of its members, the farmers on the ground. Especially, youth farmers' organisations in cooperation with a “senior” farmers organisation can be very efficient implementation partners.

Linkage with Interlocking-chapter

For more information on the GP, check the Interlocking-chapter!

Linkages with other tools

It can be combined with any other tool focusing on youth employment promotion.

Tool
2

Capacity Building for emerging CBOs and Youth Groups

How to strengthen capacities of emerging community-based organisations (CBOs) and youth groups



Description

This toolbox is a selected set of 55 tools to support youth groups and emerging community-based organisations (CBOs) in building their capacities in six areas; gender-focused capacity (11 tools), leadership capacity (10 tools), management capacity (7 tools), action capacity (12 tools), innovation capacity (8 tools) and adaptive capacity (7 tools). The rationale and definitions of these six capacities and how they were selected are shown in the second section of this toolbox. The toolbox aims to support these youth groups and emerging CBOs by proposing useful, practical tools to foster their organisational capacity and to engage actively with gender equality and women's empowerment issues.

Process

This toolbox aims to support youth groups and emerging CBOs by proposing useful practical tools that can foster their capacities—organisational capacity to engage actively with gender equality and women's empowerment issues. Specifically, this toolbox supports groups and CBOs to understand gender concepts, actively work for gender equality and women's empowerment; to inspire, prioritize and provide direction to achieve the group/ organisation's vision and mission (leadership capacity); to ensure the projects are planned, managed effectively and well resourced (management capacity); to develop entrepreneurial thinking and generate innovative ideas for mobilizing people and engaging with their communities, as well as finding alternative resources to implement their plans (innovation capacity); and to monitor, assess and respond to, and stimulate internal and external changes.

The toolbox is organised in four sections:

- Section 1 gives a brief introduction to the toolbox, highlighting its target groups, objectives and how it was developed.
- Section 2 explains the conceptual framework for capacity building followed by the toolbox, namely the six capacities model. All the selected tools are analysed according to this framework.
- Section 3 explains how the groups' and CBOs' capacities can be assessed and provides guidance on how to tailor the toolbox according to their needs, as well as a self-inventory to ensure that they select the right tools.
- Section 4 is the main section, where all 55 tools are presented and organised under the six capacities.

Target group

This toolbox is aimed at two main groups:

1. Youth groups; informally organised groups of young women and men who are actively engaged with their communities (often on a voluntary basis).
2. Emerging community-based organisations (CBOs); newly formed community-based organisations, often formed from existing networks, such as local neighbourhoods, people sharing the same interests.

Implementation partners

The toolbox can be used by youth groups, CBO members or external facilitators/trainers/ organisations who want to help and support them to realise their visions and potential capacities.

Relevance for rural areas

The toolbox contains tools that are suitable for rural, as well as urban areas.

Tips & lessons learnt

Multiple tools are proposed in this toolbox in response to the various needs and challenges faced by groups or organisations. It is critical select in line with the challenges and needs encountered. The introduction-part gives a good overview and helps users to identify the right tools. This includes a capacity assessment tool which provides a good starting point.

Link to the tool

- Toolbox: [Link](#)
- Website: [Link](#)

Further resources

Youth center toolkit: Creating resources for safe spaces, youth centers, and after-school programmes (USAID + YouthPower): [Link](#)

Hashtag

#gender



Developed by: UN Women

Regional context: Arab States

Duration: ⌚ - ⌚ ⌚ ⌚

Costs: 💰 - 💰 💰

Replicability: medium difficulty

Support structure: medium

Tool
3

Youth Participation in Development

How to enhance youth participation in policy and programming



Description

The youth participation guide provides information on how to work with youth at a practical operational level in respect of policy and programming. It does this through the provision of promising practice case studies (and their associated resources), and a number of quality standards that will help organisations to get started. It has been developed through an innovative process led by young people, which itself has reinforced their capacity to participate and lead. The guide challenges negative stereotypes of youth and demonstrates how young people can positively contribute to development in four operational areas: organisational development, policy and planning, implementation, and monitoring and evaluation. It also draws together case studies, resources and practical 'how to' guidance from around the world and draws on sharing and learning networks established in two focus countries - Nepal and Uganda. The case studies that illustrate this focus on three thematic areas that are important to young people:

1. governance, voice and accountability
2. post-conflict transitions and livelihoods
3. sexual and reproductive health and rights.

Process/content

The guide works with a three lens approach when working with and for youth for an effective development:

Lens 1 considers youth as target groups beneficiaries where organisations work for them.

Lens 2 considers them to be collaborators and engages with youth as partners.

Lens 3 sees youth as initiators and supports them as leaders of change and development.

The content of the guide is roughly divided into three parts:

Part 1 is a presentation of the rationale for working with and for youth.

Part 2 gives strategies and case studies on four operational areas (organisational development; policy and planning; implementation; and monitoring and evaluation). Part 3 provides a set of getting started quality standards and some key steps to getting started with mainstreaming youth participation.

Target group

Youth

Implementation partners

Donor agencies (multilateral and bilateral) and policy advisors in a range of organisations working with and for youth, government, NGO and civil society partners.

Relevance for rural areas

The guide focuses on most vulnerable youth, which usually contains rural youth. It comprises specific tips and tricks focusing on rural areas.

Tips & lessons learnt

The different case studies contain context-specific lessons learnt. Some general lessons learnt regarding youth participation in development are depicted here:

- Youth structures and leaderships can benefit from cross-party or non-party support. However, too much isolation from mainstream political discourse (or government initiatives) can reduce their impact.
- Expectations management: Ensure roles, responsibilities and expectations are clearly outlined during the recruitment process.
- Face-to-face orientation and training between adults and rural youth, practitioners and donor agencies enabled them to connect with each other's realities.

Link to the tool

Guide: [Link](#)

Further resources

- A youth participation best practice toolkit (Save the Children): This toolkit focuses on social and civic empowerment: [Link](#)
- Youth Political Participation Programming Guide – NDI: The guide is designed to help democracy and governance practitioners work more effectively to support the political inclusion of young women and men: [Link](#)
- Youth Voices in Youth Employment: A roadmap for promoting meaningful youth engagement in youth employment programmes: A guide to equip funders and stakeholders with information to support the integration of meaningful youth engagement into youth employment programming and strategies. [Link](#)



Developed by: DFID

Regional context: Nepal and Uganda

Duration: ⌚

Costs: 💰

Replicability: medium difficulty

Support structure: medium

Foundations

Access to Land and Intergenerational Exchange

Access to land is a key requirement to start farming for income-generating purposes or to contribute to household food security. Access to and control over land can take different forms, one important option for young farmers is the intergenerational exchange and a successful hand over or co-management of the family farm. While it already poses a challenge for young people, accessing land is even more difficult for women. In many communities, land rights are regulated by customary laws where land is owned and inherited by men to the disadvantage to women – widows, daughters, and female relatives (IFAD, 2012, p. 9). Encouraging changes in access to land often goes together with changes in mentality and traditions, which require a lot of time, persistence, inclusive advocacy work and incentives.

Facilitating youth's access to land is complex and requires different interventions, including advocacy towards adopting new policies and regulations and ensuring their implementation, fair and inclusive (re-)distribution mechanisms, and practical access mechanisms such as provision of loans for youth to acquire land, as well as leasing possibilities (FAO, 2014, p. 30). Finally, land questions are not equally relevant in all contexts, depending on the value chains and the type of economic activities youth are pursuing (or intending to). Poultry or horticulture, for example, require little land. In some countries, private landownership does not exist. A careful assessment of the circumstances, the needs of the target groups and present rules and regulations is inevitable.

Tool
1

GenX Guideline

How to support generation exchange and farm succession in agriculture

Tool
2

Youth and Land Lease

How to improve access to agriculture land for youth through leasing

Tool
3

Guidebook on the Youth and Land Responsiveness Criteria

How to assess the responsiveness of a land programme to the needs of youth

Tool
4

Community-led Land Lease

How to develop and operationalise community-led land lease



→ **Strengthening Youth Organisations and Networks**

→ **Access to Land and Intergenerational Exchange**

→ **Strengthening the Entrepreneurial Ecosystem**

→ **Advocacy and Awareness Campaigns**

→ **Cross-cutting Topic: Gender**

→ **Cross-cutting Topic: Digitalisation**

→ **Cross-cutting Topic: Green Transformation**



Guiding Questions

- Who owns/uses/has access to land in your context? What is the current land use?
- How is access to land regulated for different groups of the community, including vulnerable groups (women, youth, etc.)? Who is in charge and how does the system work?
- How important is land for the economic activities of the community/of young people?
- What options/entry points exist to support youth in improving access to land?



GenX Guideline

How to support generation exchange and farm succession in agriculture



Description

The GenX process aims to support farmers of the younger and older generation in finding ways to co-manage and/or hand over their farms from one generation to the next, while keeping in mind social, legal and economic aspects of both generations. GenX pursues this aim through innovative awareness-raising, support, coaching and advice. Successful hand over, take over or co-management of farms may lead to more young farmers gaining access to land and successfully managing farms (alone or together with the older generation), young and older farmers having a secure livelihood, and more and diverse prospects for rural youth created. The guideline introduces the reader to the GenX process and gives some general background information, as well as key information to tailor the GenX process to a specific country/ region and to conduct it with the requisite partners, trainers, coaches, and experts.

Content/Process

The GenX process is flexible and can be adapted to specific context and needs. The process starts with the selection of participants to ensure a diverse group for the best possible outcome of the process (old and young farmers, farm owners and farm successors, ideally 15–20 participants). After this, a consultation workshop builds the capacity of the participants, which is followed by a coaching phase to accompany the participants, as individuals, generational pairs, groups or families, in conducting their own farm succession process. The process ends with a final consultation workshop. Additional supporting activities are conducted when the the GenX process is introduced for the first time. This includes a situation analysis to create a body of knowledge and local experience for the workshops and coaching, an assessment workshop to identify expertise, and sensitisation activities to create general awareness around the topic for interested farmers and potential donors.

Target group

Small- and medium-scale farmers of different generations with the potential to transfer, take over or jointly manage land and/or farms. These are individuals, families of all types and sizes, married couples, siblings, and other relatives.

Implementation partners

Farmers' organisations, development partners like GIZ, NGOs, parastatals: The guideline in particular addresses project managers, facilitators and coaches. The involvement of Farmers' Organisations is recommended.

Duration

Approx. 6 (–8) months from inception to evaluation. When conducting the GenX process for the first time in a region/ country, one should plan for 12 months.

Costs

The setup of the GenX process in a new country or region, requires financial support. Once established, the GenX process can be run as an in-house advisory service of a good farmers' organisation.

Relevance for rural areas

This guideline is written for the agriculture sector, which is predominantly rural.

Tips & lessons learnt

- If it is the first GenX process, allow for the time to adjust the standard structure of the GenX process to your country.
- Laws and customs create a fundamentally different position for men and women. This must be carefully analysed before starting the training and be addressed accordingly. Women, for example, are vulnerable to losing their property and rights to inheritance upon succession, unless the owner has left a clear and valid will uncontested in court or by culture.

- Set up the GenX-process in such a way that it can be further developed into a paid service of the implementing organisation. Find solutions to sustainably finance the service.

- For a successful implementation, the implementing organisation should be well respected in the target geographic area and well-connected to the target groups. Trust is the basis for a successful coaching in the GenX process.

- The result of a GenX process may be that the (family) land and resources might not be enough to allow for a viable business model for both generations. In this case, other "exit-options" should be considered as well.

Link to the tool

GenX Guideline: [Link](#)

#Hashtag
#gender



Developed by: Andreas Hermes Akademie (AHA) for GIZ

Regional context: Global (focus on Sub-Saharan Africa)

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: high

Tool
1

GenX Guideline

How to support generation exchange and farm succession in agriculture



Project Example



Name of the project: Farm Succession Service

Country: Uganda

Implementer: GIZ

Target group: UNYFA – Young Farmers' Federation of Uganda.

Project summary: Gen X Project focuses on transfer of land, farm and means of production from one generation to the next as a complex and a sensitive issue worldwide. For agriculture to offer a solution for both the old and young generation, better framework conditions and advisory services must be created for those involved. Any support given to the two generations involved should help the people involved to recognize conflicts, and develop creative solutions together with the families. Therefore, UNYFA in partnership with the Andreas Hermes Akademie (AHA) is piloting a farm succession project in Uganda. 8 young farmers (under 40) and 12 old farmers (above 40) went through different activities together (see below).

Application of the tool

- Preparation: Discussion with experts, adapting and updating content, identification, and mobilisation of participants.
- Needs assessment: Creating awareness of members about farm succession, aligning expectations of participants with aims of the project.
- Preparation: Discussion with experts, adapting and updating content, identification, and mobilisation of participants.

- Needs assessment: Creating awareness of members about farm succession, aligning expectations of participants with aims of the project.
- Communication training: How to communicate effectively and efficiently in communities, with other.
- Coaching session: Monitoring the progress of individual farmers, jointly developing solutions for challenges at individual level. These coaching sessions continue throughout the process.
- Law/contracting session: How laws and contracts are crucial in farming families and how to prepare for take offs.
- Financial and business aspects of Farm Succession: How financial management can be done in farming families; relevance of financial management in preparation for take offs.
- Planning and Finalisation Trajectory: Participants review their progress against the set targets at the needs assessment, and further plan on how to achieve their envisioned goal.
- Reporting and adjustment.

Results

20 participants capacitated to go through their own farm succession process.

Challenges

The end of the project is not the end of each succession process at the level of the participants. While capacities have increased and some steps were made for the succession process, final results of a succession process may take much longer.

Sustainability & replication

In the first roll-out in 2021, participants had to pay a participation fee, which served as an important pillar for financing the service long-term. Furthermore, the topic of youth employment in rural areas is a top priority of many state bodies, who may be open to subsidise it. GenX provides an approach that is applicable in almost every farmers' organisation. A necessary precondition is the adaptation to new local contexts.

Support structures

Trainers: 3 experts needed: Communication, law, and business expert, as well as 3 volunteers to assist them. In addition, 1 coach.

Partners: A farmers' organisation is highly suitable to offer the service of farm succession due to the knowledge of its members, the farmers on the ground. Especially, youth farmers' organisations in cooperation with a "senior" farmers organisation can be very efficient implementation partners.

Linkages with other tools

Farm Succession Service and the GenX Tool are emphasizing the entrepreneurial spirit of farming. A combination with entrepreneurial trainings such as b|u|s is beneficial for the outcome. In addition, the organisation of farm succession demands reflective behaviours and good communication skills. Modules from the Corporate Entrepreneur Training (CET) of AHA can ensure a better preparation for participants.

Tool
2

Youth and Land Lease

How to improve access to agriculture land for youth through leasing



Description

The youth-focused land leasing guidelines (LLG) aim at promoting formal land leasing among young people in rural areas. These guidelines are meant to give local administration entities and youth and women networks and associations a framework on how to improve access for land for young people through formal leasing arrangements. The guidelines include general steps for the formal land leasing process, and a sample land leasing form that landowners and lessees can use to enter formal land leasing agreements.

Process/ Content

The guidelines provide a structured way on how to set up leasing agreements between landowners and youth, based on these 6 steps:

1. Find a suitable piece of land.
2. Undertake due diligence to establish who the rightful owner is, its dimensions, and its boundaries.
3. As the farmer, make your intentions clear.
4. Negotiate the terms and conditions of the lease and agree on the rent.
5. Enter a written agreement between the farmer and the landowner.
6. In the written agreement, involve family members and next of kin as witnesses to the agreement.

Target group

Youth in rural areas with an interest in pursuing agricultural activities but no land available to farm on.

Implementation partners

Local administration officers, youth networks and youth groups, women groups, Community Based Organisations (CBOs), Civil Society Organisations (CSOs), and local/regional agriculture departments.

Relevance for rural areas

The guidelines specifically focus on rural areas.

Tips & lessons learnt

- Community engagement, through awareness-raising, community-based land-use planning and multi-stakeholder engagement, helps to create an enabling environment where youth can be recognised as legitimate actors and make their needs heard.
- A proper scoping and undertaking of assessments of existing practices are pertinent before setting up a project that promotes land leasing arrangements.
- Ideally, land leasing arrangements are accompanied by sensitization campaigns that promote formal land leasing arrangements.
- Sensitize and bring on board political leaders and decision-makers. Political goodwill can not only help to support land leasing, but also institutionalize leasing arrangements.
- Investing in developing youth's capacity in entrepreneurship, farming and social advocacy is essential for them to succeed in the agricultural sector, including negotiating access to land and financial services.

- Strengthening legislation, local institutions and legal services for youth allows for their rights to land to be recognised and defended, particularly when it comes to young women's rights.

Link to the tool

Guidelines for leasing of agricultural land by youth in the western Kenya counties (online resources): [Link](#)

Further resources

- How to do – Access to land for rural youth employment and entrepreneurship: [Link](#)
- Toolkit: Land tenure in IFAD-financed operations: [Link](#)
- Lessons learnt Youth and land tenure: [Link](#)

Hashtags

#digitalisation, #gender



Developed by: GIZ and TMG

Regional context: Western Kenya

Duration: 🕒🕒 – 🕒🕒🕒

Costs: 💰 – 💰💰

Replicability: medium difficulty

Support structure: high

**Tool
3**

Guidebook on the Youth and Land Responsiveness Criteria

How to assess the responsiveness of a land programme to the needs of youth



Description

This publication is a practical guide to the Youth and Land Responsiveness Criteria (YLRC), which is a tool that can be used to increase the incorporation of youth perspectives into land matters, at both institutional and programme levels, through a participatory process. The criteria are presented in the form of a matrix with various probing questions about different issues that youth face with regard to land. It can be used as a diagnostic tool to identify challenges, opportunities and key entry points on youth and land at global, regional and/ or country levels. Further, it also functions as an awareness and advocacy tool, and for designing new youth responsive land programmes/projects. The tool can be used to evaluate existing land tools in terms of their responsiveness to youth and to identify where and how they can be more responsive to youth's needs and concerns for land. It also provides strong opportunities to involve youth actively in the process and to get first-hand knowledge on the experiences of youth in relation to land issues.

Process/content

After a brief introduction, section 2 describes the tool and explains how to use it within a project. The tool is meant to be flexible and adaptable to different contexts. It is recommended to go through the entire tool content, as usually there are inter-linkages between different sets of criteria. There are also examples of pilots of the tool to illustrate how it has already been used. Section 3 provides information on youth and land, as well as key issues related to youth relationships to land. It reviews some of the main challenges youth face in the land sector. When working with and for youth, it is important to ensure that all youth are included. Youth are not a homogenous group, but rather comprise of different types of people with different needs: Section 4 gives an overview of possible different youth segments to reflect on in a project, focusing on their participation and involvement.

Target group

Rural youth (especially youth engaged in community work and youth-led organisations).

Implementation partners

The YLRC tool can be used by GLTN partners, as well as by youth engaged in community work, grassroots youth and youth-led organisations, community leaders, project coordinators and managers, and policymakers.

Relevance for rural areas

The tool is highly relevant for rural areas.

Tips & lessons learnt

- The tool does not provide solutions to the land-related issues young people face, but rather it helps identify the gaps where young people fail to be involved in the land sector. For the assessment to be impactful, it is important that a concrete action plan follows, incorporating the inputs and ideas from the youth, as well as those of other concerned stakeholders.
- Integrating young people's input into the project development and implementation processes is not enough to ensure the efficiency and effectiveness of the project. It is important that your project team is adequately capacitated to work with youth and that they understand the scope of work and the results to be achieved. Participants in the project should feel comfortable around your team and your team should be able to communicate freely and be comfortable in the roles assigned to them.

Link to the tool

Guidebook: [Link](#)



Developed by: UN Habitat and Global Land Tool Network (GLTN)

Regional context: Global (Brazil, Nepal, Kenya, Yemen, Zimbabwe)

Duration: ① – ① ①

Costs: \$ – \$ \$

Replicability: medium difficulty

Support structure: medium



Community-led Land Lease

How to develop and operationalise community-led land lease



Description

The booklet presents community-led land lease guidelines for Isukha West Ward in Kenya. It outlines how the Isukha West community conducted the inclusive process of developing the land lease guidelines, as well as the straight-forward, easy-to-use guidelines themselves. The aim of developing these community-led land lease guidelines was to increase security of tenure in leasing land for agricultural purpose and to ensure mutually beneficial relationships for the lessee and the lessor. Land leasing in villages is often done informally and without written agreements or witnesses, which exposes the parties to risks (e.g. premature termination). The community also developed a land leasing agreement form. This form is included in the booklet.

Process

The process comprised of the following steps:

1. Awareness creation, consultation and negotiation between institutional stakeholders and the local community in Isukha West Ward: The concept of the guidelines was presented and inputs for consultation for collected.
2. Awareness creation and consultation at the community level: Again, the concept was presented, inputs collected and in addition, members for the drafting committee were nominated.
3. Drafting of the land lease guidelines (including various rounds of discussions and negotiations).
4. Consolidation and approval of the land lease guidelines: Different drafts were consolidated and a final version was approved.
5. Launch of the land lease guidelines.
6. Implementation and monitoring of the land lease guidelines.

Target group

Individual and families/groups of individuals, including youth and women, who are already leasing or interested in leasing land.

Implementation partners: Individuals, including experts and consultants, organisations (NGOs, as well as grass-root, community-based organisations) and associations, as well as government authorities.

Relevance for rural areas

The tool is highly relevant for rural areas.

Tips & lessons learnt

- Awareness raising and educational work about the importance of formal land leasing agreements lies at the core and enough room should be given to respective activities (community information meetings, etc.).
- Community involvement needs a lot of time. In Kenya, drafting committees drafted different drafts which were then consolidated by a consolidation committee, after several rounds of feedback.
- Monitoring is important to follow up on the implementation of the land lease guidelines. Ideally, a group of people is assigned to the task (committee). This helps to address emerging issues immediately and helps to revise the guidelines in case of need.

Link to the tool

- Community-led land lease guidelines: [Link](#)
- Website: [Link](#)



Developed by: TMG (ThinkTank for Sustainability) and Shibuye Community Health Workers CBO (SCHW)

Regional context: Kenya

Duration: ⌚ ⌚

Costs: 💰

Replicability: low difficulty

Support structure: medium

Foundations

Strengthening the Entrepreneurial Ecosystem

The important role of entrepreneurs and start-ups for the development of rural areas is high-lighted on the Demand Side, where tools to directly support start-ups and entrepreneurs, especially in the agri-food sector, can be found. Micro, small and medium-sized enterprises (MSMEs) can be important driving forces for job creation, business innovation and green and inclusive growth, when the preconditions and business environment are favourable. The successful launch and growth of new businesses not only depends on the behaviour, skills, and resources of entrepreneurs, but also on their interactions with other stakeholders and the way these interactions are coordinated (OECD, 2013).

To develop efficient supporting measures, it is important to gain a holistic understanding of the entrepreneurial ecosystem, the environment in which entrepreneurs and MSMEs operate. This includes a careful assessment and mapping of the said system and its actors, including policy and other regulatory frameworks. Many countries already have enterprise support services and organisations that provide a good entry point for projects, as well as investment promotion agencies, which focus on attracting investors. Supporting the latter is pertinent to address a key constraining factor for many start-up and new MSMEs, especially in rural areas: Access to finance.

Tool
1

Mapping and Strengthening Entrepreneurial Ecosystems

How to improve the business environment and strengthen entrepreneurial ecosystems

Tool
2

Social Entrepreneur Support Toolkit

How to build capacity for social entrepreneur-ship support organisations

Tool
3

Investment Promotion Agency (IPA) Toolbox

How to support investment promotion agencies to attract (foreign) direct investments in a region/sector



→ Strengthening Youth Organisations and Networks

→ Access to Land and Intergenerational Exchange

→ Strengthening the Entrepreneurial Ecosystem

→ Advocacy and Awareness Campaigns

→ Cross-cutting Topic: Gender

→ Cross-cutting Topic: Digitalisation

→ Cross-cutting Topic: Green Transformation



Guiding Questions

- What support structures for aspiring and established entrepreneurs and start-ups already exist?
- What are the challenges start-ups and young entrepreneurs face? How can they be supported on their pathway?
- What type of public development strategies and plans exist in the regions and what are their contents? How do they provide (or not) a business-friendly environment for entrepreneurs and start-ups?
- What can a project do to strengthen the local ecosystem?



Mapping and Strengthening Entrepreneurial Ecosystems

How to improve the business environment and strengthen entrepreneurial ecosystems



Description

The interactive guide provides the necessary theoretical background, concepts, approaches, and practical tools to strengthen entrepreneurial ecosystems in developing countries. It is intended to be used as a reference after the professionals have completed their analytical 'mapping' of the entrepreneurial ecosystem. A separated guide dedicated to the ecosystem mapping exists. Both guides are supported by examples from GIZ and other programmes, all of which are intended to provide an in-depth understanding of how professionals approach various challenges in different regions and contexts.

Process

The mapping of the ecosystem is the first step, which is explained in the mapping guide. The guide follows 5 consecutive steps:

1. research design
2. data collection
3. data analysis
4. data validation
5. from mapping to activity.

For each steps, the guide describes a specific approach for the mapping exercise and offers practical tools, such as a list of indicators or sample questions for structured interviews. The outlines of the ecosystem support guide is based on the 3 levels of the entrepreneurial ecosystem: [1] entrepreneurial culture, [2] players that are interacting with one another, and [3] the business environment and investment climate and covers the following content:

Level 1: Aligning culture & motivations around a common purpose; explains how motivation drives entrepreneurs and how entrepreneurial culture influences entrepreneurial behaviour and outcomes.

Level 2: Strengthening interactive players and helping them to grow; provides insights into how international development programmes can support actors (e.g. financial institutions, support organisations) in the entrepreneurial field.

Level 3: Improving the business environment for entrepreneurs; highlights the importance of dialogue and policy advocacy.

Target group

Entrepreneurs

Implementation partners

This guide is written as a practical toolkit for GIZ staff working on private sector development (PSD) programmes, but it can also be used by other development agencies that engage in entrepreneurship support. Likewise, it can serve as a tool for any local ecosystem support organisation which wants to engage in this activity, with or without donor support.

Relevance for rural areas

The mapping and strengthening of the entrepreneurial ecosystem can be done for rural as well as urban areas. The mapping might unveil additional challenges for entrepreneurial ecosystem strengthening in rural areas, such as scarcity of actors, difficulty of access for entrepreneurs, etc., which need to be addressed with additional interventions.

Tips & lessons learnt

The support guide contains a whole chapter of lessons learnt organised by topic (chapter 6).

- Promoting entrepreneurship and innovation often needs advocacy and some convincing. The guide provides strong arguments on why to support entrepreneurial structures and highlights the interconnectedness of innovation and a vibrant start-up scene and economic development.

- Ecosystem mapping and analysis help development programmes, governments and other players understand the current entrepreneurial ecosystem and identify opportunities to strengthen the various pillars. A regular monitoring and communication on the entrepreneurial ecosystem can help to support arguments for a positive business environment with examples and data.

Link to the tool

- Guide for Mapping the Entrepreneurial Ecosystem: [Link](#)
- Interactive guide "Strengthening Entrepreneurial Ecosystems": [Link](#)

Further resources

- Agribusiness Incubation and Acceleration Landscape in Africa (FAO and African Union, 2022): [Link](#)
- The Global Entrepreneurship Monitor has the most unique available data on entrepreneurs and their motivations at global, regional, and country levels. The analysis provides insights into a country's societal views of entrepreneurs and the views of entrepreneurs themselves: [Link](#)



Developed by: GIZ

Regional context: Global

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: high

Tool 2

Social Entrepreneur Support Toolkit

How to build capacity for social entrepreneurship support organisations



Description

This toolkit has been designed to assist organisations and individuals who work to help social entrepreneurs, from pre-start through to scaling social ventures. The toolkit can be used by anyone, though it is primarily aimed at those who are new to working with social entrepreneurs. It contains a collection of advice, resources and information grouped under subject headings and placed in a relevant order. It contains key topics, resources and ideas for supporter of social entrepreneurs. It also has questions and exercises about existing ecosystem and prompts to evaluate how you might adopt and adapt these learnings to your own context. In section F there is a list of resources that give you more detailed guidance on key topics. This toolkit complements training provided by Impact Hub through the MedUP! Programme. However, it can also be used on its own as a stand-alone resource.

Content

The toolkit starts by giving a definition of and introduction to social enterprises. It then focuses on the needs of social entrepreneurs and typical barriers experienced by social ventures at each stage. The next two chapters explain the social entrepreneur support organisations and their role, and in detail outlines and explains the nine stages of how to set up a support programme for social entrepreneurs. The guide is very hands-on: At the end of each chapter, there is an activity to apply the theory to the reader's specific context/case.

Target group

Social Entrepreneurship Support Organisations, incubators and professionals providing entrepreneurship support.
Indirectly: Social entrepreneurs.

Implementation partners

Organisations and individuals who work to help social entrepreneurs, especially those who are new to working with social entrepreneurs.

Relevance for rural areas

Social enterprises can also be established in rural areas. Support programmes may have to be adapted to address additional challenges, such as difficulty of entrepreneurs to access certain services or products. Existing actors sometimes need convincing, maybe even additional support, to extend their services to rural areas.

Tips & lessons learnt

The toolkit comprises a range of very hands-on recommendation on how the reader can support social enterprises and start-ups.

- Peer Support and Cohort Building: Social entrepreneurs get a lot from interacting with one another (learning, building relationships, etc.). You can catalyse this natural connection in a number of ways, including: Running programmes around a particular theme such as health, employment, food or climate change that are of interest for them and make it more easy to collaborate; Ensuring time to socialise during breaks/after workshops; Making workshops and meetings interactive; Use social media for groups to stay in touch, etc.
- The power of (online) networks: There are pro bono networks of support for social entrepreneurs to connect, often online, for mentoring, coaching or thematic advice. Check out what it around and may be interesting for your target group.
- There are different ways explained for new entrepreneurs to raise funds. Often difficult. If possible, include start-up funding for entrepreneurs in your project/programme. This requires clear selection criteria and financially viable business models. Ensure that you have a contract in place with each social entrepreneur including reporting requirements. Follow up on references provided by applicants, if you requested them.

Link to the tool

Social entrepreneur support toolkit: [Link](#)

Further resources

- Social Entrepreneurship Awards Toolkit: [Link](#)
- A business planning guide for social enterprises: [Link](#)

Hashtag

#digitalisation

Developed by: Impact Hub Network MedUP!
Promoting Social Entrepreneurship in the Mediterranean region (EU Programme)

Regional context: Mediterranean region

Duration: ⌚ ⌚ – ⌚ ⌚ ⌚

Costs: 💰 – 💰 💰

Replicability: low difficulty

Support structure: medium

Tool
2

Social Entrepreneur Support Toolkit

How to build capacity for social entrepreneurship support organisations



Project Example

Name of the project: MedUP! Promoting Social Entrepreneurship in the Mediterranean Region

Country: MENA region (Egypt, Jordan, Lebanon, Morocco Palestine, Tunisia)

Implementer: The toolkit has been produced by Impact Hub in the frame of the MedUP! project led by Oxfam Italy and implemented by Impact Hub Global Network, Diesis, Euclid Network, Enactus, Johud, Parc, Oxfam Egypt, Oxfam Lebanon, Banca Etica.

Target group: Social Enterprises and Social Entrepreneurship Support Organisations.

Project summary: MedUP! is a four-years project implemented from 2018 till 2022 with the aim of promoting an enabling environment in the Southern Mediterranean partner countries for the development of the social entrepreneurship sector as a driver for inclusive growth and job creation. The specific objective of the project is to increase economic inclusiveness and employment in Morocco, Tunisia, Egypt, Lebanon, Jordan and Palestine where adequate policies on social entrepreneurship are in place, public-private dialogue and exchanges of practices are promoted and high-quality services for social enterprises are provided. MedUP! has adopted an intervention structured on three strategic levels:

- At Macro Level: Promoting country and cross-country policy and advocacy initiatives and public-private dialogue to create an enabling regulatory and policy environments.
- At Meso Level: Reinforcing 60 social entrepreneurship support organisations through capacity-building and networking activities.
- At Micro Level: Providing financial and technical support to 100 social enterprises.

Application of the tool

The approach was used to structure a 4 years intervention aiming at building the capacity of Social Entrepreneurship Support Organisations (SESO), to guide them into structuring effective programmes and providing support to social enterprises through all the stages of their entrepreneurial journey. The eight stages presented in the toolkit were describe the process in detail based on this programme's experiences.

Results

60 representatives of Social Entrepreneurship Support Organisations were trained.

Challenges

Working with a cohort of trainee with very different background and quite diverse level of expertise may requires an extra effort to adapt and tailor the learning tool to the needs of the different trainees.

Sustainability & replication

The toolkit is a publicly available resources, downloadable that can be used by SESOs and also directly by social entrepreneurs that wants to plan a sustainable growth of their business initiative. It can also be a helpful resource for already operating SESOs.

Support structures

Trainers: An ideal setup is two trainers doing the training together, but it also works with only one or three. Thematic experts on specific topics should be included.

Partners: 10 local partners, mainly NGOs, in the six partner countries.

Linkages with other tools

The toolkit Scaling and Replication: A way to grow your impact produced in the frame of the same project.

Tool 3

Investment Promotion Agency (IPA) Toolbox

How to support investment promotion agencies to attract (foreign) direct investments in a region/sector



Description

Investment is central to growth and sustainable development. It drives job creation and income growth and contributes to increasing and diversifying exports, technology and innovation transfer and skills development. Against this background, most countries have established investment promotion agencies (IPAs) to attract and grow investment and maximise its benefits for the local economy. The goal of the IPA Toolbox is to facilitate a more structured approach towards the design and implementation of joint projects with IPAs to select attractive sectors and regions and attract investors. It provides a framework for understanding the agencies' different activities and a practical guide for (GIZ) projects and staff of other partners on how to work with IPAs. The emphasis of the toolbox is not only on enhancing the quantity, but in particular the quality of investments considering their contribution towards achieving the SDGs (e. g. in terms of social and environmental impact).

Content

The structure of the toolbox follows the outlined integrated approach. Modules A, B, C, and D address the tasks and target groups that play a critical role in shaping an IPA's strategic focus. Most IPAs cover the same core tasks – but with a different focus and intensity.

- Module A: Creating awareness and generating interest with effective investment promotion measures
- Module B: Providing needs-oriented facilitation services to secure and fast track investment projects
- Module C: Combining systematic aftercare with advocacy and further business development services
- Module D: Defining and refining target groups for investment attraction efforts

- Module E: Aligning the organisational and financing model to core tasks and target groups
- Module F: Exploring opportunities for cooperation with strategic partners – cross-organisational perspective
- Module G: Designing monitoring systems reflecting the key objectives and tasks

Target group/implementation partners

Government authorities and (GIZ) practitioners from NGOs, international organisations and donors working with investment promotion agencies (the focus lies especially on large, foreign investors).

Relevance for rural areas

Investment promotion focuses on regions and/or sector, and thus is suitable for rural areas and agri-food-related sectors. The tool can especially help to guide investors toward rural, disadvantaged regions and show them the potential of investing there.

Tips & lessons learnt

The German Economic Team Moldova has published a policy study supporting the reorganisation of the Investment Agency of the Republic of Moldova which comprises a comparison of tasks, organisational and financing models of selected IPAs as well as cross-cutting success factors and recommendations for the reorganisation process ([Link](#)):

- High-level commitment and the provision of adequate resources are critical for the success of both investment attraction measures and zone programmes.
- Supervisory boards or inter-institutional councils including private sector representatives have proven helpful in ensuring strategic guidance and coordination between key stakeholders.

Link to the tool

- Investment Promotion Agency (IPA) Toolbox: [Link](#)
- IPA Toolbox Website: [Link](#)



Developed by: GIZ

Regional context: Global

Duration: ⌚ ⌚ ⌚

Costs: 💰 💰

Replicability: high difficulty

Support structure: high

Foundations

Advocacy and Awareness Campaigns

The current urbanisation trend with especially young people moving to cities in search for better opportunities and employment is linked to the incapacity of the rural (labour) market to absorb its labour force. This does not necessarily mean that young people are not interested in pursuing a career in agriculture entirely, but that, under the given circumstances, they prefer seemingly easier, more promising career paths. This is often linked to challenging preconditions prevailing in agriculture, such as the difficulty of youth to access land, high and risky investment (e.g. for seeds and fertiliser) and slow returns (long farming cycle, unpredictable weather conditions) (Mueller, 2021, p. 132). Under these circumstances, young people are often pushed into low paid jobs with little security (seasonal workers, harvest worker, etc.). The entry level to these employment opportunities is relatively low with no capital, land or specific skills needed. Therefore it is important to raise awareness and advocate among policy makers, employers as well as employees for decent job conditions and the creation of an enabling, inclusive and youth-friendly environment (see also [Framework Conditions](#)).

Advocacy and awareness-raising campaigns can play an important role in highlighting issues, such as access to land for youth or the role of women in rural societies, and promoting agriculture as an attractive, but underrated career option for young people. Image campaigns can help to create a positive attitude towards new (agri-)businesses and thus help laying the foundations to economic growth in rural areas (using successful young farmers as coaches and mentors to inspire youth is also discussed under [Matching](#), especially under [Career orientation and Mentorship](#)). Further, new agricultural practices and approaches that are resource efficient and socially inclusive (“green economies”) can be promoted through advocacy work.

Tool 1

Awareness-Raising and Sensitisation Campaigns

How to promote agriculture and the agri-food sector among young people

Tool 2

Visual Storytelling to Address Gender-Related Issues

How to address gender inequalities through advocacy campaigns

→ Strengthening Youth Organisations and Networks

→ Access to Land and Intergenerational Exchange

→ Strengthening the Entrepreneurial Ecosystem

→ Advocacy and Awareness Campaigns

→ Cross-cutting Topic: Gender

→ Cross-cutting Topic: Digitalisation

→ Cross-cutting Topic: Green Transformation



Guiding Questions

- What media channels and platforms (social media, radio, TV, print media, etc.) do your target group(s) use mostly?
- What shows, issues, personalities (influencers, musicians, moderators, public persons) are your target group(s) interested in?
- How can you make use of (social) media to sensitise and raise awareness for RYE opportunities?





Awareness-raising and sensitisation campaigns

How to promote agriculture and the agri-food sector among young people



Description

Campaigns aim at increasing the appeal of employment in the agri-food sector for young people and sensitise youth towards topics such as digital innovations or women in agriculture. If a project wants to deliver coherent messaging over a longer period, it is advised to develop a comprehensive strategy, including a detailed assessment of the target group and the media landscape. Campaigns should be aligned with project activities to mobilize the target groups, and promote specific topics. To convey their messages, campaigns can use different formats, e.g., podcasts, radio or TV shows, short videos or pictures, and different channels, e.g. social media platforms, radio, TV, and print media.

Process

Awareness-raising strategies can either be done in-house by organisations or outsourced to a local consultancy. The process can include the following steps:

1. Inventory of existing awareness-raising formats and programmes at the national and regional level, e.g. analysis of campaigns and their success factors (desk research and interviews);
2. Assessment of the target group and their attitudes to select the most suitable approaches to reach and influence their mindset;
3. Development of an awareness-raising strategy over a defined period, including target group and media analysis, (potential) key partners and activity mapping, implementation roadmap (incl. budget), and a suggestion for a campaign design branding;
4. Development of an overall monitoring and evaluation concept for the awareness-raising activities.

Target group

Youth in rural or urban areas.

Implementation partners

NGOs and organisations, government authorities, (farmers') associations, and other persons or institutions interested in promoting the agri-food sector.

Relevance for rural areas

The campaigns promote the agri-food sector, especially in rural areas.

Tips & lessons learnt

- Identify suitable partners who know the media landscape, the general context and can produce content.
- Use youth-friendly communication channels (channels they actively use), as well as their communication language (attractive images and videos) and public figures who can reach youth through their channels.
- The choice of language, dialect, “slang” can determine whether the different audiences identify with or repel the messages.
- Agriculture-related topics have to be presented in an understandable and interesting way. They need to be relatable for youth. This needs a close collaboration with communication and topical experts.
- Short, funny videos are among the most shared content on social media. The use of humour in the messaging will help in bringing agriculture into the public's conversations and rhetoric.
- Contents on social media channels change quickly, especially in high usage times (e.g. evenings). A time plan should be developed on when to best share content.

Link to the tool

An awareness-raising strategy was developed in the project “Youth employment in the agri-food sector in Western Kenya”. For more information, get in touch: [Link](#)

Further resources

- [The Agri-Jobs 4 Youth podcast series](#) speaks about youth employment potential in the agri-food sector (Kenya): [Link](#)
- [The 'I Am Agriculture'-campaign of Farming First](#) (multi-stakeholder coalition) promotes farming as a viable career path globally: [Link](#)
- [Farm Radio Trust](#) uses SMS platforms, beep4info services and a telephone hotline to provide agricultural advice to farmers: [Link](#)
- [Reality TV Show Don't Lose the Plot](#): Young farmers get a plot of land to farm. The most profitable business wins a prize (Kenya, Tanzania & Uganda): [Link](#)
- [Popular song and music video “Freedom” by Mr Eazi](#): in collaboration with IFAD: [Link](#)

Hashtags

#digitalisation, #gender



Developed by: various actors, including GIZ

Regional context: Global (Kenya)

Duration: ⌚ ⌚ ⌚

Costs: 💰 – 💰 💰

Replicability: medium difficulty

Support structure: low

Tool 2

Visual Storytelling to Address Gender-Related Issues

How to address gender inequalities through advocacy campaigns



Description

Storytelling based on real-life scenarios and delivered through popular media, can be an effective way to address prevalent gender stereotypes and problematic behaviour rooted in those stereotypes, such as sexual harassment. Attractive visual formats such as short videos, comic strips or radio/TV programmes can provide an entry point to break down complex issues and start conversations. They can captivate and hold an audience's attention and are an easy tool to reach people with low literacy levels.

Process

- Start with a survey and data collection to assess existing challenges and ensure your content is relevant and based on facts, existing policies, and laws (e.g., against sexual harassment).
- Work with communication experts to develop attractive materials (characters, storyline, script, and visuals) suitable for the identified target groups.
- Develop the materials; plan in different feedback loops and revise/adapt the materials based on the feedback received.
- Develop a distribution strategy and share the content widely through popular media channels.

Target group

Depending on the strategy, men and women of all ages, society as a whole, depending on the media and the specific campaign.

Implementation partners

Work with popular organisations and media channels that have a good outreach to target population, media houses/communication companies that can develop high-quality visual materials. Public personality and channels (e.g., radio stations) with a large audience can be good partners to spread the message as widely as possible.

Relevance for rural areas

The relevance for rural areas is high, as visual materials can be particularly attractive for target groups with low literacy levels. It is however important to use the right channels (e.g., radio programmes) to reach remote communities.

Tips & lessons learnt

- Make the fight against sexual harassment not just a moral, but a legal one, by referring to existing policies and laws.
- Make existing policies and laws accessible and digestible: Harness the power of comics and videos as effective tools for communicating policies and ensuring they can be easily understood and absorbed.
- Spark awareness and foster dialogues: Drive change by raising awareness on important topics and initiating discussions encouraging individuals and communities to act.
- Build trust through comprehensive structures: Recognize that raising awareness is only the beginning; establish trustworthy support systems like phone lines, access points and ombudspersons to ensure the effective implementation and enforcement of policies.

Examples

- The “#HERtimeisNOW” media pack was developed in India to set up communication campaigns around women entrepreneurship: [Link](#)
- This video series addresses different forms of sexual harassment in Kenya, particularly in the agri-food sector: [Link](#)

#Hashtags

#digitalisation, #gender



Developed by: various actors in different countries

Regional context: Global

Duration: ⌚ ⌚

Costs: 💰 💰

Replicability: medium difficulty

Support structure: low

Foundations

Cross-cutting Topics



The triple burden faced by many women is a major barrier to their economic empowerment. This includes domestic work (including caring for children and other family members in need of care and household responsibilities), work for income (self-employed or employed, formal as well as informal), and community work. Often, their different roles are not acknowledged as being tedious and real work. Further, women make up the majority of smallholder farmers in developing countries and yet they are often excluded from decision-making processes and for access to resources such as land, they are dependent on male relatives (FAO, 2014, p. 79 ff.). Many women run micro enterprises. Research has shown that though funds invested in start-ups co-founded by women are lower, they generate higher revenues. Further, there is empiric evidence that the inclusion of women in the world of work increases economic growth (GIZ, 2022, pp. 10-12). The arguments speaking for a better inclusion of women in the socio-economic and political sphere are manifold; still much needs to be done.

Tools and approaches that promote an inclusive, gender-transformative approach can be found in all chapters of the toolbox (#gender). Besides the gender-specific tools, it is advised to apply a gender-transformative approach (GTA) to all interventions. A GTA addresses a lack of gender justice and unequal power relationships within a system. It means scrutinising established norms and gender stereotypes and creating an atmosphere of change that extends beyond simply involving women as a target group and as participants. For a lasting and sustainable outcome, this process requires the active involvement of men.

For instance, a GTA creates opportunities to promote positions for women in communities that bring social and political influence. To do this, people of different genders and different societal groups need to be involved in the critical analysis and reappraisal of power relationships and gender norms. For more information on how to apply a GTA within (rural) employment promotion projects, see the respective [How-To-Paper](#).

Links

- The How-To-Paper “Gender Transformative Approaches Within Rural Youth Employment Programmes” illustrates piloted methods of incorporating GTA in rural employment strategies: [Link](#)
- The future is equal: Success factors for gender equality in vocational education and training (GIZ-study from 2021): [Link](#)
- GIZ Gender Website: [Link](#)
- The key tool of GIZ to integrate a gender dimension into agripreneurship developments is [Gender makes Business Sense](#).
- Gender transformative approaches for food security, improved nutrition and sustainable agriculture - A compendium of fifteen good practices (2020): [Link](#)
- Gender-Transformative Change in ATVET: [Link](#)
- The How-To-Paper “Digitalisation within Rural Youth Employment Programmes” illustrates piloted methods in rural employment strategies: [Link](#)



The following page presents an overview on tools with a gender-hashtag.

→ [Strengthening Youth Organisations and Networks](#)

→ [Access to Land and Intergenerational Exchange](#)

→ [Strengthening the Entrepreneurial Ecosystem](#)

→ [Advocacy and Awareness Campaigns](#)

→ [Cross-cutting Topic: Gender](#)

→ [Cross-cutting Topic: Digitalisation](#)

→ [Cross-cutting Topic: Green Transformation](#)

? Guiding Questions

- What obstacles are women in agri-food systems facing (access to skills and educations, land, resources, etc.)?
- What gender-specific societal/cultural barriers are hindering women from getting (self-)employed?
- To what extent does the government contribute to enabling an environment for women entrepreneurs (is policy framework in place)?
- What are the specific regulatory challenges for women entrepreneurs?

Foundations



Tools with a gender-hashtag

The tools presented here address #gender specifically. Other tools may be equally relevant for women and a gender-transformative approach should be applied with every tool to ensure a better inclusion and support of women.

Framework Conditions		
<p>Policy Advice</p> <p>Tool 3 Formulation of National Employment Policies How to develop a coherent and integrated national employment policy</p>	<p>Value Chain Analysis and Selection</p> <p>Tool 5 Developing Gender-sensitive Value Chains How to design and implement gender-sensitive value chain analysis and development</p> <p>Tool 6 Youth-sensitive Value Chain Analysis and Development How to include youth in value chain analysis and development processes</p>	<p>Sector Dialogue</p>
<p>Demand for Labour</p> <p>Start-up Promotion</p> <p>Tool 2 Virtual Business Incubator How to set up resource hubs to support entrepreneurs</p> <p>Tool 3 Accelerating Women Entrepreneurs How to apply a gender lens to accelerator programmes</p> <p>Business Development Support</p> <p>Tool 1 SME Business Training and Coaching Loop How to promote business development and increase competitiveness of existing SMEs</p> <p>Tool 2 Gender Makes Business Sense (GmBS) How to integrate a gender dimension into agripreneurship developments</p> <p>Access to Financial Services</p> <p>Tool 1 Village Savings and Loans Association (VSLA) How to set up village savings and loans associations in remote rural areas</p> <p>Tool 2 Start-up Financing Support How to provide seed funding to start-up to boost their growth</p> <p>Tool 3 Promoting Women's Financial Inclusion How to enhance the financial inclusion of women</p> <p>Private Sector Cooperation and Market Access</p> <p>Tool 3 Gender Action Learning System (GALS) How to transform gender and unequal power relations in value chains</p>	<p>Matching</p> <p>Matching with Opportunities</p> <p>Tool 1 Rural Opportunity Fairs How to connect youth to rural (employment) opportunities</p> <p>Career Orientation and Mentorship</p> <p>Tool 2 VET Tool Career Guidance How to provide career guidance to jobseekers as implementation agencies</p> <p>Tool 4 Mentorship for Women Agripreneurs How to set up mentorship programmes to empower women agripreneurs</p> <p>Facilitation of Access to Market Information</p>	<p>Supply of Labour</p> <p>Technical Short Courses</p> <p>Entrepreneurship Training</p> <p>Tool 3 Farmer Business School (FBS) How to strengthen smallholders' business skills</p> <p>Tool 4 B U S International How to strengthen entrepreneurial and personal capacities for successful farming businesses</p> <p>Life Skills</p> <p>Tool 2 REFLECT – Functional Alphabetisation How to teach adult learners basic literacy and numeracy skills using a participatory approach</p>
Foundations		
<p>Strengthening Youth Organisations and Networks</p> <p>Tool 2 Capacity Building for emerging CBOs and Youth Groups How to strengthen capacities of emerging community-based organisations (CBOs) and youth groups</p>	<p>Access to Land and Strengthening Intergenerational Dialogue</p> <p>Tool 1 GenX Guideline How to support generation exchange and farm succession in agriculture</p> <p>Tool 2 Youth and Land Lease How to improve access to agriculture land for youth through leasing</p>	<p>Strengthening the Entrepreneurial Ecosystem</p> <p>Advocacy and Awareness Campaigns</p> <p>Tool 1 Awareness-Raising and Sensitisation Campaigns How to promote agriculture and the agri-food sector among young people</p> <p>Tool 2 Visual Storytelling to Address Gender-Related Issues How to address gender inequalities through advocacy campaigns</p>

Foundations

Cross-cutting Topics



The fast advancement of digital innovations is influencing all spheres of our lives. This development comes with challenges, but also with opportunities: Rapidly growing population numbers confront government with the challenge of providing adequate learning facilities, qualified education personnel and training options to prepare young people to enter the world of work and find gainful (self-)employment. Digital innovations have the potential to address some of these issues. Worldwide, 5.2 billion people have a mobile phone subscription (2019); and the number is expected to rise to 5.8 billion by 2025. Thereof, 65% are smartphone connections, which are expected to rise to 80% by 2025. Despite regional differences, these numbers show that the digital gap continues to close, opening new doors for information and communication technologies (ICT) to reduce barriers in education and accelerate access to knowledge and skills (GSMA, 2020, pp. 6–8).

However, proposing digital solutions to tackle development challenges comes with its own challenges and need careful assessments and considerations before being put into practice. Digital solutions are only of use, if they are tailored to the end users and adapted to their circumstances (based on their digital literacy skills, internet and technical access, e.g. type of phone, etc.). Further, the rapidly changing nature of technologies needs constant adaptations and maintenance, which requires a long-term planning in terms of sustainability (financial flows to pay for maintenance in the long run, as well as institutional anchoring) to avoid that digital solutions can be used beyond project periods.

When working with digital users, questions around data security and handling of private user data have to be raised. Lastly, digital technologies can be met with scepticism, especially from older generations and less tech-savvy persons. sDigital solutions, tools and approaches can be found in all chapters of the toolbox (#digitalisation). If you are unsure about the suitability of a digital solution in your context, a range of guidelines and tools helps to assess the digital readiness of themselves and their target groups and set up user-centred, sustainable digital solutions.

Links

- The **Principles for Digital Development** are a guidance tool to help practitioners succeed in applying digital technologies to development programmes: [Link](#)
- The “**Digital Readiness Self Assessment Tool for Organisations**” is designed to assess the digital readiness of youth organisations, non-formal educational organisations and NGOs: [Link](#)
- The **guidelines “Digital Transformation of TVET and Skills Development Systems in Africa”** support countries to undertake a situational analysis: [Link](#)
- **#Digital4MSME - How to use the market systems approach for digital transformation:** The guide reflects on how to refine and adapt fundamental Market System Development principles for the digitalisation of MSMEs (GIZ): [Link](#)
- Good examples of **digital learning platforms** can be found here: [Digital learning platforms](#)



The following page presents an overview on tools with a digitalisation-hashtag.

→ **Strengthening Youth Organisations and Networks**

→ **Access to Land and Intergenerational Exchange**

→ **Strengthening the Entrepreneurial Ecosystem**

→ **Advocacy and Awareness Campaigns**

→ **Cross-cutting Topic: Gender**

→ **Cross-cutting Topic: Digitalisation**

→ **Cross-cutting Topic: Green Transformation**



Guiding Questions

- What are needs and capabilities of our target groups in regards to digital solutions?
- Which (relevant) solutions (apps, platforms, etc.) already exist? And can be used in the project?
- Where does it make sense (viability) to invest in using (or developing) digital solutions?
- Who are the main actors involved in the digital transformation process in your region/city and what do they offer? What is your assessment of these actors (e. g. incubators, government, investors, academia, etc.)?
- How do you rate the interplay between these actors? Who has been very proactive in supporting digital businesses and the transformation process?

Foundations



Tools with a digitalisation-hashtag

The tools presented here are linked to #digitalisation: This ranges from full-fledged digital platforms to a face-to-face training with an interactive excel-tool for financial calculations. As with any tool, the suitability for a given context needs to be carefully assessed before implementation and where necessary, adaptations need to be made.

Framework Conditions		
Policy Advice Tool 4 Handbook for the Promotion of the Agri-Food Sector How to use agricultural policy promotion instruments	Value Chain Analysis and Selection Tool 5 Developing Gender-sensitive Value Chains How to design and implement gender-sensitive value chain analysis and development	Sector Dialogue
Demand for Labour	Matching	Supply of Labour
Start-up Promotion Tool 5 (ICT) Agripreneurship Guide How to promote agripreneurs to address e-agricultural challenges Tool 6 AgroBootCamp How to prepare youth for self-employment in the agri-food sector	Matching with Opportunities Tool 2 Digital Matching Platforms How to link job seekers to employment opportunities through online portals	Technical Short Courses Entrepreneurship Training Tool 1 Competency-based Economies through Formation of Entrepreneurs (CEFE) How to promote entrepreneurial competencies with participative methods Tool 2 Start and Improve Your Business (SIYB) How to introduce and implement entrepreneurship trainings at national level Tool 3 Farmer Business School (FBS) How to strengthen smallholders' business skills Tool 6 Business and Saving Games How to use game-based learning and business simulation to increase financial literacy and business skills
Business Development Support Tool 4 Cooperative Business School 2.0 Youth How to strengthen the management of agricultural producer organisations	Career Orientation and Mentorship	Life Skills Tool 1 Life Skills and Work Readiness Courses How to support life skills and work readiness in VET programmes Tool 3 Digital Learning Platforms How to use digital technologies to convey learning content
Access to Financial Services	Facilitation of Access to Market Information Tool 3 farmbetter How to provide farmers with tailored, practical recommendations and information	
Private Sector Cooperation and Market Access Tool 1 Contract Farming How to link small-scale producers and buyers through business model innovation		
Foundations		
Strengthening Youth Organisations and Networks	Strengthening the Entrepreneurial Ecosystem Tool 2 Social Entrepreneur Support Toolkit How to build capacity for social entrepreneurship support organisations	Advocacy and Awareness Campaigns Tool 1 Awareness-Raising and Sensitisation Campaigns How to promote agriculture and the agri-food sector among young people Tool 2 Visual Storytelling to Address Gender-Related Issues How to address gender inequalities through advocacy campaigns
Access to Land and Strengthening Intergenerational Dialogue Tool 2 Youth and Land Lease How to improve access to agriculture land for youth through leasing		

Foundations

Cross-cutting Topics

Green Transformation

According to the Intergovernmental Panel on Climate Change, agricultural activities account for 24% of the global greenhouse gas emissions ([Link](#)). At the same time, agri-food systems are experiencing negative impacts of climate change, such as an overall decrease in production due to droughts, heat waves and floods; an increase in pests and plant diseases; and more unpredictable farming conditions due to uncertain rainfall patterns and temperature variability.

These issues call for a transformation of existing practices towards more sustainable agri-food systems, a 'green transformation'. This refers to a comprehensive and sustainable shift towards environmentally friendly practices, technologies, and products. The aim is to reduce environmental impacts, promote conservation of natural resources and address climate change concerns.

The 360° AgriJobs approach promotes green transformation in all five areas. It starts with the promotion of green policies and the selection of appropriate value chains and business models (framework conditions), as well as the strengthening of the foundations (awareness raising, strengthening the entrepreneurial ecosystem, etc.). Green skills and sustainable agricultural practices will be promoted through technical and life skills training (labour supply), while green business models and enterprises with organic and sustainable production methods will be promoted under the 'labour demand' theme. There is a strong focus on integration and linkages between green skills and the green private sector, e.g. by organising rural job and opportunity fairs with a focus on green sectors or green career orientation. More information can be found in the [How-to-Paper on Green Jobs](#).

Links

- The How-To-Paper "Green Jobs in the Agri-Food Sector" gives examples on how to best promote green jobs and gives insights into green jobs promoted by different projects (GIZ): [Link](#)
- The Compendium of Analytic Tools for Practitioners "Climate Change Adaptation and Mitigation in Agri-Food Systems" presents different tools to assess climate risks (GIZ). [Link](#)
- How to do note: Climate change risk assessments in value chain projects (IFAD): [Link](#)
- Green skills: Greening TVET and skills development. A practical guidance tool (ILO): [Link](#)
- Assessing green jobs potential in developing countries. A practitioner's guide (ILO): [Link](#)



→ **Strengthening Youth Organisations and Networks**

→ **Access to Land and Intergenerational Exchange**

→ **Strengthening the Entrepreneurial Ecosystem**

→ **Advocacy and Awareness Campaigns**

→ **Cross-cutting Topic: Gender**

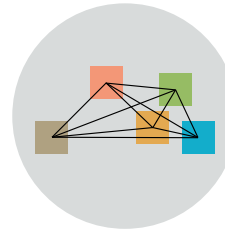
→ **Cross-cutting Topic: Digitalisation**

→ **Cross-cutting Topic: Green Transformation**



Guiding Questions

- Is the project expected to have an impact on climate and/or environment (emission of greenhouse gases, extensive use of water, pollution of environment, etc.)? Which ones?
- What measures could be taken to reduce emissions and negative impacts on the environment/the climate?
- Is the project located in exposed areas to weather-related natural hazards (e.g., droughts, extreme weather events, etc.)? Which ones?
- What measures could be taken to increase the resilience of agri-food systems to the identified weather-related natural hazards?
- Which green business models are feasible in your context?
- Which skills are needed to promote a green transformation in your context?



Interlocking of the Tools



The project examples from different countries showcase what the interlocking of various tools may look like in a project context.

Interlocking of the Tools within the 360° AgriJobs Approach



The toolbox presents successful tools and approaches of German development cooperation and other organisations for rural employment promotion with the objective to boost employment creation and increase income for youth. Most projects combine a number of different tools to achieve their targets, based on the assumption that stand-alone measures are usually less effective and sustainable. As projects evolve over time, the tools utilised may be adapted, new tools added, and others replaced, depending on the changing focus of a project.

The selection and combination of tools may be influenced by a number of factors:

- The context of the project: National policies, strategies, priorities, partner institutions and their capacities, local governance structure, the fragility of the country or accessibility of the project intervention area and others;
- The needs and potentials of the target groups, their resources, skills and level of education;
- The needs and potentials of the labour market;
- The scope of the project and the level of intervention (macro, meso, micro) as well as the timeframe and level of funding;

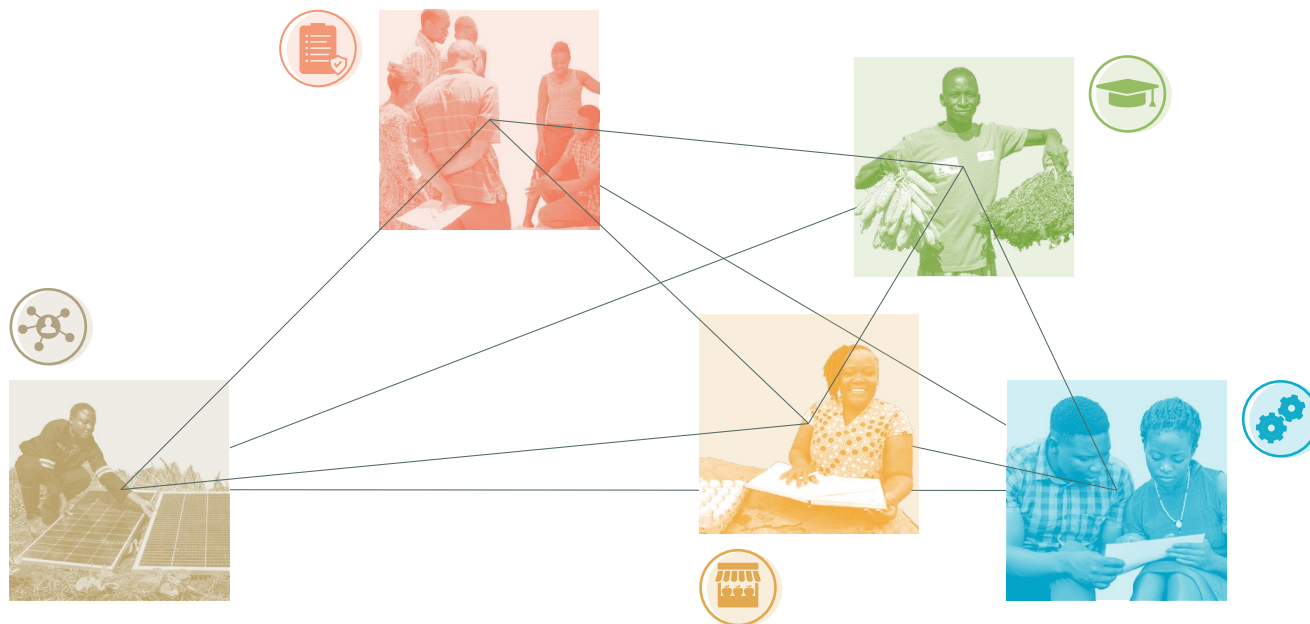
- Experiences with the tools and impact.

Changes in these factors may cause a project's focus to shift over time, for example, from production to post-harvest activities; market integration; MSME development, influenced by a changing project environment and priorities of donors.

In the following, we present project examples from different countries to showcase what the interlocking of various tools may look like in a project context.

Click here to go to the projects:

- [The Employment Promotion Programme \(EPP\) in Sierra Leone](#)
- [The Global Project: Rural Employment with Focus on Youth](#)



Interlocking in the Employment Promotion Programme in Sierra Leone



The Employment Promotion Programme (EPP) in Sierra Leone is an excellent example of increasing linkage of instruments in a project to achieve more employment impacts for rural youth. After initially rather stand-alone measures, there is now an increased effort to let committed beneficiaries benefit from interventions that build on each other. To this end, EPP I-IV, resourced with a substantial timeframe and budget, has also invested in the development (SME Loop, Integrated Farmer Training) and adaptation (SME Loop for Growth, Facility 4 Innovation, Facility 4 Growth) of some of the tools presented in the Toolbox.

Context of the Youth Employment Promotion Programme (EPP) in Sierra Leone

The under-utilisation of the productive potential and the marginalisation of youths and women in society and the economy contribute to the country's persistent fragility. To overcome this, youth in particular need an economic perspective. Youth employment and income opportunities in Sierra Leone are inadequate, and access to land, productive assets and finance is very limited. Underemployment is staggering, with 60 to 70 percent of the working population classified as working poor (CIA.gov, 2022).

The objective of the project is to improve the employment and income situation of young men and women in rural areas in Sierra Leone. The project aims to create employment and income opportunities for youth in mainly agricultural value chains such as cocoa and coffee, rice and vegetables (formerly also small ruminants). However, private sector development activities extend to other sectors of the economy, such as tourism, trade, ICT, transport and textiles, with the exception of potentially socially and environmentally harmful sectors such as logging and mining.

Agriculture in Sierra Leone is predominantly characterised by smallholder structures, but there is an initial trend towards more industrialised production: cocoa and coffee are cash crops for the international market; vegetables are cash crops for the national market with a high proportion of women; and rice is predominantly a subsistence crop with some importance for the national market. The project implements an integrated employment promotion approach to improve both the supply and demand side in the form of vocational training and private sector promotion. For this, the programme intervenes at the macro, meso, and micro level. At the national level, policy, strategy, and framework conditions for youth employment in rural areas as well as coordination in the sector are improved. At the meso level, governmental and non-governmental service providers are strengthened and employed for the qualification of the target groups. At the local level, the measures focus on the empowerment of youth in and around the selected value chains. This is done through a variety of technical, social, organisational and entrepreneurial qualification measures, the facilitation of access to land and to finance, the development of business relationships for processing and marketing and the development of services.



- **Title:** Employment Promotion Programme (EPP IV) – Youth Employment Promotion through Local Economic Development and TVET
- **Commissioned by:** German Federal Ministry for Economic Cooperation and Development (BMZ)
- **Co-funded by:** European Union
- **Country:** Sierra Leone
- **Lead executing agency:** Ministry of Planning and Economic Development
- **Overall period:** 2010–2020 (Phase I–III), 2020 to 2024 (Phase IV)



Interlocking in the Employment Promotion Programme



Tools applied in EPP

The use of tools within EPP evolved along the path of food security and agricultural production towards a market-oriented agriculture. Tools were added and developed according to the needs and capacities of the youths and the demands of the market. In EPP IV the project received substantial funding from the EU for the development of Technical and Vocational Education and Training (TVET) in Sierra Leone (not limited to agriculture) which became an important component of the project.

EPP applies a multifaceted approach that addresses four main areas: Agricultural value chains promotion, skills development for youth, MSME support, and capacity support for institutional partners. Within the skills development and the MSME support component, project activities are well integrated to support beneficiaries along their development path. Gender and environmental issues are taken into consideration in the choice of tools.

The implementation was largely done by national service providers. International know-how was acquired for specific tasks like curricula development and for the capacity building of national service providers. The choice, development, and adaptation of tools in the course of the project over 4 phases were guided by the needs of the target groups, experiences made in the course of implementation and opportunities which were not originally planned such as the co-funding for TVET entrusted to EPP.

The idea of increasing the use of different tools, especially in the combination of skills development and business development, was to target different cohorts of young people, both male and female, who are characterised by very different types of work, social situation and level of education. In less developed economies, staggered, targeted support for engaged individuals may ultimately

have more impact than broad-based support. Each tool is targeting a particular group. Those youth who have succeeded in one level have, in principle, the opportunity to advance to another level. Skills development is combined with a business development tool. In many cases, however, there are still constraints on the time frame and design of projects, so the concept of targeted support cannot always be applied as comprehensively as might be desirable.

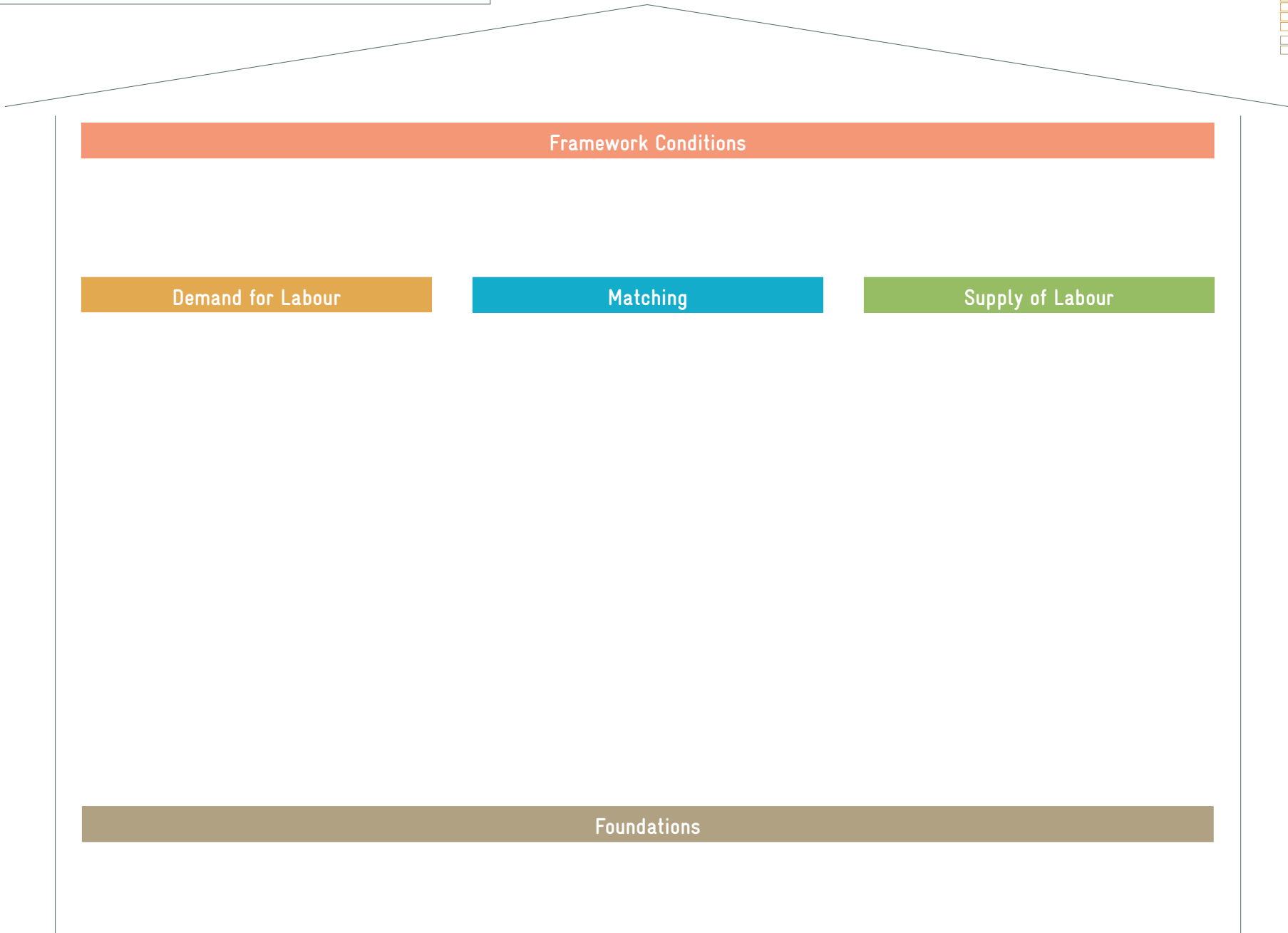
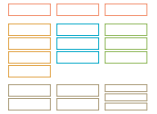
The [interactive overview on the following page](#) shows the different tools the EPP uses and how they are interlinked. Hover over the tools to get more information on the tools and their usage.



The variety of tools applied is challenging for the project team and requires resources and experience in terms of planning, coordination, monitoring, funding, expertise and flexibility.



Interlocking in the Employment Promotion Programme



Interlocking in the Employment Promotion Programme



What you can learn from this programme

A holistic youth employment approach that addresses different cohorts of the target group with specific tools adapted to their social, economic and educational background, can increase impact. The tools are set up in a way that motivated and well-performing youths can go through consecutive trainings to reach higher professional standards and higher profits. For example, basic entrepreneurship training may be followed by the more intensive SME Loop, successful completion of which provides the opportunity to receive F4G grants.

- Curricula to increase the employability of youths are based on detailed training needs assessments in the intervention districts considering the demand and the supply side, educational levels and external factors which are affecting the access to training. The close embedding of business in vocational education and training in terms of content and organisation is crucial for the success. TVET Curricula should contain extensive job market integration measures (internships, company presentations, etc.).
- Mentorship and coaching elements are critical in entrepreneurship training and increase the probability of sustainability of MSME.

- Financial instruments are indispensable in promoting MSME. Often, the problems of MSME cannot be overcome by technical support alone. The institutionalisation of proven approaches is promising. The privatisation of the IFT approach by supporting 40 IFT trainers to form an IFT-Association which is soliciting contracts from other projects/ organisations yield initial positive results. The institutionalisation of the SME Loop in Sierra Leone is ongoing, while an international SME Loop Association was created to support projects in different countries in the successful replication of the SME Loop.
- The steering structure at ministerial level was weak in terms of joint planning, coordination, and actions. The National Employment Policy Action Plan, involving most line ministries, never yielded the results expected.
- A key success factor is the embedding of the project in local structures in the intervention districts. The main players are the District Youth Councils, the deconcentrated Ministry of Agriculture, the District Councils and the local Chiefs. Involvement in district working groups and exchange with local service providers and other stakeholder organisations and projects of other implementing organisations in the area are crucial. The District Youth Councils are supervised by the National Youth Council, a close and reliable partner of EPP.
- Flexibility and evidence-based use of the tools is important, especially for long term projects. With the development of new tools in EPP II, such as the IFT, the SME Loop and the F4G, which integrate the best of some other tools, it was necessary to streamline the project strategy and concentrate the resources.

Results from EPP (numbers from 2021)

- 97,958 direct beneficiaries (35% women)
- 66,441 benefitted from short-term training measures (CEFE, FFS, FBS, IFT, business skills, etc.)
- 39,340 farmers have been trained in GAP
- 2,314 non-agricultural MSMEs and 33,933 farmers have received financial and/or in-kind support



Interlocking in the Global Project: Rural Employment with Focus on Youth



The global project “Rural Employment with Focus on Youth” (GP RYE) aims at improving the training and employment situation in rural areas, especially for young people in the four countries Burkina Faso, Kenya, Malawi and Mozambique. Although each of the country contexts has its own characteristics, the project has developed a common red thread that links the different tools and allows rural youth to move smoothly from training opportunities to start or expand their own businesses or explore other employment prospects.

To achieve its objective, the project methodically implements an **360° AgriJobs Approach**. The approach combines labour supply, labour demand and matching as well as active labour market policies and instruments with a focus on the meso and micro level. On the side of the employees, qualification measures oriented to the needs of youth and the rural (labour) markets are carried out to increase their skills levels. On the side of the employers, the demand for labour is promoted and the growth of businesses is strengthened. The two sides are brought together through different matching formats. At the same time, the project works in selected aspects on improving the (political) framework conditions for employment promotion and improves the basis for political participation, self-determination and overcoming structural challenges through the organisational strengthening of rural youth organisations. Through exchange formats and innovation and knowledge products, learning experiences are created and shared with partners across the different country packages. The global project aims at improving the employment prospects of

34,000 young people, creating 11,750 new jobs, and help 17,500 youth to increase their income, whereof 50% will be young women. To reach this gender balance, the project has a particular focus to foster women’s potential and applies Gender Transformative Approaches to not only reach women, but to challenge current gender roles in society and empower young women in the long-term.

Results of the GP



34,000

Youth improve their employment prospects in rural areas



77%

of supported small businesses are creating new jobs



> 14,500

People qualified professionally



> 53%

of these are women



> 11,000

People increased their income by more than 50%



50

Youth organisations and networks have been developed



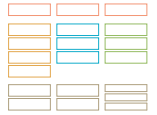
See the updated numbers of the project here: [Link](#)



- **Title:** Global Project on Rural Employment with Focus on Youth
- **Commissioned by:** German Federal Ministry for Economic Cooperation and Development (BMZ)
- **Country:** Supraregional, focus on sub-Saharan Africa, country packages in Kenya, Burkina Faso, Malawi, Mozambique
- **Lead executing agency:** Partner ministries in the respective countries
- **Overall period:** 2018 to 2024
- **Budget:** EUR 31,7 million (budget for the four countries; co-financed by the Royal Norwegian Embassy)



Interlocking in the Global Project: Rural Employment with Focus on Youth



The four countries vary in several aspects, such as the strength of their private sectors, the education level of their population or the existence of services and organisations supporting the small businesses, farmers and young people in rural areas in general. The country profiles are based on observations made in the context of the global project and that directly or indirectly influence the setup and implementation of the project.



Tools applied in the global project



As the 360° AgriJobs Approach is a holistic and complex approach, its initial establishment, a process that takes time, is pertinent to ensure the successful implementation and interlocking of the different interventions. Various analyses and assessments (value chains selection, stakeholder mapping, etc.), but especially the identification of profitable business models for youth in agribusiness form the basis for intervention planning. The global project applies tools and approaches from all three pillars, as well as from the chapters on Foundations and Framework Conditions. Based on the particularities of the different country contexts, the focus and consequently the interventions differ in the four countries.

For many young people in all four countries, their journey with the project begins with an (ATVET) short-term courses, combining the technical practice with the business and entrepreneurship side of it (supply side). These trainings can also be linked to other project activities, such as iDPP or contract farming schemes. It is crucial that these trainings are based on market needs (link to the Framework Conditions and close cooperation with the private sector on the demand-side) and tailored to the target groups, their education levels, needs and interests. After undergoing the training, youth are linked to (job) opportunities through different interventions in the matching-pillar, such as rural job/opportunity fairs, digital matching platforms or internships. The process can also be reversed with career guidance (also part of the matching pillar) being the start-

ing point for youth, followed by a training. The boundaries between these different activities are not always clear: Career orientation modules or internships may be part of a technical short course or entrepreneurship training, or life skills or entrepreneurship courses may be part of a technical training.

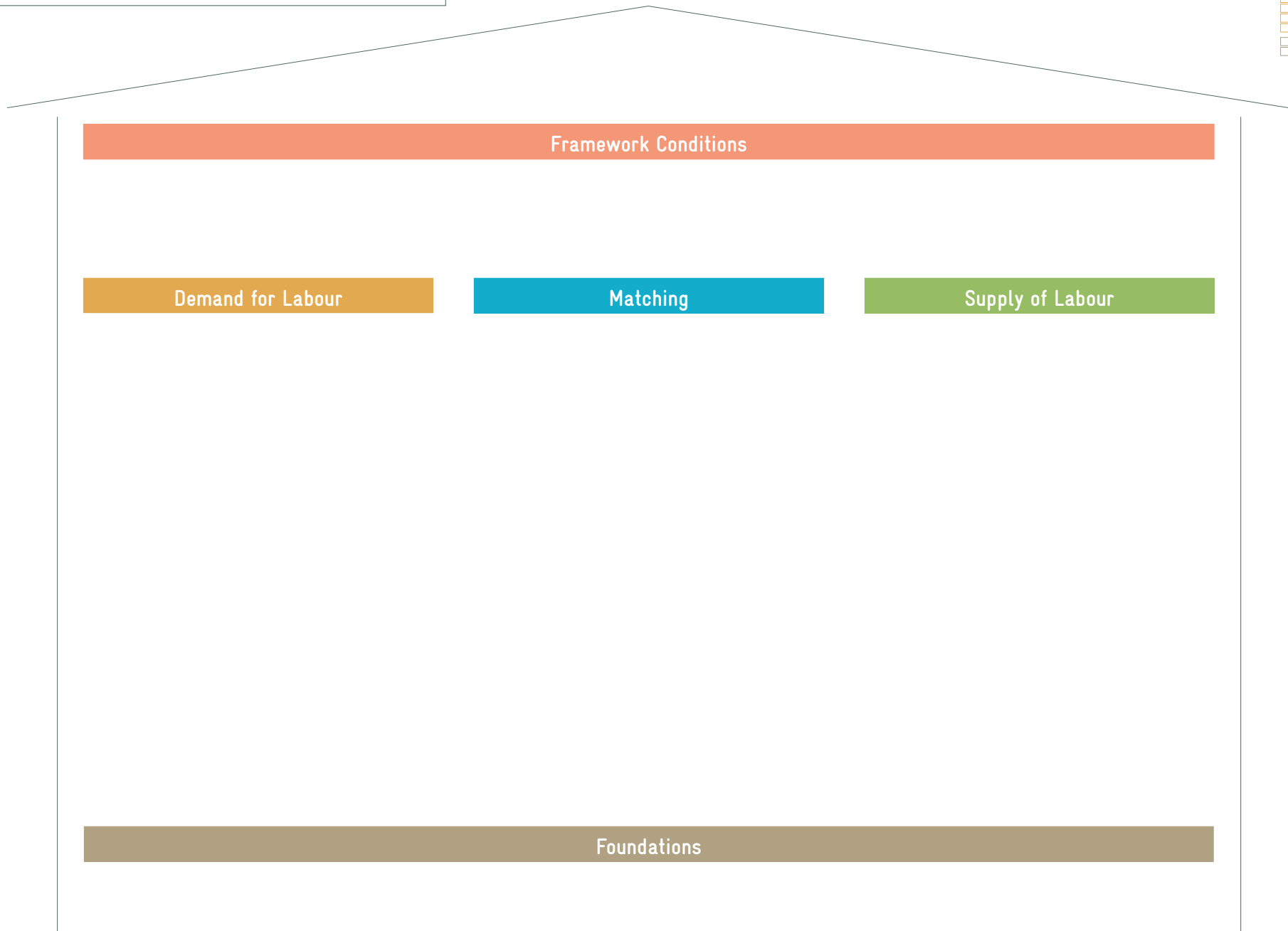
The interlocking of the demand and the supply-side is especially important in contexts where the private sector is rather weak with little demand for wage employment. In this case, the trainings rather qualify for self-employment, therefore it is important to plan the interventions in an integrated way from the start on with clear pathways for beneficiaries to transit from training opportunities to start-up and entrepreneurship support, including access to finance, markets and coaching and entrepreneurship support. Matching formats also match the young entrepreneurs to more business opportunities. Wherever possible, the project does not provide these services itself, but works with ecosystem partners who can provide them.

A key actor that plays a role in almost all interventions are youth organisations. Their involvement goes from advocacy work, engaging and selecting youth to being direct implementation partners who conduct trainings or job fairs. This makes them a “key interlocker” and their strengthening and capacitating is thus highly important. Respective tools can be found under “[Foundations](#)”.

The [interactive overview on the following page](#) shows the different tools the global project uses and how they are interlinked. Hover over the tools to get more information on the tools and their usage.



Interlocking of the Tools within the global project



What you can learn from this project



The stronger the local private sector and the better the (digital) infrastructure, the higher the possibility to successfully implement the integrated approach without much additional adaptation (e.g. in Kenya). This allows for a better addressing of individual pillars within the 360° AgriJobs Approach. If the local economy is weak with little employment prospects, the project has to place a strong focus on promoting entrepreneurial self-employment. In this case, the demand and supply-pillars are much more intertwined and the matching-pillar between the two focuses more on matching with opportunities with other small businesses (market access), financial institutions (access to finance) and support structures.

The global project achieves particularly positive effects in the area of gender. It has developed a practice-oriented gender strategy and has identified cross-cutting implementation strategies in each country, enabling an efficient approach across the project. Offers tailored to women (training with childcare facilities, flexible internship opportunities, etc.) improve attractiveness of and access to the activities. A prominent example is the NGO EmpowHer, which promotes not only jobs and income, but also a modern, gender-transformative role model through start-up and business promotion tailored to the interests and needs of women and women's groups. Where possible, men are involved and sensitised. For more information on Gender Transformative Approaches within the global project, see the [How-to paper](#).



Youth organisations and networks, as well as rural incubators and start-up hubs are at the centre of the project activities. They are the key connection between the different elements of the approach. As the direct link to rural youth, advocates, peer educators and young entrepreneurs, they play a key role in all aspects of the global project.



Entrepreneurship trainings with a special focus on personal development and peer learning were considered highly relevant and appreciated by the target group (in particular in Burkina Faso, Mozambique and Malawi).



The project and its partners offer services and activities that are used by individuals at different stages of their professional journey. Several years may go by until a business (idea) has developed enough and needs another support service. This is difficult to combine in a time-limited project. For employment promotion, it is not enough to focus on activities in one pillar – a combined approach is needed.



Access to financing and investment for business growth is essential for the success of the target group, especially against the background of the increased promotion of entrepreneurship. This remains one of the key challenges to which the global project has developed some simple, low threshold solutions such as the provision of seed funds (after training and based on competitions, accompanied by close mentorship), and/or material support.



The cooperation with associations (e.g., "interprofessions" in Burkina Faso) and existing platforms to jointly organise job or opportunity fairs for targeted value chains can be crucial to bring key (private sector) and political actors and youth together.



Where the lack of digital infrastructures and low digital literacy levels of partners and target groups hinder the introduction of digital solutions, the project uses other media channels, such as the radio, conventional USSD text messages or off-grid, mobile internet solutions (such as Raspberry Pi) solutions for ATVET e-learning.



It is important to promote environmentally friendly, resource-efficient, and sustainable job opportunities and actively green employment opportunities. For example, the production of compost can not only create an income, but also promote the circular use of resources and increase independence from external markets/imported products such as chemical inputs.





Annex



List of tools



Demand for Labour

Start-up Promotion

- Tool 1 Start-up Loop
- Tool 2 Virtual Business Incubator
- Tool 3 Accelerating Women Entrepreneurs
- Tool 4 Facility for Growth (F4G)
- Tool 5 (ICT) Agripreneurship Guide
- Tool 6 AgroBootCamps

Business Development Support

- Tool 1 SME Business Training and Coaching Loop
- Tool 2 Gender Makes Business Sense (GmBS)
- Tool 3 Processor Business School (PBS)
- Tool 4 Cooperative Business School 2.0 Youth

Access to Financial Services

- Tool 1 Village Savings and Loans Association (VSLA)
- Tool 2 Start-up Financing Support
- Tool 3 Promoting Women's Financial Inclusion
- Tool 4 Agricultural Business Analysis and Investment Training (AgBAIT)
- Tool 5 Assessment to Enhance Responsible Investment in the Agri-food Systems
- Tool 6 Matchmaking between Businesses and Investors

Cooperation with the Private Sector

- Tool 1 Contract Farming
- Tool 2 Integrated Development Partnerships with the Private Sector (iDPP)
- Tool 3 Gender Action Learning System (GALS)
- Tool 4 Growing Business with Smallholder

Supply of Labour

Technical Short Courses

- Tool 1 Integrated Farmer Training (IFT)
- Tool 2 Cooperative Group Approach (CGA)
- Tool 3 ILO Toolkit for Quality Apprenticeships
- Tool 4 Green Colleges

Entrepreneurship Trainings

- Tool 1 Competency-based Economies through Formation of Entrepreneurs (CEFE)
- Tool 2 Start and Improve your business (SIYB)
- Tool 3 Farmer Business School (FBS)
- Tool 4 B|U|S International
- Tool 5 The Chicken Game
- Tool 6 Business and Saving Games

Life Skills

- Tool 1 Life Skills and Work Readiness Courses
- Tool 2 REFLECT – Functional Alphabetisation
- Tool 3 Digital Learning Platforms
- Tool 4 Personal Initiative Training
- Tool 5 Farmers' Financial Cycle

Matching

Matching with Opportunities

- Tool 1 Rural Opportunity Fairs
- Tool 2 Digital Matching Platforms
- Tool 3 Setting up Effective Job Centres
- Tool 4 Design a Mobile Employment Agency
- Tool 5 Opportunity Scouting

Career Orientation and Mentorship

- Tool 1 "Building my future at work" guide collection
- Tool 2 VET Tool Career Guidance
- Tool 3 Youth-to-youth Mentorship in Agripreneurship
- Tool 4 Mentorship for Women Agripreneurs
- Tool 5 Biz-up: Self-Employment Skills for Young People

Facilitation of Access to Market Information

- Tool 1 Area Potential Survey
- Tool 2 Rapid Market Assessment
- Tool 3 farmbetter

Framework Conditions

Policy Advice

- Tool 1 Employment and Labour Market Analysis (ELMA)
- Tool 2 Labour Market Information Systems for Effective Labour Market Governance
- Tool 3 Formulation of National Employment Policies
- Tool 4 Handbook for the Promotion of the Agri-Food Sector

Value Chain Analysis and Selection

- Tool 1 ValueLinks 2.0
- Tool 2 Analysis of Agricultural Business Models
- Tool 3 Identification of bankable Agricultural Business Models
- Tool 4 The Market Systems Development (MSD) Approach for Youth Employment
- Tool 5 Developing Gender-sensitive Value Chains
- Tool 6 Youth-sensitive Value Chain Analysis and Development

Sector Dialogue

- Tool 1 Inclusive Business Sector Dialogue
- Tool 2 The Public-Private Dialogue
- Tool 3 Multi-Stakeholder Dialogue and Cooperation Approaches for Employment Services
- Tool 4 Setting up Local Employment Committees

Foundations

Strengthening Youth Organisations and Networks

- Tool 1 Youth.Net.Works!
- Tool 2 Capacity Building for emerging CBOs and Youth Groups
- Tool 3 Youth Participation in Development

Access to Land and Intergenerational Exchange

- Tool 1 GenX Guideline
- Tool 2 Youth and Land Lease
- Tool 3 Guidebook on the Youth and Land Responsiveness Criteria
- Tool 4 Community-led Land Lease

Strengthening the Entrepreneurial Ecosystem

- Tool 1 Mapping and Strengthening Entrepreneurial Ecosystems
- Tool 2 Social Entrepreneur Support Toolkit
- Tool 3 Investment Promotion Agency (IPA) Toolbox

Advocacy and Awareness Campaigns

- Tool 1 Awareness-Raising and Sensitisation Campaigns
- Tool 2 Visual Storytelling to Address Gender-Related Issues

Bibliography

ATVET for Women. (2019).

Gender-Transformative Change in ATVET. Von Agricultural Technical Vocational Education and Training for Women (ATVET4W): https://www.giz.de/en/downloads/giz2020_en_Gender-Transformative_Change.pdf abgerufen

BEAM Exchange. (2022).

Systemic change in market systems development. Retrieved from <https://beamexchange.org/practice/research/systemic-change/systemic-change-market-systems-development/>

Burjorjee, D., & Scola, B. (2015, September).

A Market Systems Approach to Financial Incusion. Guidelines for Funders. Retrieved from CGAP: https://www.cgap.org/sites/default/files/researches/documents/Consensus-Guidelines-A-Market-Systems-Approach-to-Financial-Inclusion-Sept-2015_0.pdf

CIA.gov. (August 2022). The World Factbook . Sierra Leone: <https://www.cia.gov/the-world-factbook/countries/sierra-leone/> abgerufen

FAO and AU. (2022, January).

Agribusiness Incubation and Acceleration Landscape in Africa. Retrieved from Role of agribusiness incubators and accelerators in promoting agricultural entrepreneurship, nurturing startups and scaling-up growth-oriented agricultural SMEs: https://nourishingafrica.com/documents/1644509081Agribusiness%20Incubation%20Report_Jan%202022.pdf

FAO. (2014).

Youth and agriculture: Key challenges and concrete solutions. Retrieved from <https://www.fao.org/3/i3947e/i3947e.pdf>

FAO. (2019).

Agripreneurship across Africa – Stories of inspiration. Retrieved from <https://www.fao.org/3/ca4671en/CA4671EN.pdf>

GIZ. (2015, July).

Promoting equal participation in sustainable economic development. Retrieved from Toolbox: https://gender-works.giz.de/?wpfb_dl=139

GIZ. (2017, August).

African Union: Transforming agriculture through skills development. Re-trieved from <https://www.giz.de/en/downloads/CAADP%20ATVET%20Factsheet%202017%20EN.pdf>

GIZ. (2019, May).

Green and Inclusive Business Toolbox. Retrieved from Promoting Green and Inclusive Business Models in Development Cooperation Programmes: <https://www.enterprise-development.org/wp-content/uploads/GIZ-green-inclusive-business-toolbox-2019.pdf>

GIZ. (2020, February).

What works in Rural Youth Employment Promotion? Retrieved from Good practices and lessons from GIZ Programmes on rural youth employment: https://www.giz.de/en/downloads/giz2020_eng_employment_promotion.pdf

GIZ. (2021, August).

Employment Promotion in the Agri-Food Sector. Retrieved from Full and Productive Employment and Decent Work for All – Handbook on Employment Promotion in Development Cooperation: <https://www.giz.de/en/downloads/giz2021-en-employment-promotion-in-the-agri-food-sector.pdf>

GIZ. (2022, January).

Accelerating Women Entrepreneurs. Retrieved from A Handbook for Practitioners: <https://www.giz.de/de/downloads/giz2022-0011en-accelerating-women-entrepreneurs-handbook.pdf>

GSMA. (2020).

The Mobile Economy 2020. Retrieved from https://www.gsma.com/mobileeconomy/wp-content/uploads/2020/03/GSMA_MobileEconomy2020_Global.pdf

Helvetas. (2016, May 2).

On Systemic Approach: What It Is and What It Is Not. Retrieved from <https://www.helvetas.org/en/switzerland/how-you-can-help/follow-us/blog/inclusive-systems/On-systemic-approach-what-it-is-and-what-it-is-not>

IFAD. (2012, February 18).

Summary of the findings of the project implemented by MIJARC in collaboration with FAO and IFAD: ‘Facilitating access of rural youth to agricultural activities’. Retrieved from The Farmers’ Forum Youth session: <https://www.ifad.org/documents/38714170/39135645/Facilitating+access+of+rural+youth+to+agricultural+activities.pdf/325b-da30-ac08-494f-a37d-3201780a5dff>

IFAD. (2019).

Creating opportunities for rural youth. 2019 Rural Development Report. Retrieved from: https://www.ifad.org/documents/38714170/41133075/RDR_report.pdf/7282db66-2d67-b514-d004-5ec25d9729a0

Bibliography

IFAD. (2021).

International Fund for Agricultural Development. Retrieved from Why rural people?: <https://www.ifad.org/en/investing-in-rural-people>

ILO. (2012).

Guide for the formulation of national employment policies. Retrieved from Employment Policy Department: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_policy/documents/publication/wcms_188048.pdf

ILO. (2015).

Guidance Note: Anticipating and matching skills and jobs. Retrieved from https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_534307.pdf

Mueller, B. (2021).

Rural youth employment in sub-Saharan Africa: Moving away from urban myths and towards structural policy solutions. In ILO, Is the future ready for youth? Youth employment policies for evolving labour markets (pp. 127-151). https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_776024.pdf. Retrieved from Youth employment policies for evolving labour markets: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_776024.pdf

OECD. (2013, November 7).

Entrepreneurial Ecosystems and growth-oriented entrepreneurship. Retrieved from Summary report of an international workshop organised by the OECD and the Netherlands Ministry of Economic Affairs: https://www.oecd.org/employment/leed/INTERNATIONAL%20ECOSYSTEM%20WORKSHOP_SUMMARY%20REPORT.pdf#:~:text=The%20OECD%20Local%20Economic%20and%20Employment%20Development%20%28LEED%29,and%20development%20agencies%20at%20national%20and%20local%20levels.

OECD. (2016).

A New Rural Development Paradigm for the 21st Century. A Toolkit for Developing Countries. Retrieved from https://read.oecd-ilibrary.org/development/a-new-rural-development-paradigm-for-the-21st-century_9789264252271-en#page4

Sector Project Agricultural Trade and Value Chains (GIZ). (2016).

Promotion of Entrepreneurship in Agricultural Value Chains. A comparative overview of existing training modules and conceptual synergies for reference of the Global Programme "Green Innovation Centres for the Agriculture and Food Sector".

Special Learning. (2022).

World Health Organization Explanation Of Life Skills. Retrieved from <https://www.special-learning.com/article/world-health-organization-explanation-of-life-skills/>

Springer-Heinze, A., & Andreas, S.-H. (2018).

ValueLinks 2.0. Manual on Sustainable Value Chain Development. Retrieved from Volume 1: Value Chain Analysis, Strategy and Implementation: <https://valuelinks.org/material/manual/ValueLinks-Manual-2.0-Vol-1-January-2018.pdf>

World Bank Group. (2018).

Integrated Youth Employment Programs. Retrieved from <https://openknowledge.worldbank.org/handle/10986/31424>

Abbreviations

AAYS	African Agribusiness Youth Strategy	CSO	Civil Society Organisations	GALS	Gender Action Learning System
ABF	Agri-Business Facility for Africa	CTA	The Technical Centre for Agricultural and Rural Cooperation	GAP	Global Agricultural Productivity/Good Agricultural Practices
AgBAIT	Agricultural Business Analysis and Investment Training	DFID	Department for International Development (UK)	GET	Gender and Entrepreneurship Together
AHA	Andreas Hermes Akademie	DSIK	Deutsche Sparkassenstiftung für internationale Kooperation	GFA	Consulting own name
ALCP	Alliance Caucasus Programme	ELMA	Employment and Labour Market Analysis	GIZ	Gesellschaft für Internationale Zusammenarbeit
ANAPEC	National Agency for the Promotion of Employment and Skills (Morocco)	ENSSURE	Enhanced Skills for Sustainable and Rewarding Employment (Project in Nepal)	GLTN	Global Land Tool Networks
APO	Agricultural Producer Organisations	EPP	Employment Promotion Programme	GmBS	Gender makes Business Sense
APS	Area Potential Survey	ESP	Entrepreneur Services Providers	GP	Global Project
ATE	Access to Employment	EYA	Empowering Youth in Agribusiness (Project in Malawi)	GP RYE	Global Project Rural Youth Employment
ATVET	Agricultural Technical Vocational Education and Training	EYB	Expand Your Business	GTA	Gender Transformative Approach
AU	African Union	E4D	Employment and Skills for Development in Africa (Project)	HAFL	Berner Hochschule für Agrar-, Forst- und Lebensmittelwissenschaften
BDS	Business Development Support	E&T	Employer & Trainers	ICA	Integrated Country Approach
BM	Business Model	FANSER	Food and Nutrition Security, Enhanced Resilience (Project)	ICIPE	International Centre of Insect Physiology and Ecology
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit (Germany)	FAO	Food and Agriculture Organisation (UN)	ICT	Information Communication Technology
CBD	Convention on Biological Diversity	FBG	Farmer Business Game	iDPP	Integrated Development Public-Private Partnership
CBS	Corporate Business School	FBS	Farmer Business School	IFAD	International Fund for Agricultural Development
CBO	Community Based Organisations	F4G	Facility for Growth	IFT	Integrated Farmer Training
CEFE	Competency-based Economies through Formation of Entrepreneurs	F4I	Facility for Innovation	ILMIS	Integrated Labour Market Information Systems
CF	Contract Farming	FO	Farmer Organisation	ILO	International Labour Organisation
CGA	Cooperative Group Approach			IPA	Investment Promotion Agency
				IYB	Improve Your Business

Abbreviations

LEC	Local Employment Committees	SDG	Sustainable Development Goal	VBI	Virtual Business Incubator
LMIA	Labour Market Information and Analysis	SD4T	kills Development for Economic Transformation	VC	Value Chain
LMIS	Labour Market Information System	SESO	Social Entrepreneurship Support Organisations	VE	Virtual Enterprise
MENA	Middle East and North Africa	SIYB	Start and Improve Your Business	VET	Vocational Education and Training
MFI	Micro Finance Institute	SME	Small and Medium Enterprises	VSD	Vocational Skills Development
MSD	Market System Development	SYB	Start Your Business	VSLA	Village Savings and Loans Association
MSME	Micro, Small and Medium Enterprise	S4E	Skills for Employment	WOCAT	World Overview of Conservation Approaches and Technologies
M4P	Making Markets Work for the Poor	ToR	Terms of Reference	YLRC	Youth and Land Responsiveness Criteria
NGO	Non-Governmental Organisation	TGT	Tanzania Growth Trust	YIYA	Youth Inspiring Youth in Agriculture
NTFP	Non-Timber Forest Production	TMG	Think Tank for Sustainability (own name)	YSVC	Youth Sensitive Value Chain
OECD	Organisation for Economic Co-Operation and Development	ToT	Training of Trainers		
PA02P	Programme d'Appui aux Organisations et Populations Pastorales de l'Afrique de L'Ouest	TVB	Tanzania Virtual Business Incubator		
PBS	Processor Business School	TVET	Technical Vocational Education and Training		
PEJ	Promotion de l'emploi des jeunes en milieu rurale (Project)	UMA	Uganda Manufacturers Association		
PES	Public Employment Service	UN	United Nations		
PI	Personal Initiative (Training)	UNCCD	United Nations Convention to Combat Desertification		
PPD	Public-Private Dialogue	UNFCCC	United Nations Framework Convention on Climate Change		
R-CAT	Rapid Capacity Assessment Tool	UNFFS	United Nations Food System Summit		
RES	Rural Extension Services	USAID	United States Agency for International Development		
RMA	Rapid Market Assessment – or Appraisal	USD	US-Dollar		
RYE	Rural Youth Employment	USSD	Unstructured Supplementary Service Data		

Imprint

As a federally owned enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.

Published by:
Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered offices
Bonn and Eschborn, Germany

Global Project Rural Employment with Focus on Youth,
Frank Bertelmann, Nadine Günther

Friedrich-Ebert-Allee 36 + 40
53113 Bonn, Germany
T +49 228 44 60-0
F +49 228 44 60-17 66

Dag-Hammarskjöld-Weg 1 – 5
65760 Eschborn, Germany
T +49 61 96 79-0
F +49 61 96 79-11 15

E info@giz.de
I www.giz.de/en

Author:
Daniela Lilja (Helvetas), Sophie Mechsner (GIZ)

Design:
Agnes Weegen, Cologne, Germany

Photo credits:

page 1: left © GIZ / Mali Lazell	page 161: © GIZ / Bennie Khanyizira
page 1: middle © GIZ / Bennie Khanyizira	page 163: © GIZ / Cooper Inveen
page 1: right © GIZ / Cooper Inveen	page 164: © GIZ / Cooper Inveen
page 3: © GIZ / Mali Lazell	page 166: © GIZ / Cooper Inveen
page 9, 162: © GIZ / Katja Weber	page 167: © GIZ / Bennie Khanyizira
page 49, 162: © GIZ / Agence MEDIAPROD	page 168: © GIZ / Bennie Khanyizira
page 82, 162: © GIZ / Bennie Khanyizira	page 169: © GIZ / Bennie Khanyizira
page 107, 162: © GIZ / Bennie Khanyizira	page 172: © GIZ / Tim Veni
page 135, 162: © GIZ / Tim Veni	

Flags:
The flags printed here are intended only for information purposes and in no way constitute recognition under international law of boundaries and territories. GIZ accepts no responsibility for these flags being entirely up to date, correct or complete. All liability for any damage, direct or indirect, resulting from their use is excluded.

URL links:
This publication contains links to websites of other organisations. These links are solely intended to enhance user-friendliness and in no way indicate an approval of the contents provided on any other website. Responsibility for content on these sites rests with the respective provider of that content and GIZ accepts no responsibility for content provided by external organisations.

GIZ is responsible for the content of this publication.

May 2024

On behalf of

