

WHAT WORKS IN RURAL YOUTH EMPLOYMENT PROMOTION?

Good practices and lessons from GIZ Programmes
on rural youth employment

IMPRINT

Published by:

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ)
GmbH

Global Project Rural Employment with
Focus on Youth, Frank Bertelmann,
Nadine Günther, Henriette Hanf

Registered offices

Bonn and Eschborn

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
www.giz.de

On behalf of



Authors

Claudia Knobloch, Christian Pirzer,
Endeva, Berlin, Germany

Editor

Barbara Serfozo, Berlin, Germany

Design and layout:

Martin Markstein, Berlin, Germany

Photo credits/sources:

Pictures provided by the following GIZ pro-
grammes, except where noted otherwise

- ▶ GIZ Global Project Rural Employ-
ment with Focus on Youth: page
11, 27, 29, 30, 32, 33, 37, 38, 39, 40
- ▶ ATVET: page 13, 18, 47, 48, 49, 50, 51
- ▶ A4SD: page 18, 42, 44, 45, 46
- ▶ E4D: page 18, 52, 54
- ▶ Eco-Emploi: page 18, 57, 58, 59, 61
- ▶ EPP III: page 18, 62, 64, 65, 67
- ▶ FSP: page 18, 68, 69, 70, 71, 72
- ▶ GIC: page 19, 73, 74, 75, 76, 77
- ▶ PAD II: page 19, 78, 80, 81, 82, 83
- ▶ PEJ: page 19, 84, 85, 86, 88
- ▶ ProDRA III: page 19, 89, 91, 92, 93
- ▶ SEDIN III: page 19, 94, 96, 97, 98

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.

Germany, February 2020

PREFACE

Sub-Saharan Africa (SSA) is the world’s youngest continent, with 70 per cent of its rapidly increasing population below the age of 30. Every year, 25 million young people in Africa enter the labour market, more than half of them (14 million) in rural areas. By the year 2030, 320 million new

Empirical data on West Africa clearly show significant job potential in the agri-food sector, which accounts for approximately two out of every three workers in the region, making it the most important sector for job creation in the short and medium terms.

During its G20 presidency, Germany successfully placed the issue of rural youth employment on the international agenda with the launch of the Initiative for Rural Youth Employment. The Initiative has since gained considerable momentum and is being taken up by the EU-AU partnership, IFAD’s “Rural Youth Action Plan” and it’s “Rural Development Report 2019: Creating employment opportunities for rural youth” as well as the recently introduced “G7 Framework on Decent Jobs Creation for Rural Youth in the Sahel”.

Even though job creation is not a new topic in development cooperation, the focus on youth and rural jobs is new for the rural development portfolio. We already know that agricultural value chains and other rural development projects have significant employment impacts. However, because projects

generally do not feature explicit employment goals, they have not always promoted and measured employment impacts in a structured manner. We presume that the job potential in rural development is there, but little is known so far about the details in terms of the specific strategies that turn those potentials into actual job opportunities.

The current study aims to take a first step in answering the question “What works in Rural Youth Employment Promotion (RYEP)?” through an analysis of the portfolio of the German Development Cooperation in technical cooperation. More precisely, 11 projects featuring a range of youth employment promotion approaches in Africa, implemented by GIZ on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) are analyzed in-depth. In addition to distilling the results, success factors and lessons learned from each project, the aim is to structure the lessons systematically in an analytical framework derived from BMZ’s “Integrated Approach to Employment Promotion” that is applied and adapted to rural areas.

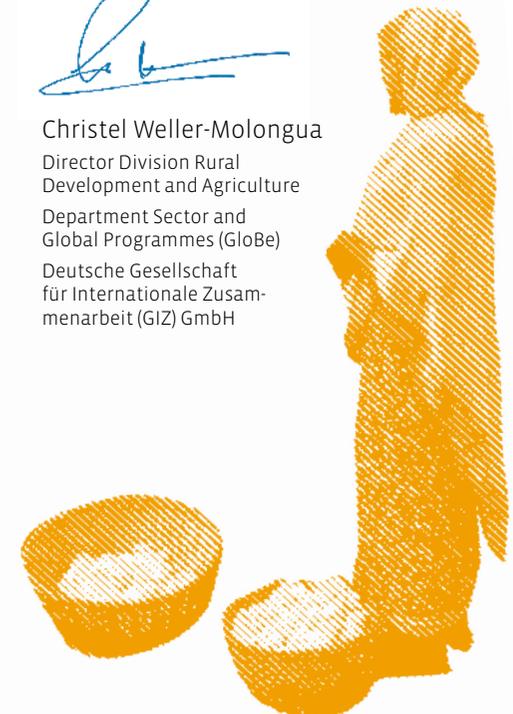
jobs will need to be created, which makes Rural Youth Employment (RYE) one of the most pressing and challenging topics for our partner governments, but also presents an enormous opportunity for economic development in capitalising on this “youth dividend”.

The findings presented here offer an initial, but important, milestone for future strategy development and project design and can provide lessons for ongoing projects as well. They are also timely, as new RYEP projects are currently being prepared and more resources are scheduled to be invested.

As a first step, this report aims at collecting further implementation experiences and calls to invest more in comprehensive impact evaluation. Although many questions remain open and the scope of this report is limited to assessing GIZ projects, the results are largely relevant for other actors engaged in similar work. It can help deepen the exchange of experiences with other governments, donors and other relevant stakeholders from the private sector, academia, civil society and the youth themselves – who are essential to formulating the right solutions to RYEP.

We would like to extend our gratitude to everybody who contributed their thoughts regarding their experience with what works and what doesn’t work, making this study a valuable source for all of us as we embark on a journey of joint learning and knowledge exchange in facing the challenges ahead.

Christel Weller-Molongua
 Director Division Rural
 Development and Agriculture
 Department Sector and
 Global Programmes (GloBe)
 Deutsche Gesellschaft
 für Internationale Zusam-
 menarbeit (GIZ) GmbH



CONTENTS

Imprint.....	02	5 RYEP CASE STUDIES	41
Preface	03	1 Agricultural Value Chains for Sustainable Development (Pan-African).....	42
Executive summary	06	2 Agricultural Technical Vocational Education and Training (Pan-African)	47
1 CONTEXT FOR RURAL YOUTH EMPLOYMENT PROMOTION	09	3 Employment for Sustainable Development in Africa (Pan-African)	52
The unique employment challenges for rural youth.....	10	4 Promotion of Economy and Employment (Rwanda)	57
Rural areas have the potential to offer employment opportunities for youth	13	5 Employment Promotion Programme (Sierra Leone).....	62
Systemic and integrated approach to Rural youth employment promotion	14	6 Food Security Through Improved Agricultural Productivity Project (Kenya)	68
2 INTRODUCTION TO THE CASE STUDIES	15	7 Green Innovation Centres for the Agriculture and Food Sector (Pan-African and India).....	73
3 SUCCESS FACTORS IN RURAL YOUTH EMPLOYMENT PROMOTION	20	8 Sustainable Agriculture and Rural Development (Tunisia)	78
Overview of success factors	21	9 Promoting Youth Employment in Rural Areas (Morocco).....	84
Success factors for programme context.....	24	10 Rural Development and Agriculture Project (Togo).....	89
Success factors in programme design	26	11 Pro-Poor Growth and Promotion of Employment Programme (Nigeria).....	94
Success factors in programme processes	29	Annex.....	100
Success factors with partners and people	32	GIZ tools for RYEP with potential for replication	101
4 LESSONS LEARNED AND NEXT STEPS.....	35	Methodology of this study	103
Lessons learned	36	List of interviewees	104
Recommendations and open questions for further research	38	Bibliography.....	105
		Abbreviations	106
		Endnotes.....	107

CONTENTS – LIST OF BOXES AND DEEP DIVES

BOX 1: Definition of rural youth employment.....	11	DEEP DIVE Employment challenges faced by rural youth in developing countries.....	12
BOX 2: The integrated approach to employment promotion.....	14	DEEP DIVE How employment-promotion activities can be tailored to the needs of rural populations and youth.....	23
		DEEP DIVE How RYEP programmes can improve the perception of agriculture among rural youth.....	25
		DEEP DIVE How employment-promotion activities can be adapted to the needs of young rural women.....	28
		DEEP DIVE How to adapt the integrated approach to employment promotion to the rural youth target group.....	31
		DEEP DIVE How to select and train good-quality local implementation partners and hold them accountable.....	34



EXECUTIVE SUMMARY

Despite its growing relevance, employment promotion in rural areas with a focus on youth is still a relatively new topic in German development cooperation. Very few projects explicitly address the issue in a comprehensive manner. Yet many rural and economic development projects are already addressing different aspects of the issue, provid-

ing a range of lessons learned. The main objective of the report is thus to outline different approaches to rural youth employment promotion (RYEP) within GIZ programmes and distil their main success factors and lessons learned.

CONTEXT

The number of youth in developing countries is expected to increase from 1.2 billion today to over 1.6 billion over the course of the next 15 years. In sub-Saharan Africa alone, this number is expected to more than double by 2050 and reach almost 600 million by 2100, with most youth living in rural areas. This so-called youth bulge presents enormous opportunities for economic development, especially in the agri-food sector. At the same time, it is a huge challenge to national employment systems. Because of its importance and urgency, rural youth employment has become a priority for many governments and development partners. In order to capitalise on the “youth dividend”, public and private partners have started to design employment-promotion programmes or have adapted the support offerings of existing programmes to more effectively address the unique employment challenges and needs of rural youth.

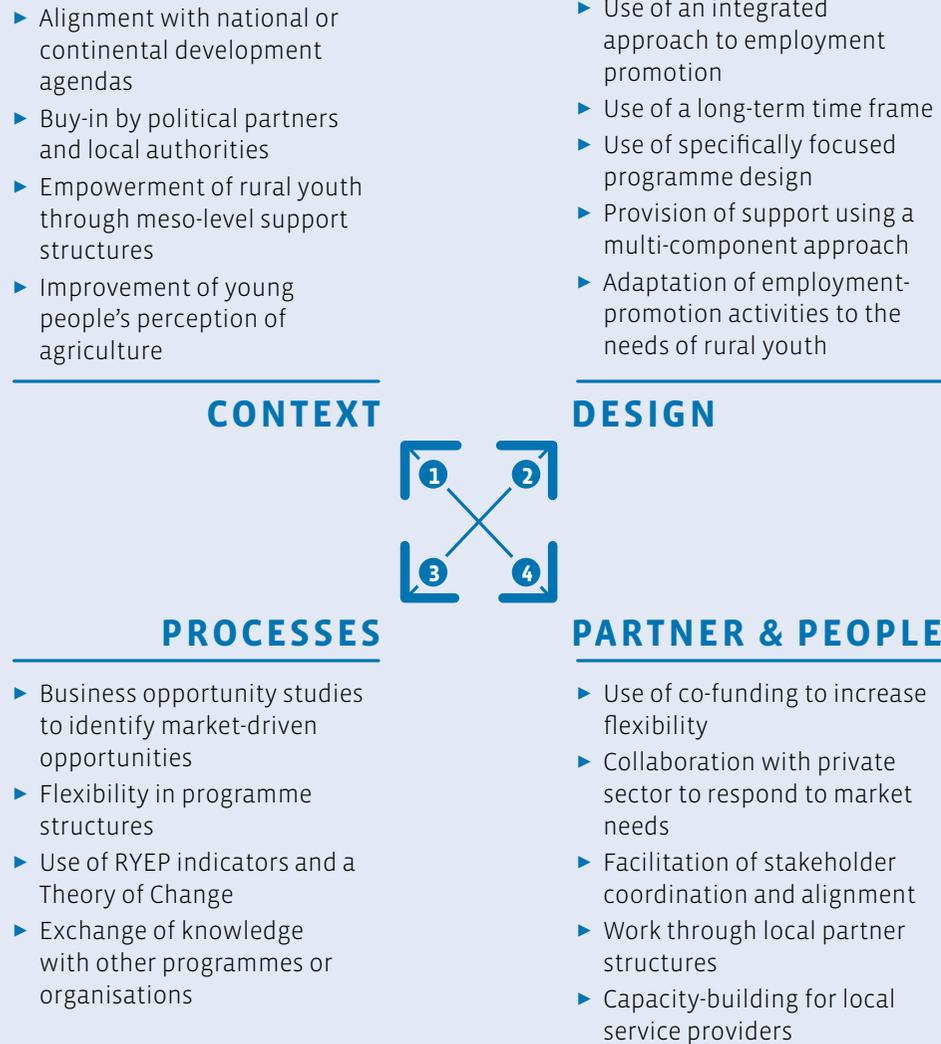
CASE STUDIES

This report analyses the approaches to RYEP taken by 11 global, continental or bilateral GIZ programmes, most of which have been implemented in Africa. The selected programmes differ significantly in scope and form, take different approaches to employment promotion, and feature varying budgets and results. They are drawn from a range of sectors, with some taking a broad approach to issues such as agricultural and rural development. Others focus more specifically on employment promotion and vocational training. The programmes were selected from a longer list of over 60 ongoing GIZ programmes with an explicit or implicit link to youth employment in rural areas. Because of their record of success and the relevance of the insights and lessons that can be derived from them, all 11 programmes are described in detail at the end of this report in the form of in-depth case studies.



PHOTO SHUTTERSTOCK

FIGURE 1: OVERVIEW OF 18 SUCCESS FACTORS



Source: Own elaboration, based on GIZ projects interviewed.

SUCCESS FACTORS

The report features good practices and lessons from GIZ programmes in the form of a comparative analysis and through deep dives on key issues.

Most importantly, it identifies 18 success factors in RYEP programmes that are structured along four dimensions: context factors, programme design, programme processes, and partners and people (see Figure 1). Each success factor is detailed, starting on page 21.

LESSONS LEARNED

A comparative analysis across the 11 GIZ programmes identifies four success factors that stand out because they are relevant for nearly all programmes.

- 1. Identify suitable business models and collaborate with the private sector.** Robust business models that are suitable for youth and close private sector collaboration are important for leveraging expertise and resources for scaling.
- 2. Adapt to local realities and employment needs while mobilising youth as key actors of development.** Programmes tailored to the employment realities and needs of rural youth and women in particular are more likely to attract participants. Involving rural youth in decision-making ensures their varied assets and aspirations are what shape agricultural development.

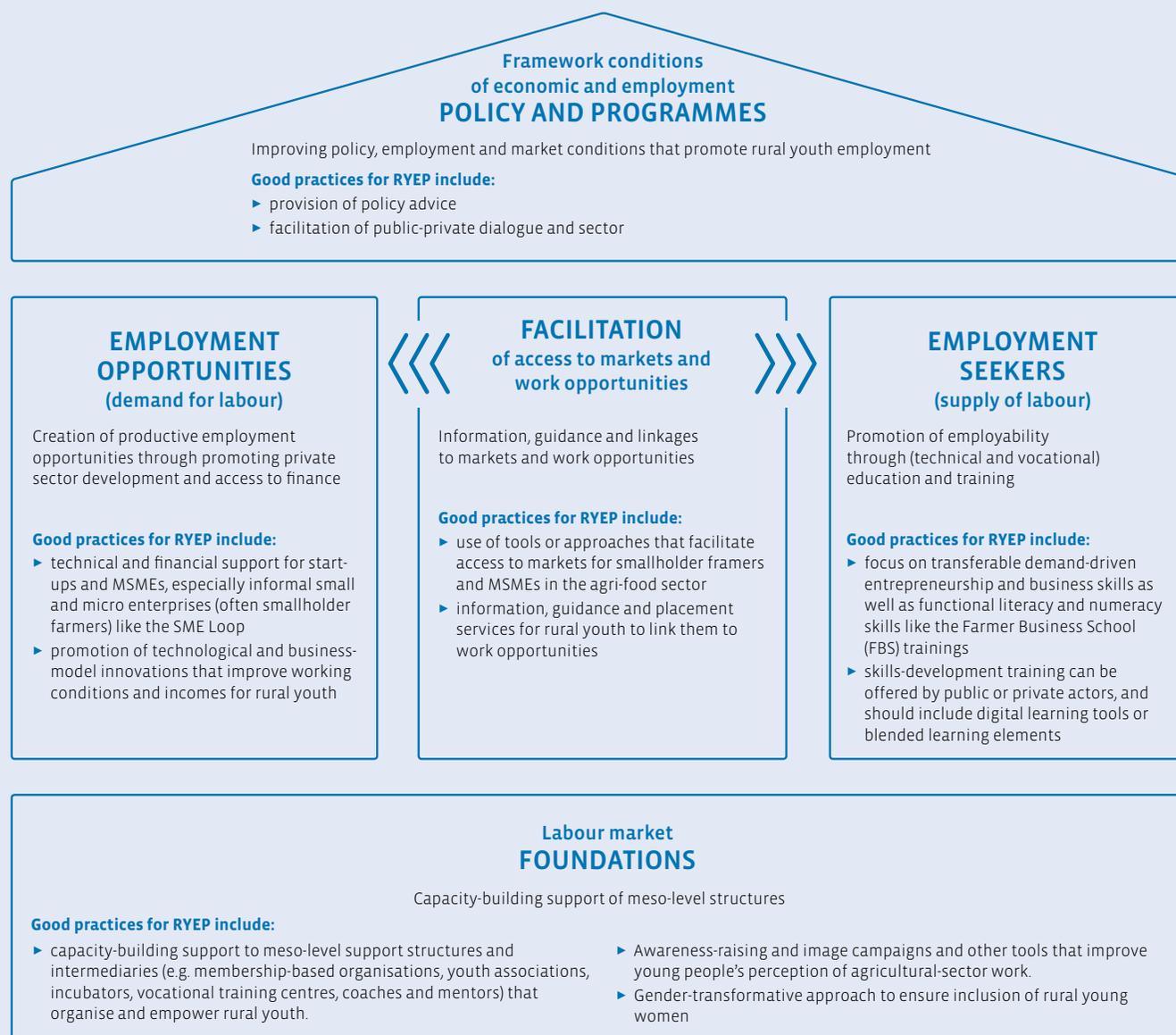
- 3. Increase the attractiveness of agriculture among rural youth.** Improving perceptions of agriculture among rural youth fosters a win-win approach among all stakeholders. Programmes can increase attractiveness of agriculture by supporting innovative business and employment opportunities in production and off-farm services that significantly increase incomes.

- 4. Implement activities through local structures.** Collaborating closely with national and local partners, coordinating efforts with existing support and education systems, and involving youth in planning and decision-making helps ensure sustainability and scale.

In addition, our findings suggest that RYEP programmes should take a more integrated approach to employment promotion, with programme activities on the supply side and the demand side of the labour market. Some programmes like E4D, Eco-Emploi in Rwanda or PEJ II in Morocco already include matching activities in their employment promotion programmes.

To that end, the report applies the “integrated approach to employment promotion” as a systematic framework to compare different programme approaches and presents initial ideas for how to adapt the integrated approach to rural youth employment promotion. This involves using tools and approaches designed for smallholder households and rural MSMEs. This also involves support-

FIGURE 2: ADAPTED INTEGRATED APPROACH TO RURAL YOUTH EMPLOYMENT PROMOTION



ing meso-level organisations in rural areas or launching campaigns designed to increase the attractiveness of rural work.

Because of the small and selective number of programmes analysed, the report should be regarded as a first step toward better project design rather than a comprehensive analysis of efforts and results.

OPEN QUESTIONS FOR FURTHER RESEARCH

Despite these success factors and initial insights from the 11 programmes analysed, our literature review and discussions with GIZ practitioners confirmed that **many relevant questions require further examination**. Numerous aspects of youth employment promotion also need further attention (see “Recommendations and open questions for further research”).

Topics for further research include how RYEP programmes can effectively address land-rights issues, strengthen the enabling environment of local service providers and leverage innovative ICT solutions for promoting employment.



CONTEXT FOR RURAL YOUTH EMPLOYMENT PROMOTION

The number of youth in developing countries is expected to increase from 1.2 billion today to more than 1.6 billion over the course of the next 15 years. This so-called youth bulge presents enormous opportunities for economic development, especially in the agri-food sector. In order to capitalise on the so-called youth dividend, public and private partners need to develop new approaches to employment promotion that more effectively address the unique employment challenges and needs of rural youth.



PHOTO: SHUTTERSTOCK

THE UNIQUE EMPLOYMENT CHALLENGES FOR RURAL YOUTH

Rural youth play an increasingly important role in developing countries' economies. There are currently about 1.2 billion youth between the ages of 15 and 24 living in developing countries.¹ This demographic group accounts for the largest population share in almost all sub-Saharan African countries. Moreover, this number is expected to grow to around 1.6 billion over the course of the

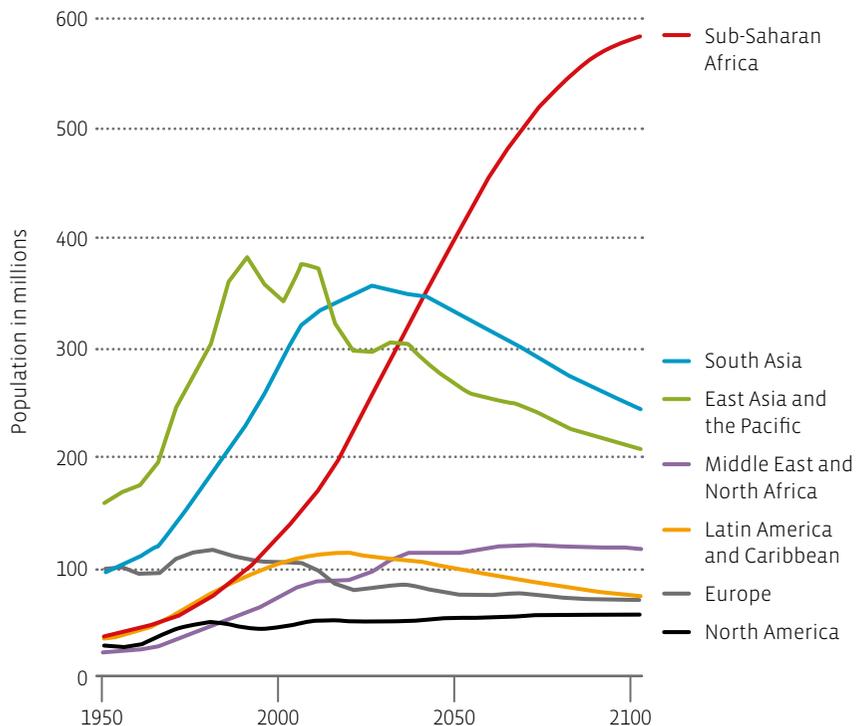
next 15 years. In sub-Saharan Africa alone, the number of youth is expected to more than double by 2050 and reach almost 600 million by 2100.² Globally, around 46 per cent of young people live in rural areas, but this figure rises to over 60 per cent³ in low-income countries, and to around 70 per cent⁴ in sub-Saharan Africa.

Unemployment and underemployment among rural youth are major challenges for many developing countries. Youth are two to three times more likely to be unemployed than adults, especially in rural areas.⁵ And if they are working, they are often subject to informal employment, underemployment, low wages, poor working conditions and high workloads. This is especially prob-

lematic in rural areas, where youth are typically self-employed or employed on a casual or seasonal basis as family workers, subsistence farmers or unskilled workers.⁶ In sub-Saharan Africa, around 90 per cent⁷ of employment in rural areas is in the informal sector, and 80 per cent of working youth are currently in vulnerable employment.⁸ Ensuring that rural youth are able to find employment

FIGURE 2: REGIONAL YOUTH (15-24) POPULATION TRENDS, 1950-2100

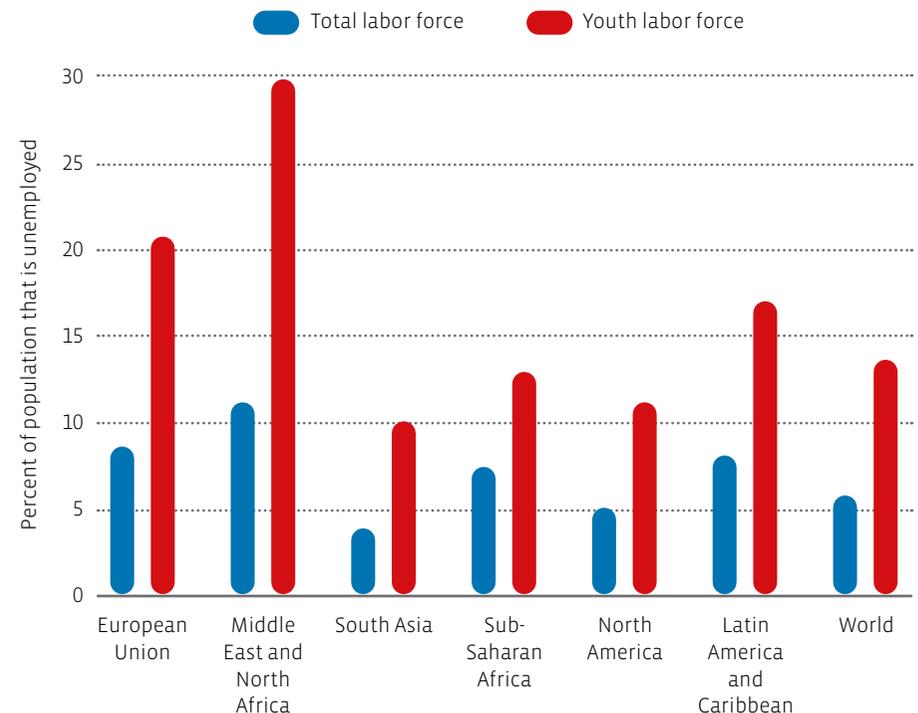
Africa's youth population will continue to increase over the next century



Source: Data from UNPD (2017), Graphic retrieved from Yeboah, K. (2018)

FIGURE 3: REGIONAL ADULT AND YOUTH UNEMPLOYMENT RATES, 2016

The rate of youth unemployment is significantly higher than the national average across regions.



Source: Data from ILO (2015), Graphic retrieved from Yeboah, K. (2018)

is a key concern for many developing countries, and especially in Africa, as this demographic group will continue to grow substantially over time.⁹ It is expected that by 2030, 320 million new jobs will be needed for youth in Africa alone.¹⁰

► **Box 1:**
Definition of rural youth employment

In this report, we draw on the definition of youth provided by the AU African Youth Charter – that is, people between the ages of 15 and 35.¹¹ Considering that employment in rural areas is mostly informal, casual or seasonal in nature, employment is defined as either wage-remunerated or self-employment, and can be either formal or informal.

In accordance with the methodological guidelines for measuring employment effects of rural development interventions¹² developed by RWI – Leibnitz Institute for Economic Research, the report defines a person as an employed rural youth if he or she:

- is between 15 and 35 years old;
- is informally and/or formally active in a rural area;
- works for another entity, is self-employed or is engaged in family business;
- produces goods and/or services; and
- generates income and/or benefits in kind through his or her employment.

This general definition may differ from the definition of rural youth employment used by some GIZ programmes highlighted as case studies in this report.

The employment challenges faced by rural youth are different from those experienced by people in urban areas.

Rural youth face difficulties stemming both from underdevelopment in rural areas and from age-specific hurdles. Young people have limited access to land, markets, credit and skills- development opportunities (see deep dive on page 12). These challenges significantly restrict their engagement in productive employment activities, which in rural settings skew heavily toward the agri-food sector. Labour-market services designed to match job seekers with employers are rarely available. In consequence, the

likelihood that youth in rural areas will be unemployed, underemployed or engaged in low-productive activities or subsistence-level self-employment is high, especially for young women. Women face additional constraints resulting from gender-biased social institutions, particularly with regard to high demands on their time deriving from their household and family-related responsibilities. They are often less free than men to travel, which significantly diminishes their employment and education opportunities.



EMPLOYMENT CHALLENGES FACED BY RURAL YOUTH IN DEVELOPING COUNTRIES

Although rural youth's employment challenges and needs are similar to those of young people and youth entrepreneurs in urban areas in some aspects, support ecosystems for youth in rural areas are comparatively weaker. This is especially true with regard to services cultivating entrepreneurial and technical skills; access to financial services, networks and markets; and the general availability of infrastructure and technology. Young rural women often experience even greater difficulties in accessing such support than their male peers.

EDUCATION AND TECHNICAL SKILLS

- A clear opportunity gap separates rural and urban youth with regard to **high-quality education and vocational training**.¹³ Limited school availability, long distances between homes and schools, high classroom sizes and limited local education budgets often contribute to lower education levels in rural areas. Young women are disproportionately affected by these issues. They often face greater mobility constraints which prevent them from travelling to remote schools or training facilities.¹⁴ Overall, literacy rates in sub-Saharan Africa average 54 per cent for youth in rural areas as compared to 87 per cent for youth in urban areas.¹⁵
- A lack of **business-management knowledge and technical skills** often prevents rural youth from taking

advantage of opportunities in the high-value agriculture-services sector. Entrepreneurship and agripreneurship skills, along with basic financial literacy, are critical for young people engaged in self-employment, especially in Africa. Less than 50 per cent of rural youth have the level of education required even for their current occupations, resulting in a strong skills mismatch for youth in rural areas.¹⁶

ACCESS TO FINANCE

- Rural youth often lack capital and access to **financial services**, which keeps them from starting their own businesses. Financial services are not youth-friendly. Commercial banks generally have minimum age requirements to open a bank account, requiring collateral and imposing high interest rates, while rarely providing loans in small monetary amounts. It is often particularly difficult for young women in rural areas to access formal financing services. They often lack the land titles that may be necessary to open a bank account.¹⁷ In addition, many financial institutions avoid investments in the agricultural sector due to uncontrollable factors such as the weather and long return-on-investment times.¹⁸
- Rural youth often have limited experience with financial services, while lacking financial literacy skills and access to relevant training.¹⁹

NETWORKS, LINKAGES AND MARKET ACCESS

- Young people's **limited participation in farmer co-operatives** makes access to productive services and market linkages difficult. Young people often find it difficult to comply with co-operatives' hierarchical structures, membership fees and other membership conditions, and thus lack access to these organised support structures.²⁰ As a spatially diverse group with weak social capital, youth rarely participate meaningfully in decision-making in rural areas.²¹ Traditional gender-biased norms reinforce this pattern especially for young women. This often results in their exclusion from decision-making processes and positions.²²
- In many developing countries, **land-rights issues and limited access to land** make it difficult for rural youth to begin independent work in the agricultural production sector. Regulations are often unclear, and people end up not investing because they are afraid of expropriation. Young people typically rely on inheritances or small rental markets to access parcels under a usufruct-based land-rights system.²³ Gaining access to land is especially difficult for young rural women. Customary tenure systems often deny land rights to women, forcing them to draw on a relationship with a male relative in order to gain usage rights.²⁴

INFRASTRUCTURE AND TECHNICAL EQUIPMENT

- **Physical and digital infrastructures** in rural areas are often weak, making it difficult to develop modern and efficient agricultural systems that could help increase agriculture's appeal among rural youth.
- **Limited mechanisation and technology use** in the agricultural sector results in difficult and unsafe working conditions and unstable earnings. This diminishes the sector's appeal to young people who instead move to cities in the hopes of finding better job prospects.²⁵

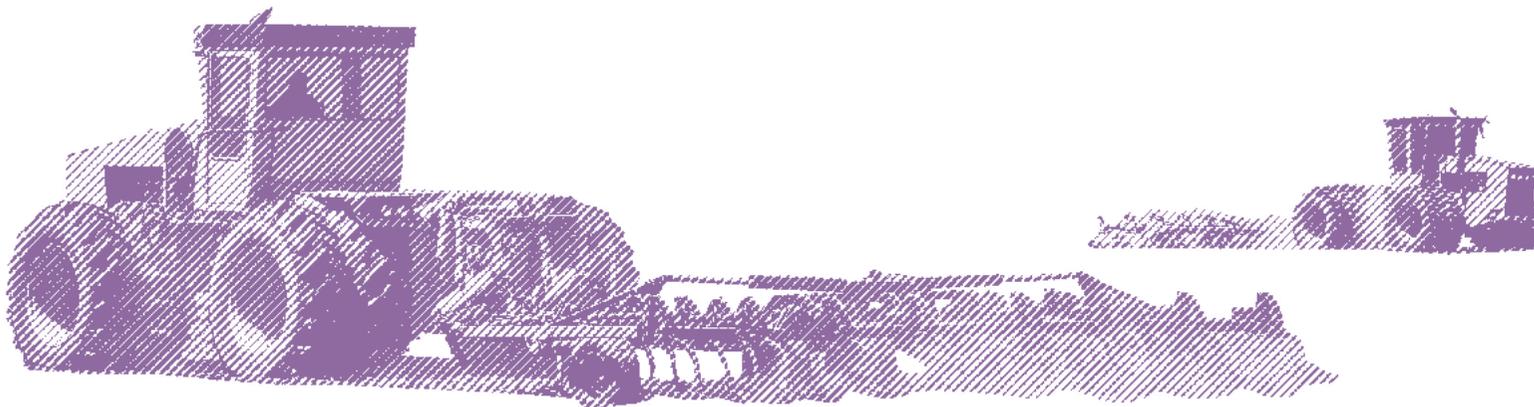
SPECIFIC EMPLOYMENT CHALLENGES FACED BY YOUNG WOMEN IN RURAL AREAS

- Young rural women often have **gap years** in their twenties due to family duties and reproductive work. Thus, they often take up their careers or enter business later than young men.
- Tasks traditionally assigned to girls and women, such as collecting water and child care, represent a **heavy burden of unpaid work**. This burden constricts their access to paid work and limits their access to and control over resources.²⁶

RURAL AREAS HAVE THE POTENTIAL TO OFFER EMPLOYMENT OPPORTUNITIES FOR YOUTH

Rural areas offer diverse employment opportunities for youth, especially in the agri-food sector. Employment opportunities for youth in rural areas are diverse, ranging from agricultural production, natural-resource-based industries to tourism and micro-retail. However, by far the largest employment potential exists in the agri-food sector. Two out of three rural youth in developing countries live in areas with high agricultural potential.²⁷ As today's farmers age, more young people will be needed in the sector. Although the share of off-farm jobs in Africa's agricultural sector is expected to rise from today's 25 per cent to 30 per cent by 2025, the largest share of employment opportunities in the years to come will remain in agricultural production.²⁸

Youth are commonly reticent to take on agricultural work, because working conditions and income-generating opportunities are often not attractive. The development of modern agri-food systems has the potential to create more attractive on- and off-farm employment opportunities in rural areas all along agricultural value chains. For example, additional jobs may be created in the areas of input supply, service provision, production, aggregation, processing, distribution, marketing and retail. Technical and digital modernisation programmes can even enhance the attractiveness of production activities. However, if this employment opportunity is to be exploited fully, the specific employment challenges faced by rural youth need to be addressed more effectively.



SYSTEMIC AND INTEGRATED APPROACH TO RURAL YOUTH EMPLOYMENT PROMOTION

A systemic and integrated approach to employment promotion allows for a thorough analysis of the major constraints and potentials in rural labour markets in designing more effective support programmes for rural youth. To effectively promote employment for rural youth, government, the private sector and development partners should emphasise more stringently the interconnectedness of challenges and solutions.²⁹ Taking an integrated approach to employment promotion can help decision makers design and implement effective RYEP programmes (see Box 2). Evidence shows that decision makers should find the right balance between youth-specific investments and investments that promote rural employment opportunities more generally. In countries with limited economic opportunities, youth-specific approaches are unlikely to produce sustainable results. When rural opportunities already exist, policies and investments may seek to address constraints that are specific to young people.³⁰

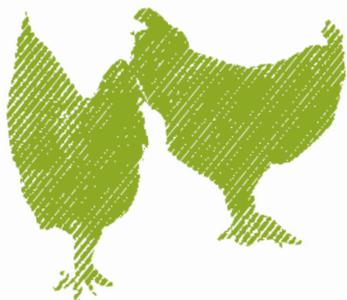


PHOTO: SHUTTERSTOCK

► Box 2: The integrated approach to employment promotion

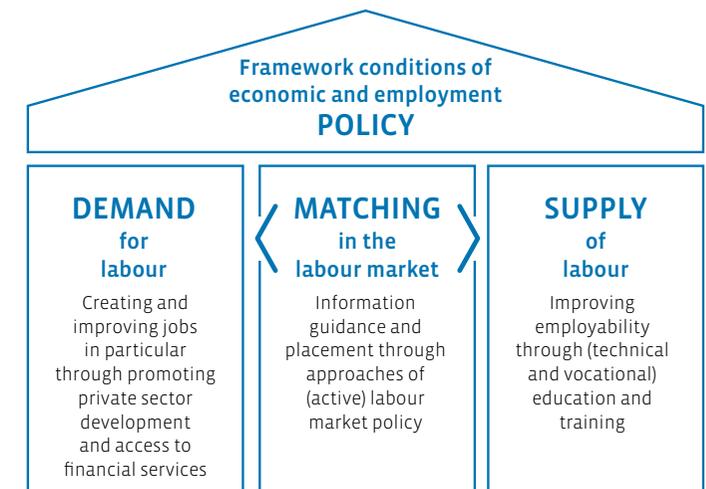
The integrated approach to employment promotion was developed by the German development cooperation. The **approach combines** the three main elements of **labour demand, labour supply and labour-market matching with the enabling framework conditions** of economic and employment policy. Private sector involvement is an additional core element, enabling the approach to respond to the needs of the labour market. The **integrated approach is central to GIZ's employment-promotion programmes** and informs the organisation's analysis and strategy development at both project and country levels.

The integrated approach was developed to respond to the fact that so-called **stand-alone approaches often fail to achieve broad-based results or systemic change**. It thus treats employment promotion holistically, reasoning that without a functioning private sector that can offer decent jobs to a large number of people, technical and vocational education and skills-development programmes are unlikely to generate employment growth.

Structural barriers such as information gaps or a lack of labour-market linkages prevent trained graduates from finding jobs that match their qualifications and skills. Market regulations and policies are often unfavourable to market-driven employment growth. **By addressing all four dimensions in an integrated way** – but not necessarily through a single project or institution – **employment-promotion programmes can have a more powerful and sustainable impact**.

To date, the integrated approach to employment promotion has not been used systematically within GIZ's rural-development portfolio.

FIGURE 4: THE INTEGRATED APPROACH TO EMPLOYMENT PROMOTION



Source: GIZ (2016)

This report makes use of the integrated approach to employment promotion as a guiding framework in clustering the selected GIZ programmes' interventions around the labour-market dimensions. While some of the analysed programmes focus on all four dimensions of the integrated approach, others focus only on specific elements. A **deep dive on page 30 explores how the integrated approach can be adapted** to meet the unique needs and opportunities of programmes promoting employment for young women and men in rural areas.



2

INTRODUCTION TO THE CASE STUDIES

This report draws on a comprehensive analysis of 11 GIZ programmes in order to identify major success factors in rural youth employment promotion programmes.

CASE STUDY SELECTION

The 11 programmes featured here as case studies were selected by GIZ and the authors from a list of more than 60 ongoing GIZ programmes. A programme's relevance and accessibility were key factors in the selection process. In addition, emphasis was placed on selecting a broad spectrum of programmes involving different approaches in order to identify cross-cutting success factors with broader applicability. However, because rural youth entrepreneurship promotion is a relatively new topic, it is featured as a focus in only a small number of programmes. The authors **conducted in-depth research on these programmes.** The process included interviews with programme directors, country coordinators and monitoring and evaluation (M&E) officers, as well as a review of the programmes' documentation materials and available evaluations. Given the limited time-frame and scope of this research, **other relevant GIZ programmes, in particular those based in Latin America, Central Asia and Eastern Europe are not featured in this report.** We nonetheless strongly recommend including these programmes in future knowledge management and research activities.

CASE STUDY PORTFOLIO

As shown in Figure 5, the selected case studies include a wide range of global, continental and bilateral GIZ programmes that operate mainly in Africa. While some focus on rural development, others focus on sustainable economic development and employment promotion. The **selected programmes differ significantly in scope and form** and involve a range of different objectives and indicators. They also take different approaches to employment promotion, and feature varying budgets and results. Still, **all selected programmes explicitly or implicitly target rural youth employment**, either by addressing relevant sectors such as agricultural and rural development or by focusing specifically on employment promotion. Some projects are entirely focused on youth employment (e.g. Employment Promotion Programme, EPP III in Sierra Leone), while others have a specific youth employment component (e.g. Sustainable Agriculture and Rural Development, PAD II in Tunisia). Some address youth not specifically but as part of their general or broader target group with their employment-related activities along value chains (e.g. Agricultural Value Chains for Sustainable Development, A4SD).

Global and continental programmes like Green Innovation Centre (GIC) and A4SD, for example, have large budgets (up to €425 million for 10 years), timeframes of around 10 years, and reach out to millions of people, including rural youth, through

support and training activities. Smaller programmes like Agricultural Technical Vocational Education and Training for Women (ATVET4W), PAD II in Tunisia, EPP III in Sierra Leone or Pro-poor Growth and Employment Promotion (SEDIN III) in Nigeria have a more specific focus with a support offer that is specifically designed to the needs of (rural) youth and women. This is also the case with the geographical scope, which reaches from some provinces in Western Kenya (Food Security Through Improved Agricultural Productivity Project, FSP) to 15 countries in African and India (GIC).

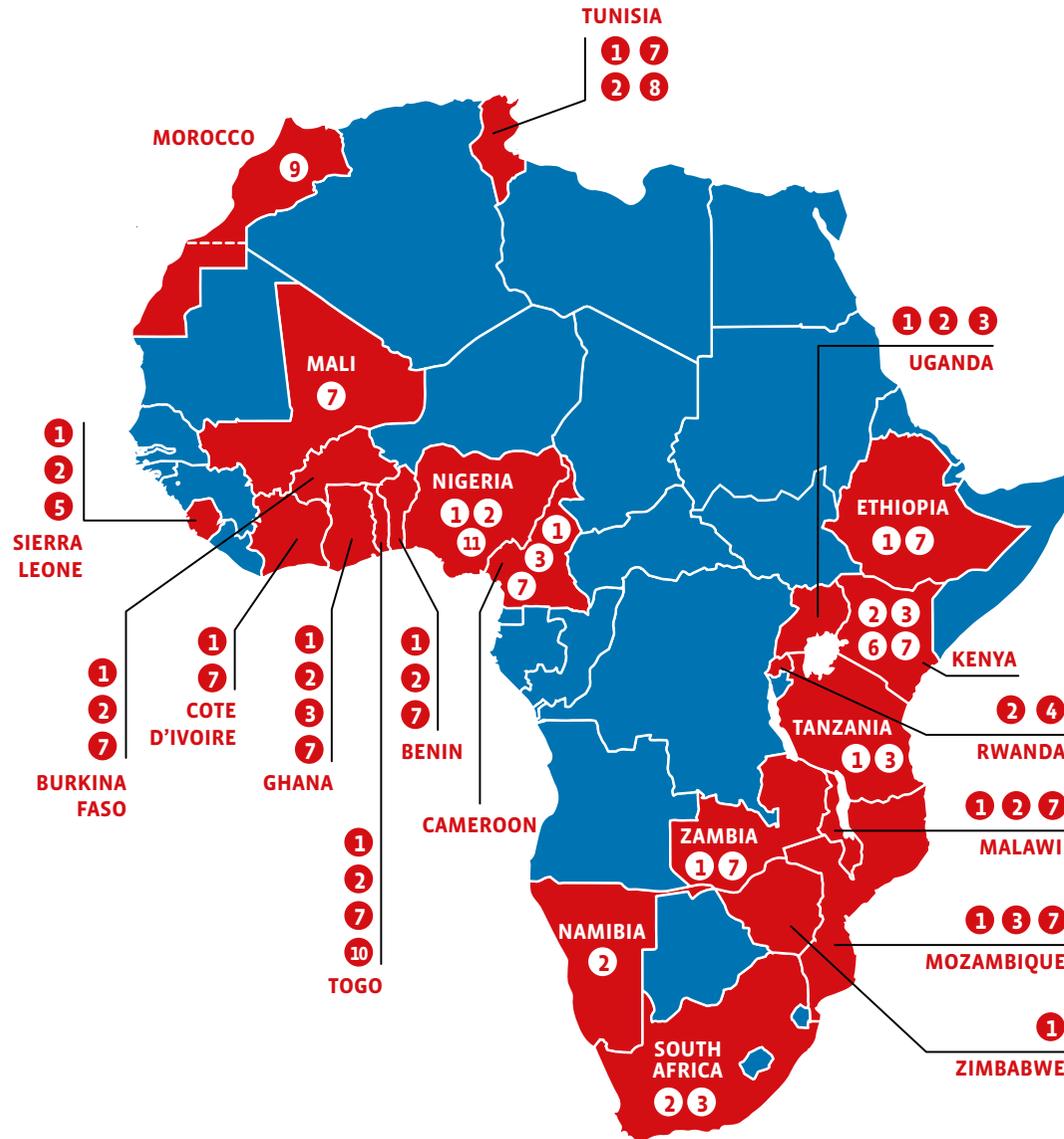
The integrated approach to employment promotion has not been used systematically within GIZ's rural-development portfolio. However, **many of the selected programmes are starting to address employment promotion more holistically with activities on the supply side and demand side of the labour market.** Selected programmes like Employment for Sustainable Development in Africa (E4D), Economy and Employment Promotion (Eco-Emploi) in Rwanda or Promoting Youth Employment in Rural Areas (PEJ II) in Morocco also include **labour market matching activities.** This also means that GIZ works with a large variety of local, national and continental actors to achieve an economic transformation that support youth employment.

CASE STUDY STRUCTURE

The 11 selected programmes are described in detail at the end of this report in the form of in-depth case studies. Each case study starts with a summary of key insights and a short **programme description** that includes objectives and primary activities. This is followed by a detailed description of the **success factors** involved in each specific programme that are relevant to the topic of RYEP.

On the following pages, we provide overviews designed to summarise the case studies. The first figure provides a comparative overview of the case studies and highlights their main activity areas in terms of an integrated approach, identifies whether they have a specific value-chain focus and specifies access to finance. A second figure provides summary information on each case study's objectives, budget and results. It is important to note that the projects differ very much in terms of the country or sector context, approach and partner contributions, time-frame and budget, RYEP-related objectives and definitions as well as diverse monitoring approaches. A comparative analysis of this varied and vast data thus lies beyond the scope of this report.

FIGURE 5: OVERVIEW OF CASE STUDIES ACCORDING TO GEOGRAPHIC SCOPE AND APPROACH



PROGRAMME



COUNTRY/IES



APPROACHES*

ICONS IN TABLE



Policy



Matching



Access to finance



Value-chain approach



Demand side



Supply side



No access to finance



No value-chain approach

* The figure shows which elements of the integrated approach are found in each programme. This does not necessarily mean that each programme strategically pursues – or claims to pursue – the integrated approach.

AT A GLANCE: PROGRAMMES³¹

3

SUCCESS FACTORS IN RURAL YOUTH EMPLOYMENT PROMOTION

Based on its analysis of relevant GIZ programmes, this report identifies a total of 18 success factors in RYEP programmes. This chapter offers selected examples from existing programmes to highlight success factors.



OVERVIEW OF SUCCESS FACTORS

DEVELOPMENT OF THE SUCCESS FACTORS

The success factors are structured along four dimensions relevant to RYEP programmes: context factors, programme design, programme processes, and partner and people (see Figure 6 below).

The success factors as well as the four categories were developed after each case study had been analysed in terms of the above-mentioned framework. This involved documenting programme experience and lessons learned. A literature review was also conducted in order to compare our findings with other research in the field.

CROSS-CUTTING INSIGHTS

While a number of success factors are specific to rural youth employment, others are relevant for any employment promotion programme or even any development project. Nevertheless, they are also crucial for RYEP interventions and came out of the case studies covered in this report.

► **Context:** Relevant context factors that can contribute to the success RYEP programmes include a close alignment with national or continental development agendas, buy-in and a sense of ownership on the part of political partners, and activities that

cultivate trust between rural youth and political decision makers. In addition, RYEP programmes can positively change the perception of agriculture among rural youth by demonstrating economic opportunities and modern working practices in the sector.

► **Design:** Relevant programme design factors include an integrated approach to employment promotion that combines skills-development, enterprise development, and matchmaking services. Linking employers and job applicants can help create jobs and improve the overall support ecosystem for rural youth employment. Especially in areas with weak or non-existent support structures for rural youth, an approach that ties an initial training with a variety of support offers along young entrepreneurs' growth trajectories can be of great help.

► **Processes:** Relevant success factors for programme processes include the use of specific business-opportunity studies and flexible programme structures that allow programmes to identify and build service offers around context-specific business models and employment opportunities for rural youth. Lessons derived from the programmes also suggest that the theory of change (ToC) should be built specifically around the needs of rural youth. These lessons also suggest that indicators specific to

rural youth should be embedded in the M&E framework. As youth employment promotion in rural areas is a relatively new topic for many development partners, strong peer-learning elements and the exchange of experiences and knowledge between programmes can help usher useful innovations and lessons into mainstream practice.

► **Partners and people:** Relevant success factors within partners and people suggest that programme activities should be well-coordinated with relevant public and private stakeholders. In this way, programme organisers can break through so-called silo thinking and facilitate the creation of holistic support services. The creation of a steering committee can help programmes align and coordinate their activities with those of other stakeholders in the sector, ideally as part of a unified strategy to promote rural youth employment in a specific geographical location or sub-sector. To increase the scale and sustainability of such activities, programmes should work through local political and organisational structures. They should also develop training elements or other support activities that can be integrated into national policies and other employment-promotion systems. Youth organisations and networks should be an integral part of the stakeholder landscape as well as part of the project's steering structure.

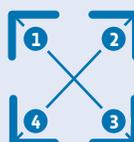
FIGURE 6: FOUR RYEP PROGRAMME DIMENSIONS

Factors relating to the socio-economic context for rural youth employment, including political support for the programme

CONTEXT

Factors relating to the programme's structure, design and activities

DESIGN



PARTNER & PEOPLE

Factors relating to the programme's funders, implementation partners and team structure

PROCESSES

Factors relating to internal processes such as M&E systems and knowledge exchange

ILLUSTRATION OF SUCCESS FACTORS

The matrix to the right offers a framework indicating which of the 18 success factors for RYEP are employed by the 11 case studies. Dark-blue shaded areas indicate programmes with an outstanding solution or a particularly interesting learning experience. Light-blue shaded areas indicate a programme that found a good solution but for which no detailed lessons are provided. No shading does not mean that a success factor is absent from a programme; rather, it means that the case study itself does not provide specific insights or lessons as part of this report.

We strongly recommend taking a closer look at the in-depth case studies at the end of this report to better understand the success factors and practical learning experiences of each programme. They can be easily accessed by clicking on the names of the case studies.

- GIZ programmes with an outstanding solution or a particularly interesting learning experience
- GIZ programmes that found a good solution but for which no detailed lessons are provided

TABLE 1: OVERVIEW OF SUCCESS FACTORS AND CASE STUDIES

SUCCESS FACTOR		1	2	3	4	5	6	7	8	9	10	11
Context	Alignment with national or continental development agendas											
	Buy-in by political partners and local authorities											
	Empowerment of rural youth through meso-level support structures											
	Improvement of young people's perception of agriculture											
Design	Use of an integrated approach to employment promotion											
	Use of a long-term time-frame											
	Use of specifically focused programme design											
	Provision of support using a multi-component approach											
	Adaptation of employment-promotion activities to the needs of rural youth											
Processes	Business-opportunity studies to identify market-driven opportunities											
	Flexibility in programme structures											
	Use of RYEP indicators and a ToC											
Partners and people	Exchange of knowledge with other programmes or organisations											
	Use of co-funding to increase flexibility											
	Collaboration with private sector to respond to market needs											
	Facilitation of stakeholder coordination and alignment											
	Work through local partner structures											
	Capacity-building for local service providers											

HOW EMPLOYMENT-PROMOTION ACTIVITIES CAN BE TAILORED TO THE NEEDS OF RURAL POPULATIONS AND YOUTH

The needs and aspirations of young rural entrepreneurs or MSME owners are often similar to those of urban start-up founders. However, weak rural support ecosystems, the informality of the economy and the specific characteristics of the agricultural sector requires a different programme design.

Many of the programmes examined for this report have adapted their activities and tools to reflect the specific characteristics of rural areas and rural youth.

TRAINING CONTENT:

Rural youth have a great need of entrepreneurship and agripreneurship skills. Therefore, many programmes on RYEP include elements such as the following in their training services.

- **Practical training:** This is particularly useful for rural youth who have dropped out of the formal education system. Fully 80 per cent of the ATVET programme's basic-skills courses in Burkina Faso entail practical training on dedicated demonstration plots.
- **Transferrable soft skills:** Competencies such as research skills, personal motivation, and marketing and communications skills help prepare youth

for self-employment. They are thus included in most entrepreneurship and agripreneurship training programmes. The development of soft skills of this kind prepares youth for a broad spectrum of possible jobs.

- **Basic financial literacy skills:** Rural populations, including youth, often lack the basic financial literacy and numeracy skills that are vital for successful self-employment, or for improving employability more generally. Such skills can also be empowering in other contexts.

TRAINING FORMATS:

Training sessions and activities adapted to the target group's actual needs are more likely to be successful. GIZ programmes have used the following measures to help motivate and inspire rural youth.

- **Awareness-raising communication campaigns:** Rural populations' limited knowledge about support opportunities can be expanded through informational campaigns. In Tunisia, for example, PAD II organisers conducted 27 bus-caravan visits to rural areas, accompanied by successful agripreneurs, to motivate young people and advertise the upcoming agricultural-

activity support programme. This significantly increased the number of online sign-ups for the training programme.

- **Ideation camps:** The PAD II programme also organised ideation and concretisation camps in rural areas, helping rural youth conceive and develop business ideas in preparation for a call for proposals.
- **Coaching and mentorship services:** These important aspects of entrepreneurship training are often used to complement classroom sessions. But they are costly, and it is often difficult to find qualified coaches in rural areas. To reduce training costs and allow for additional networking opportunities among youth, the SEDIN III project in Nigeria introduced group coaching sessions as a part of their SME Loop programme.
- **E-learning elements:** Blended training models that combine in-person training with e-learning elements are often useful. The SEDIN III programme in Nigeria, for example, allows youth participants and trainers to go through the learning materials at their own pace from home. This facilitates informed discussions during the in-person training sessions.

TRAINING DELIVERY:

For many programmes, delivering training through existing local structures helps increase scale and sustainability, while allowing the services to be offered in rural areas. The following structures have proved effective:

- **Vocational-training centres:** In Togo, ProDRA III's delivery of FBS training through such vocational-training centres helps it reach unemployed rural youth seeking sophisticated full-day training sessions.
- **Local co-operatives and membership-based organisations:** ProDRA III provides FBS training to these organisations' members, giving the programme greater reach in rural areas.
- **Local radio channels:** In Nigeria, SEDIN III uses the radio to deliver basic financial literacy training to marginalised population groups in the country's rural north.

SUCCESS FACTORS FOR PROGRAMME CONTEXT

Economic, social and political contexts play an important role in the success of RYEP programmes. The analysis across GIZ programmes suggests that the prospects of RYEP programme success are enhanced by three factors. These include close alignment with national or continental development agendas, a sense of buy-in and ownership on the part of political partners, and activities that cultivate trust between rural

youth and political decision makers. These activities also increase the scale at which programmes operate and thereby ensure sustainability. RYEP programmes can also change the perception of agricultural work among rural youth by demonstrating economic opportunities and modern working practices in the sector.

Alignment with national or continental development agendas helps embed RYEP activities into national policies and employment-promotion systems.

Close alignment with national or continental development agendas is critical in helping RYEP programmes reach scale, achieve sustainability, and increase the likelihood that they will secure co-financing from national budgets. For example, the ATVET programme is part of the CAADP framework for agricultural transformation in Africa which, in turn, is a flagship AU initiative.

This positioning gives the ATVET programme considerable weight among national partners, who see it as a continent-wide, government-led initiative. ATVET training materials correspond with national qualification frameworks and certifications, thus facilitating their use by public training centres. However, embedding programmes within frameworks of this kind may also bring greater complexity to their operation and complicate coordination efforts between partners.

Securing buy-in from political partners and local authorities facilitates deployment in rural areas.

Rural youth employment is a topic that can involve numerous ministries and government departments, including entities focusing on youth issues, agriculture, labour or employment services. While not all ministries need to play a leadership role, the programmes examined here suggest that it is important for the programme to be “owned” and driven by at least one influential political partner institution.

For example, ATVET’s national programme coordinators are strategically based within local ministries of agriculture, with the goal of fostering close relationships with the political partner. The coordinators have senior profiles, often previously worked at the partner organisation and are well connected to the public decision makers. Lessons from programmes suggest that support from local government institutions and traditional authorities, especially in rural areas, also plays an important role in the interventions’ ultimate success.

Empowering rural youth gives them a voice in political decision-making and improves trust between youth and government.

In many developing countries, youth often lack trust in their government. Rural youth often believe that political decision makers ignore them or do not take their interests into account. To empower youth and give them a voice in political decision-making processes, successful RYEP programmes work directly with the youth themselves.

The FSP programme in Kenya, for example, supports rural youth associations that involve young people in the political decision-making process. Specifically, youth associations participated in a consultation process involving discussions of the national strategy for rural youth in the agricultural sector. By providing youth a channel to speak directly with their national and county governments, GIZ helped the governments in Kenya develop evidence-based policies with greater impact.

Improving the perception of agriculture among rural youth is often a key element in successful RYEP programmes.

The agricultural sector offers diverse employment opportunities for rural youth, but working conditions and income-generating opportunities are often seen as unattractive.

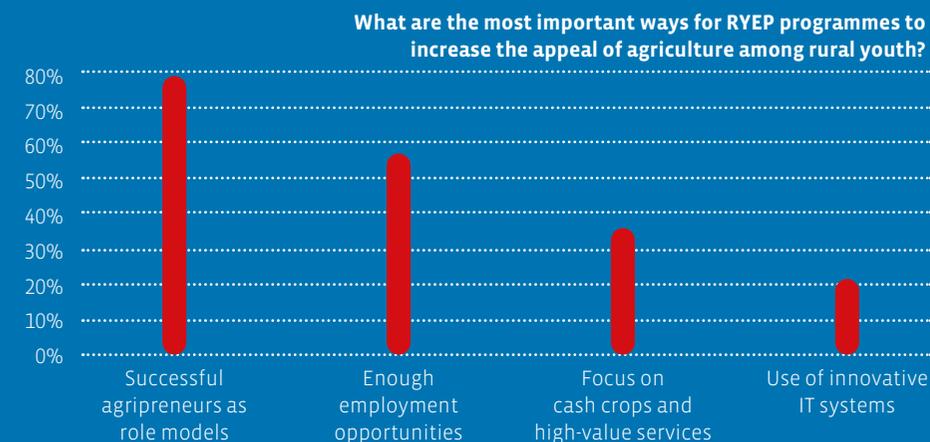
By developing agri-food systems in rural areas, RYEP programmes can generate new, more attractive on-farm and off-farm employment opportunities in downstream and upstream agricultural value chains alike. The deep dive on the next page describes ways to make such activities more attractive to young people.

HOW RYEP PROGRAMMES CAN IMPROVE THE PERCEPTION OF AGRICULTURE AMONG RURAL YOUTH

Today, 56 per cent of the employed population in sub-Saharan Africa -- as compared to 43 per cent in South Asia and 25 per cent in northern Africa -- works in the agricultural sector.³² This includes non-farm activities in rural areas. As existing farmers age, more young people will be needed in the sector. However, traditional agricultural practices generally have little appeal to youth, because they are closely associated with subsistence farming, low productivity and poverty.

In an online survey, we asked 14 RYEP experts from GIZ how RYEP programmes can best increase the appeal of agricultural work to rural youth.

FIGURE 7:
HOW CAN RYEP PROGRAMMES INCREASE THE APPEAL OF AGRICULTURAL WORK AMONG RURAL YOUTH?



Insights and lessons from GIZ programmes confirm that at least four approaches can effectively improve the perception of agriculture among rural youth:

► **Highlight the experiences of successful agripreneurs in order to inspire rural youth:**

Many programmes have had good experiences with awareness campaigns that include successful agripreneurs. This demonstrates the sector's real economic opportunities, and inspires and motivates rural youth to follow a similar career path. Role models and storytelling mechanisms are important tools in changing perceptions, especially in rural areas. For example, ATVET4W works with successful female entrepreneurs and former trainees when delivering

training services. These figures act as change agents in their communities, as they understand the specific challenges faced by women in agriculture and can help motivate and inspire others. The social relationships built through these interactions are critical in dismantling gender norms and empowering women by demonstrating the variety of opportunities available to them in the agricultural sector.

► **Provide sufficient appealing employment opportunities with good working conditions:**

Many programmes collaborate closely with companies to help them grow their businesses and create new jobs. This is critical in order to provide sufficient employment opportunities that are attractive to rural youth and offer good working conditions. In some cases, the programmes offer placement services matching employers with job seekers, as networks are often weak and information on vacant jobs scarce in rural areas.

► **Focus on cash crops and income-generating agriculture services:**

To demonstrate the economic potential of agriculture, some programmes like ProDRA III in Togo specifically focus on cash-crop value chains such as cocoa, coffee, pineapples or shea nuts. Other programmes include vegetable-specific value chains or combine tree crops with vegetables that pro-

vide cash returns relatively swiftly, with limited investment needed. These can be especially relevant for women and represent a response to expanding domestic-market opportunities. Other programmes emphasise value-chain stages that have a high income-generating potential, such as processing, packaging or marketing.

► **Include new technologies and innovative information and communications technology (ICT) solutions:**

Programmes have shown that ICT use is not a silver bullet for generating youth employment. However, it can significantly improve the appeal of agricultural-sector work among rural youth. The PAD II programme in Tunisia, for example, used the PLANTIX app in combination with training programmes to help youth become "plant doctors" who advise farmers fighting plant diseases. This allowed rural youth to play a new role as agriculture-sector advisers that differed strongly from their parents' traditional agricultural practices. Other programmes have included the introduction of machinery and improved equipment. In Ghana, for example, the Women in the Driving Seat training programme trains women to drive and maintain tractors. Green Innovation Centres support the TroTro Tractor programme, which links tractor owners and operators with farmers who need to rent them for specific work.

SUCCESS FACTORS IN PROGRAMME DESIGN

Across GIZ programmes, the use of an integrated approach to employment promotion was identified as a key success factor in the creation of jobs and improving overall (support) ecosystems for rural youth employment. This approach combines skills-development with enterprise development and labour-market matching. Especially in areas with weak or non-existent support structures for rural youth, the use of a multi-component approach, which ties provision of further support

An adapted integrated approach to employment promotion ensures inclusion of youth and women in labour markets. Support services that promote employment, including skills-training sessions, financial services and business-development services are often limited in rural areas. A holistic programme design, combining skills-development with enterprise development and labour-market placement services, is therefore especially relevant in these areas. Building the foundation of the labour market by empowering meso-level actors seems to be especially critical for youth and women. These two groups are often excluded from economic structures and mechanisms of participation, especially in rural areas. A number of RYEP programmes therefore work to build up local meso-level structures that organise and empower rural youth. ProDRA III in Togo, for example, provides capacity-building support to co-operatives and membership-based organisations that empower youth within selected value chains. The

FSP programme in Kenya supports rural youth associations that enable young people to be part of the political decision-making process. Enhancing local intermediary actors' ability to represent and provide support to youth deepens the overall support ecosystem.

A long time-frame is important for programmes that focus on agricultural and agribusiness innovations. Many agricultural crops, especially higher-value tree crops, take several years to reach maturity. Businesses relying on such products thus need several years to develop their full production potential. Programmes that focus on creating new jobs by introducing new, innovative crops or complex upstream or downstream solutions in agricultural value chains therefore work with time frames of between five and 10 years. The Green Innovation Centres, for example, started with a three-year period which was extended to a 10-year project duration in order to accommodate these requirements.

to participants' graduation from an initial training programme, has proven to be particularly useful. RYEP programmes have also shown that the content, formats and delivery mechanisms used for technical and entrepreneurship training sessions are most effective when they are adapted to the needs and preferences of rural youth and/or women. This can, for instance, be achieved through the inclusion of e-learning and networking elements.



PHOTO SHUTTERSTOCK

However, these long-term programmes also need to accommodate the needs of financing partners who may want medium-term results. For this reason, the 10-year A4SD programme also introduced short-term goals and milestones.

A specific programme design on rural youth can make it easier to develop a targeted support offer. While some of the programmes analysed for this report target rural youth alongside other beneficiaries, other programmes have



PHOTO SHUTTERSTOCK



PHOTO SHUTTERSTOCK

components that have been specifically designed to reach rural youth. Youth-specific approaches or activities are especially relevant in countries where some minimum level of economic opportunity is already available in rural areas. For the agripreneur component of the PAD II programme in Tunisia, for example, the specific focus on young rural entrepreneurs enabled the design of a tailor-made support offer. It allowed the programme to concentrate specifically on young people's employment and self-employment needs in rural areas. This resulted in innovative formats such as ideation workshops and communication campaigns crafted to increase the appeal of the agri-food sector for youth. By contrast, the FSP programme in Kenya did not have a focus on youth engagement when the programme started. As the topic of youth employment gained momentum, the programme added rural youth associations as a direct target group in 2018. This helped GIZ to support the development of youth-spe-

cific policies, ultimately improving the programme's outcome. In 2019, a new GIZ/BMZ programme focused more specifically on rural youth employment will continue the FSP activities in this field, as they proved to be very successful.

Multi-component approaches are especially useful in rural areas with a limited support ecosystem. A multi-component approach that allows individuals who have completed entrepreneurship training sessions to access financial services or follow-up support offers such as mentoring can be especially useful in areas with a limited entrepreneurship ecosystem. As GIZ programmes have shown, development partners can design multi-component programmes on their own. They can also coordinate with other donor or government programmes to create an interconnected support offer. The EPP III programme in Sierra Leone, for example, gives successful graduates of its skills-training sessions the opportunity to participate

in the SME Loop coaching programme. Later, SME Loop graduates can in turn submit proposals for the Facility for Innovation, which provides seed funding for companies. In the SEDIN III programme in Nigeria, FBS graduates qualify for a loan from a micro-finance institution, giving them the resources needed for new investments.

The most successful activities and programme features for rural youth are tailored to their specific socio-economic contexts. Experiences from RYEP programmes have shown that socio-economic contexts even within a single country can differ significantly across geographical regions and stakeholder groups. Young female entrepreneurs in northern Nigeria, for example, face different employment challenges than do male youth in the country's southern regions. Especially in post-conflict environments such as Sierra Leone, rural youth often lack basic education, financial literacy and numeracy skills.

The most successful RYEP programmes are sensitive to such differences, adjusting their support offers to the specific needs of the target group or focus area.



PHOTO SHUTTERSTOCK

HOW EMPLOYMENT-PROMOTION ACTIVITIES CAN BE ADAPTED TO THE NEEDS OF YOUNG RURAL WOMEN

Women outnumber men in the agricultural workforce. However, they have limited employment opportunities in higher-income segments of the agricultural value chain, especially in Africa. The Agricultural Technical Vocational Education and Training for Women (ATVET4W) programme specifically targets women across six African countries, helping them enter higher-income agricultural value-chain segments.

SUCCESS FACTORS FOR ADAPTING TRAINING CONTENT, FORMAT AND DELIVERY MECHANISMS TO THE NEEDS OF WOMEN WORKING IN AGRICULTURE

ATVET4W has adapted most of its training activities to respond to the specific needs, opportunities and realities of women working in agriculture in Africa.

TRAINING-CONTENT LESSONS

- **Soft skills courses** help improve women's self-confidence and empower them within the labour market.
- **Modules on land rights** help women overcome legal and cultural barriers to land ownership.
- **A focus on high-income value chains or specific segments within value chains** enables women to reap greater economic benefits and make advantageous decisions.

- **Technical skill sessions** allow women to move up the value-creation ladder, for instance from yogurt-making to cheese processing, ultimately allowing them to start their own businesses.
- **Business skills courses**, with topics such as accounting, investment and planning, help women become agripreneurs.

TRAINING-FORMAT LESSONS

- **Training materials with visuals** help reach women in rural areas with high illiteracy rates.
- **Sessions conducted in local languages** make it easier for women to learn, particularly in rural areas with low average educational levels.
- **Follow-up mentoring sessions** reinforce lessons and help women apply what has been learned. These can also help expand participants' agency and decision-making power when engaged in agriculture-sector work.

TRAINING-DELIVERY LESSONS

- **Conducting training sessions in rural villages instead of agricultural training centres** helps reach women who are unable or not allowed to travel.

- **Providing childcare facilities** allows mothers to participate in the training sessions.

SUCCESS FACTORS FOR A GENDER-TRANSFORMATIVE APPROACH

ATVET4W is currently the only GIZ project active in the agriculture and TVET sectors with a gender-transformative mandate. Valuable conceptual work has been carried out in the first programme phase. Relevant programme lessons are offered below.

- **Role models and storytelling help empower women:** ATVET4W works with successful female entrepreneurs and former trainees to deliver its training. These figures act as change agents in their communities, as they understand the specific realities of women in agriculture and can help motivate and inspire others. The social relationships built through these interactions help dismantle gender norms and empower women by showing them the variety of opportunities available to them in agriculture.
- **Collaborating with all players in the ecosystem can help change cultural norms:** Women's empowerment can be made more sustainable if all quadrants of change – individual, relational, cultural and structural – are addressed.

ATVET4W builds a narrative of change, then maps and engages relevant stakeholders to strengthen participating women's networks. This approach creates a supportive environment enabling women to fully utilise what they have learned in the training sessions.

- **Incorporating the gender-transformative approach into the M&E system increases chances of success:** As the ATVET4W component was added belatedly into the ATVET framework, the current key performance indicators do not properly reflect aspects of women's empowerment. In the subsequent phase, ATVET4W aims to introduce indicators into its M&E frameworks that better reflect the programme's gender-transformative approach. Two pilot projects initiated in Benin and Malawi incorporate the Women's Empowerment Index in Agriculture (WEIA) as an assessment tool. The WEIA measures women's decision-making power over productive resources, the degree to which they can act as community leaders, and their control over the use of their income, among other factors.

SUCCESS FACTORS IN PROGRAMME PROCESSES

Business-opportunity studies and flexible programme structures are especially useful for RYEP. They help programmes identify and build service offers around context-specific employment opportunities for rural youth. Lessons derived from GIZ programmes suggest that RYEP indicators should be embedded in M&E frameworks, and that programme theories of change (ToCs) should be built specifically around

Business-opportunity studies (BOSs) are useful in identifying market-driven opportunities for employment promotion. According to GIZ experts on RYEP, employment programmes that target rural areas often underestimate the importance of market access. Training activities in isolated regions without significant market potential can create unrealistic expectations among beneficiaries, leading to long-term frustration. A BOS can help to identify market opportunities within specific value chains or service needs. The PAD II programme in Tunisia, for example, used a BOS to identify a longlist of viable business opportunities within specific regional agriculture value chains. This was an important success factor for the programme, as it allowed young rural entrepreneurs to develop business ideas responding to real market needs. Several programme managers noted the importance of having direct private sector involvement in such studies.

Flexible structures allow programmes to leverage local opportunities and react to unexpected events. Several programme managers noted that employment opportunities for rural youth depend on the target area's economic potential, a factor that varies across geographical regions. Programme structures that give country managers the flexibility to design partnerships and support services around existing opportunities have a better chance of positively affecting rural youth. The continental E4D programme, for example, gives country managers significant leeway in the design of national portfolios. They take a demand-driven approach, responding to local market opportunities. While this approach can lead to some uncertainty in the initial design and conception phase, it allows managers to study the business landscape, identifying available partners and the sectors with the highest job-creation potential. Similarly, the continental A4SD programme can shift activities from one country to another if the political situation makes activities difficult, while still reaching the overall programme targets.

the needs of rural youth. This helps programmes develop targeted activities and address the needs of rural youth in a more holistic way. As youth employment promotion in rural areas is a relatively new topic for many development partners, strong peer-learning elements and the exchange of knowledge between existing RYEP programmes can help bring successful innovations and practices into mainstream use.



Building RYEP into M&E indicators and the theory of change fosters efficiently targeted measures. Insights from existing employment-promotion programmes indicate that developing an RYEP-informed or specific ToC at the design stage is essential for transformational change and tailored support services. In the past, as in the case of ATVET-4Women, RYEP indicators have often been added belatedly to an existing M&E

framework alongside other non-youth-related indicators. In ATVET4Women's case, the current performance indicators thus fail to reflect the programme's gender-transformative approach. In its upcoming second phase, ATVET4Women aims to develop a new theory of change and introduce more relevant indicators into its M&E framework, including measures derived from the WEIA.³³



Knowledge exchange between and within programmes helps bring RYEP innovations and good practices into the mainstream. Youth employment promotion and rural development are both familiar topics in the development sector, with considerable documentation on past experiences available. However, the specific focus on youth employment promotion in rural areas is relatively new to most governments and development partners, including GIZ. While a number of RYEP programmes are currently addressing this topic, many of them have employed a trial-and-error approach in determining what might work best for their target group or focus area. A dedicated and well-structured knowledge

exchange between and within different programmes can thus help establish good practices in the sector. As continental or global programmes, E4D, ATVET and GIC have strong peer-learning elements that help them scale and replicate good practices. E4D, for example, conducts regular regional learning conferences at which financiers, governmental representatives, and experts from academia discuss the programme's results, lessons learned and new endeavours with E4D team members. ATVET employs dedicated knowledge custodians that organise knowledge exchanges between the participating regions. In addition, ATVET shares RYEP innovations and good practices with political partners

in “write-shops”. These are week-long policy workshops conducted with government representatives from AU member states. These workshops are used to develop ATVET implementation guidelines that can be used by the AU, the New Partnership for Africa's Development (NEPAD) and national governments to inform their national ATVET policies.



PHOTO: SHUTTERSTOCK

HOW TO ADAPT THE INTEGRATED APPROACH TO EMPLOYMENT PROMOTION TO THE RURAL YOUTH TARGET GROUP

Rural youth employment promotion, especially within the agricultural production and processing sector, has distinct characteristics that are not fully covered by the traditional integrated approach to employment promotion (see Box 1). Such features include: (1) the strong role played by informal and entrepreneurial training rather than formal TVET on the supply side of the labour market; (2) the relevance of market access when matching supply and demand; and (3) the importance of micro-enterprises – here in the form of smallholder farmers and small, informal trading and processing units – on the demand side of the labour market. This often results in dysfunctional labour-market mechanisms that require specific attention through employment promotion programmes.

Based on the insights and lessons from the RYEP programmes analysed for this report, we also suggest a slight adaptation of the regular approach. This involves adding a **meso-level dimension of labour-market foundations** and **distinguishing between labour-market matching** (e.g. access to work as a freelancer, job placement, internships) and **matching in product and service markets** (e.g. helping farmers find a market for their products).

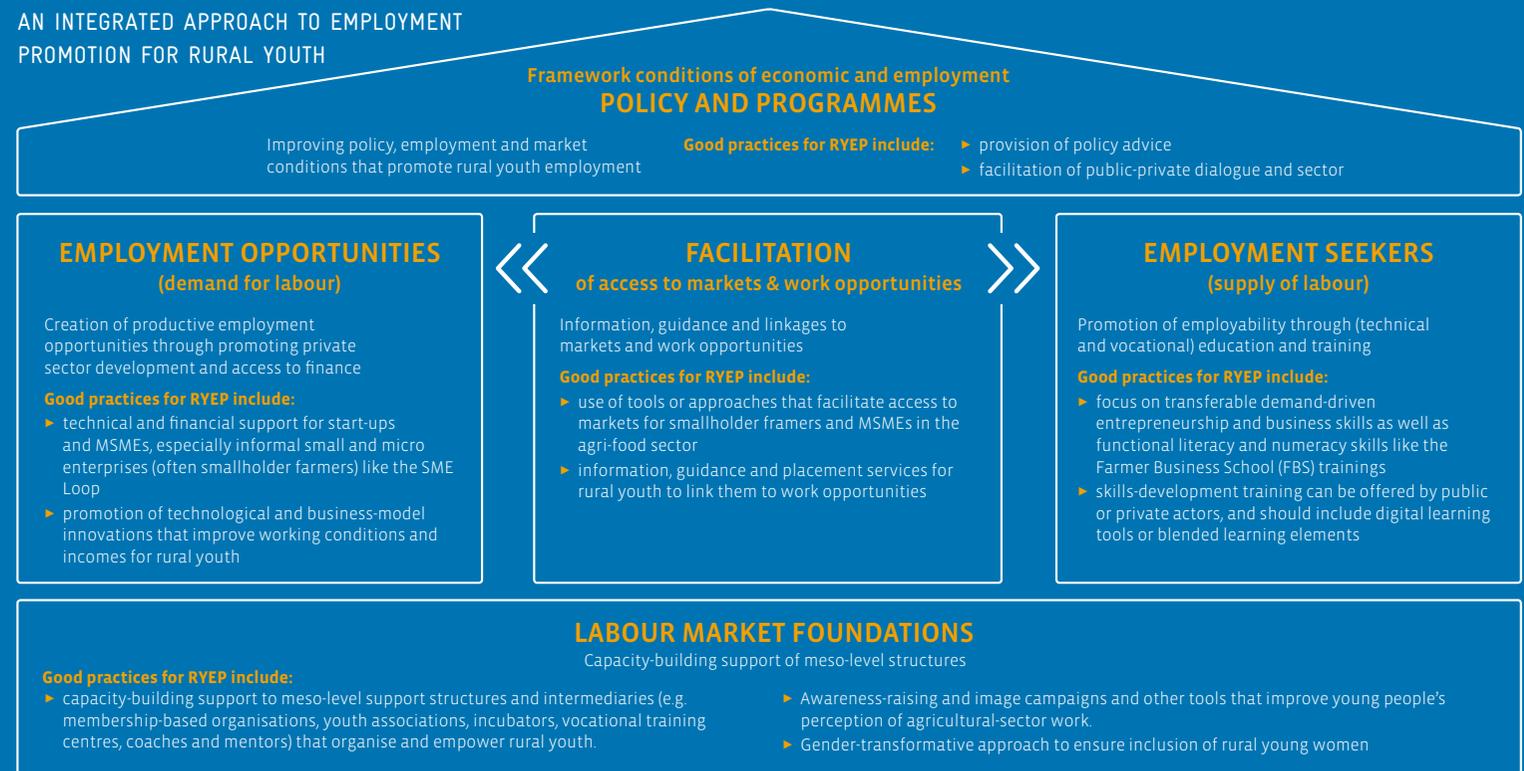
A dimension focusing on labour-market foundations is relevant for RYEP because youth and women in particular are often excluded from existing economic structures and participation mechanisms in rural areas. Healthy meso-level structures that empower rural youth and increase their employment opportunities are therefore critical for the success of RYEP programmes. Dedicated tools and mechanisms

improving access to markets for rural youth are especially useful for RYEP programmes targeting agricultural value chains.

Figure 8 presents a framework for the integrated approach to employment promotion that has been slightly adapted to serve young women and men in rural areas. The framework **emphasises good practices for RYEP** within each of the

approach’s five dimensions. Selected employment-promotion tools of the German development cooperation which are specific for rural (youth) employment are presented in the annex. The tools are derived from the 11 case studies and were not specifically designed for rural youth. But the programmes’ experiences have indicated that they seem to work well for this target group.

FIGURE 8:
AN INTEGRATED APPROACH TO EMPLOYMENT PROMOTION FOR RURAL YOUTH



Source: Own elaboration, based on GIZ (2016), Full and Productive Employment and Decent Work for All: Handbook on Employment Promotion in Development Cooperation

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Rural youth employment promotion is a topic that cuts across multiple sectors. It involves a large number of stakeholders, including policymakers from numerous ministries, local authorities, financial- and technical-services providers, and private sector entities that provide employment opportunities in rural areas. Efforts to improve employment prospects for rural youth are therefore most successful when they entail coordination across these various sectors, breaking through “silo” thinking and enabling the creation of holistic support services.



Co-funding can increase programme flexibility and help uncover new business opportunities. Several programmes analysed for this report have multiple financing partners, including the European Union, foundations or private sector entities. Managers from the programmes benefiting from this co-financing note that it has helped them achieve complementary goals. For A4SD, co-funding from the Bill and Melinda Gates Foundation (BMGF) helped the programme reach a larger scale while facilitating the inclusion of private sector partners. BMGF primarily offered support for short-term results such as increases in farmer revenue, while the other funder, BMZ was focused on the longer-term goals of employment and job creation. The combination of the two different donors helped the programme achieve short- and long-term results. Co-funding from the EU allowed ProDRA III to explore opportunities in the agri-processing sector with a high potential for income generation.

The creation of a steering committee can help RYEP programmes align and coordinate their activities with those of other stakeholders in the sector, ideally as part of a unified strategy to promote RYEP within the target area. RYEP programmes can increase the scale and sustainability of their interventions by working through local structures. This can, for instance, be achieved by integrating training elements into national policies and employment promotion systems.



However, as ATVET and other programmes have found, reporting to multiple partners can be complex and time-consuming.

Private sector collaboration facilitates market access and makes employment opportunities more sustainable. All RYEP programmes analysed for this report emphasised the importance of private sector collaboration to ensure that employment opportunities for rural

youth are market- and demand-driven. Private sector perspectives are especially relevant in choosing which value chains the programme will focus on, and when drafting skills-development curricula. Many RYEP programmes consult business associations when designing their interventions, and also collaborate directly with companies to ensure access to markets. The E4D programme, for example, works with several private



partners to build what they call an “off-taker safety net” for rural youth. Here, if one partner winds up dropping out of the programme, others can step in and purchase the youths’ produce. Whenever possible, E4D tries to work with companies’ core business units in order to create sustainable market solutions. Alternatively, corporate social responsibility departments can be an entry point that allows the development of relationships with other business departments.

Stakeholder coordination and alignment is critical for RYEP, because such activities involve multiple partners that often work in silos. RYEP activities involve multiple ministries and government departments, dealing with portfolios ranging agriculture, trade and industry to labour and youth development. In addition, membership-based business associations, community-based organ-

isations and development partners are often involved as well. Many programmes analysed for this report act as facilitators, coordinating participating stakeholders and their activities. The PEJ II programme in Morocco, for example, facilitated a partnership between the national employment agency and local community-based organisations. This new partnership creates trust between partners that rarely work together and ensures programme sustainability. Another success factor cited by several programmes was the involvement of public and private stakeholders in the programme design process. Both the Eco-Emploi programme in Rwanda and the A4SD programme have established steering committee meetings for each value chain that work to prioritise interventions and develop operation plans. These committees include key representatives from relevant ministries, private sector representatives, technical



experts with deep sectoral knowledge, and representatives from vocational-training centres. Such meetings help build trust, foster inter-stakeholder relationships, and coordinate activities. Membership-based business organisations can represent the private sector.

Working through local partner structures increases the scale and sustainability of RYEP programmes. The RYEP experts from GIZ interviewed for this report indicated that working through local structures was among the most important overall success factors for their programmes. This approach requires intense coordination in order to align with national employment systems, including national development plans, certification schemes and accreditation systems, but can significantly increase the sustainability and scale of RYEP programmes. SEDIN III in Nigeria, for example, has partner-

ships with several public institutions that allow their financial literacy training curricula to be integrated into the public education system. This allows SEDIN III to indirectly reach over 60,000 young people across the country. EPP III in Sierra Leone delivers its skills-training services through youth centres in close cooperation with district youth councils.

HOW TO SELECT AND TRAIN GOOD-QUALITY LOCAL IMPLEMENTATION PARTNERS AND HOLD THEM ACCOUNTABLE

To deliver impact at scale, most RYEP programme activities are implemented through local partners. These partners include non-governmental organisations (NGOs), private companies or individual trainers, coaches and mentors. However, high-quality service providers are rare in rural areas, and many local NGOs struggle to implement advanced results-measurement techniques. Especially in rural areas, coaching and mentoring approaches that advise participants through adult learning methodologies are new to most people, including trainers.

All RYEP programmes analysed for this report have employed strategies for effectively selecting and empowering local implementation partners, while still holding them accountable. The most relevant success factors are highlighted here.

SUCCESS FACTORS FOR SELECTING AND EMPOWERING LOCAL IMPLEMENTATION PARTNERS

► **Use of calls for proposals instead of traditional tendering:** The use of calls for proposals can allow programmes to select the most context-appropriate private and public implementation partners. To select the best service providers, RYEP programmes can publish application guidelines with criteria

that are closely linked to their specific theory of change. The programmes can afterward work with the selected implementation partners to improve the service offer using joint-planning sessions.

► **Identification and recruitment of partners through existing networks and third parties:**

Many programmes select service providers with whom they have previously worked, or which have been recommended by the political partner or other development partners. Third parties can also help programmes identify and recruit high-quality service providers, including mentors and coaches. According to programmes, recruiting coaches through partner organisations also makes monitoring easier.

► **Assessment of trainers and coaches to identify the most qualified candidates:**

To identify the implementation partners most likely to be effective, the SEDIN III programme in Nigeria conducts a skills assessment for all trainers and coaches. Knowledge regarding participatory and adult learning methods as well as local language skills and cultural sensitivity are important criteria when selecting trainers and coaches. The assessment results let project managers identify the best trainer and coach candidates.

► **Provision of capacity-building support to local partners:**

Even with thorough selection processes, local implementation partners often cannot deliver the quality that is expected by programmes, especially in least-developed countries. Local coaches, for example, are often young university graduates who require additional training in the areas of bookkeeping, entrepreneurial skills or communication. The EPP III programme in Sierra Leone supports coaches and mentors with advanced training in the SME Loop philosophy and content, as well as on coaching techniques. Manuals and guides are provided as reference materials.

► **Implementation of monitoring and supervision processes:**

Even with thorough selection procedures and additional training, most programmes have found that close monitoring and supervision of coaches and mentors remains important. In some cases, this may involve field visits. Programme officers confirm that such follow-up activities create a considerable workload for the project team but are critical to ensuring good-quality results.

SUCCESS FACTORS FOR ENSURING THAT LOCAL SERVICE PROVIDERS REMAIN ACCOUNTABLE

► **Use of formalised agreements and contracts:**

To ensure reliable access to markets for rural youth working in agriculture, many programmes use formalised agreements and contracts with their private sector partners. The E4D programme, for example, uses a variety of contractual agreements depending on the maturity of the partnership, including letters of intent, memorandums of understanding and cooperation agreements.





4

LESSONS LEARNED AND NEXT STEPS

LESSONS LEARNED

Rural youth employment promotion is a key issue for many governments today and will become more important particularly in developing sub-Saharan countries, but in other countries as well.

The agri-food sector offers diverse employment and income-generating opportunities for young women and men, both in production and off-farm services. However, in its current form, the sector is often not attractive to rural youth. If governments and development partners want to capitalise on the youth dividend and mitigate domestic and international migration, they need to increase the attractiveness of the agricultural sector. They must also address the specific employment challenges and needs of rural youth more effectively. To do so, they need more substantial insights and learnings on what really works in rural youth employment.

To answer the question of “What works in RYEP?”, the authors conducted a cross-cutting analysis of 11 GIZ programmes that explicitly or implicitly focus on rural youth employment promotion. We identified 18 success factors for rural youth employment promotion, structured around programme context, programme design, processes and partners and people. While some of these success factors are specific to rural youth, others are relevant for employment promotion more generally.



PHOTO: SHUTTERSTOCK

Rapid population growth in this part of the world means that several million new jobs for youth will be needed every year, particularly in rural areas.

to attract participants. Involving rural youth – and the valuable skills, resources and networks they bring – in decision-making ensures their varied assets and aspirations are what shape agricultural development. Several programmes present insight into how activities can be adapted to increase relevance for rural youth in terms of content, format and delivery mode.

3. Increase the attractiveness of agriculture among rural youth.

Improving perceptions of agriculture among rural youth, in particular by providing innovative business and employment opportunities in production and off-farm services that can significantly increase incomes, fosters a win-win approach among all stakeholders. The use of new technologies and innovative ICT solutions as well as awareness campaigns with successful agripreneurs as role models can help fuel rural youth’s enthusiasm for agriculture.

A comparative analysis across the 11 programmes shows that four success factors stand out because they are applied in nearly all programmes. We recommend that programmes in RYEP consider at least the following four factors in their programme design and implementation.

1. Identify suitable business models and collaborate with the private sector.

Robust business models that are suitable for youth and close private sector collaboration are important for leveraging expertise and resources for

scaling. Private sector perspectives are especially relevant for choosing which value chains to focus on and for developing relevant training curricula. This ensures that employment opportunities for rural youth are demand-driven and facilitates access to markets.

2. Adapt to local realities and employment needs while mobilising youth as key actors of development.

Programmes tailored to the employment realities and needs of rural youth and women in particular are more likely



PHOTO SHUTTERSTOCK



4. Implement activities through local structures. Collaborating closely with national and local partners, coordinating efforts with existing support and education systems, and involving youth in planning and decision-making helps ensure sustainability and scale.

In addition, our research findings suggest that RYEP programmes – depending on the main potentials and bottlenecks – should **take a more integrated approach to employment promotion**. This can involve programme activities that engage at least two sides of the integrated approach, that is, both the supply and demand sides of the labour market. Some programmes like E4D, Eco-Emploi in Rwanda or PEJ II in Morocco also include

labour-market matching activities. However, the programmes do not always apply the approach systematically. On the supply side of the labour market, programmes can reach a large number of young people through skills-development and technical trainings. This can help improve youth employability and create opportunities for self-employment. Support activities on the demand side of the labour market, such as start-up promotion and capacity support for rural MSMEs, require a more comprehensive service offer and significantly more financial resources. It is particularly important to select companies here with high growth potential that are able to create a large number of decent jobs for rural youth. The experience of programmes

such as E4D or A4SD demonstrates that such companies can also include large national and international companies.

Drawing on the initial lessons learned identified in this report, we have developed ideas for **adapting the integrated approach to RYEP**. Within the agricultural production and processing sector in particular, we observe distinct characteristics that are not fully covered by the traditional integrated approach to employment promotion. These features include: (1) the strong role played by informal and entrepreneurial training rather than formal TVET on the supply side of the labour market; (2) the relevance of market access when matching supply and demand; (3) the importance of micro-enterprises on

the demand side of the labour market; and (4) the relevance of support structures designed to empower rural youth at the meso-level of the labour market. Some programmes such as ProDRA III in Togo, FSP in Kenya or PAD II in Tunisia already actively support meso-level organisations or structures. For instance, they support youth associations or CSOs that empower rural youth and contribute to a sustainable support ecosystem for young men and women in rural areas.

RECOMMENDATIONS AND OPEN QUESTIONS FOR FURTHER RESEARCH

- 1. Develop a deeper understanding of programmes results and impact.** The findings presented in this report can only offer initial insights leading to more comprehensive research and analyses on what works in RYEP. The scope of this report was limited to selected GIZ programmes, mostly implemented in Africa. The insights are based on expert interviews, not on comprehensive programme evaluations. We recommend that success factors for RYEP be subjected to systematic monitoring and analysis that reaches across programmes and projects involving several development partners and geographical regions (e.g. Eastern Europe, Asia and Latin America). Expanding the scope of research in this way would bring more empirical evidence and broader lessons to the discussion. The 18 success factors formulated in this report should be critically reviewed and cross-checked with findings from other projects and studies. More comprehensive programme evaluations would be particularly relevant in identifying programme activities that offer sound and transferable solutions at the best value for the funds invested.
- 2. Apply the integrated approach to RYEP and develop it further.** Recommendations advocating a more integrated approach to employment promotion, also among rural youth, are not new. A

recent World Bank report, for example, states that governments and development partners too often implement programmes that target either the supply or the demand side of the labour market, but not both. Because these programmes do not explicitly aim to create linkages that maximise the impact of their interventions and thereby improve job opportunities for youth, the World Bank calls for a more integrated programme design.³⁴ IFAD also advocates a similar youth-centred approach in its recent Rural Development Report 2019, “Creating Opportunities for Rural Youth”. In the report, IFAD systematically addresses a “triangle” of connectivity, productivity and agency. Similarly, we recommend evaluating the effectiveness of meso-level structures to empower rural youth and matching activities that support access to markets. Doing so will help inform new approaches to organising improved matching in informal markets. It will also help determine which actors are best suited to implementing the different aspects of an integrated approach in rural areas.

- 3. Strengthen collaboration with relevant actors to achieve transformative effects.** Transforming current systems, such as labour markets that do not provide enough jobs for young people, requires collaboration among



all actors. Several of the case studies featured here demonstrate how GIZ ensured a programme’s lasting impact by collaborating with existing local or national organisations. International organisations can function only as a catalyst for change – transformative change itself must be carried out by local actors. A systemic approach is therefore recommended. This involves identifying a system’s capacities and weaknesses in order to create and/or support the institutions and actors able to drive transformative change. Improving the coordination of projects and donors can also foster more effective approaches and bring good results to scale.

- 4. Conduct more research on open questions.** Discussions with GIZ practitioners and a review of existing literature show that a range of open questions remains regarding the best ways to promote employment for rural youth. Those open questions are listed on pages 39-40. Close collaboration and rigorous exchange on good practices and lessons learned between different development institutions, including those with programmes on employment promotion, rural development and sustainable economic development, is needed in order to address these systemic challenges more holistically.



HOW CAN RYEP PROGRAMMES EFFECTIVELY ADDRESS LAND-RIGHTS ISSUES, WHICH ARE ESPECIALLY CHALLENGING FOR RURAL YOUTH AND WOMEN?

Access to land is critical for investments in agriculture. Many RYEP programmes analysed for this report reported that members of their target groups, especially women and youth, have difficulties in acquiring land for agricultural use and new business models. Policies and regulations in this area either do not exist, are unclear, are not well known or understood by youth, or are not properly enforced. This leads to a situation where people end up not investing because they are afraid of expropriation.

Managers in most RYEP programmes say they have not yet found a good-practice

approach enabling them to deal with this situation. Some programmes, such as ProDRA III in Togo, use their **training sessions to disseminate information on the legal landscape**, particularly as it concerns agricultural land use. ProDRA III also intends to provide **support for individuals claiming their right to cultivate idle land**. Other programmes, such as GIC and A4SD, **focus on service-sector activities in value chains that take place before or after production**, thus avoiding land-rights issues.

Further research should be conducted to identify good-practice approaches in dealing with land-rights issues. Youth and women who want to engage in agricultural production suffer most from these issues. Innovative approaches to improve and provide earlier access to family land could, for instance, prove beneficial.

HOW CAN RYEP PROGRAMMES STRENGTHEN THE ENABLING ENVIRONMENT OF LOCAL SERVICE PROVIDERS, THUS HELPING TO INCREASE THEIR SCALE?

For RYEP programmes to be successful and reach scale, they must have qualified local service providers, including coaches and mentors, to implement demand-oriented skills-development and business-development training sessions. Identifying qualified local service providers in rural areas can be challenging across Africa but is especially so in least-developed countries such as Sierra Leone. One of the main bottlenecks in scaling PAD II implementation activities in Tunisia was finding a sufficient number of skilled local coaches with agripreneurship knowledge.

One key question is whether local training-services providers can **develop a financially sustainable business model** by drawing on a range of different clients. These clients include paying companies and entrepreneurs, international donor organisations and public entities. Initial insights from SEDIN III in Nigeria suggest that rural populations find it very difficult to pay for financial literacy or entrepreneurship trainings. This makes it **difficult for the private sector to deliver training services in a financially sustainable way without sponsorship** from development partners or the public sector.

Further research should investigate whether this **market failure could be bridged through local service networks** of universities / training centres, busi-

ness organisations, co-operatives or peer-learning groups in youth networks. **ICT-based coaching** through higher qualified service providers can help to bridge the gap as well. **Better coordination in the donor community** to create greater, more continuous demand for such services and thereby improve the ecosystem for local coaches can help as well.

HOW CAN RYEP PROGRAMMES LEVERAGE INNOVATIVE ICT SOLUTIONS AS AN EFFECTIVE TOOL FOR EMPLOYMENT PROMOTION?

New and innovative ICT solutions hold great potential, particularly on a continent like Africa, which has a fast-growing technology environment. The lessons derived from the RYEP programmes analysed in this report suggest that **ICT solutions can positively affect the perception of agriculture** among rural youth and support agricultural production efforts. However, ICT is not a silver bullet with regard to employment promotion.

Existing **ICT solutions do not always produce additional employment opportunities**. In some cases, they may have no or even negative employment effects, particularly if they do not contribute to enterprise growth or farmer productivity, or otherwise help generate broad-based income.

Further research should investigate which ICT solutions have the potential to create additional employment opportunities, especially within agriculture value chains and in related services.

WHAT RYEP PROGRAMME INTERVENTIONS OFFER THE BEST VALUE FOR MONEY?

Initial observations from RYEP programmes show that interventions vary significantly with regard to the number of beneficiaries reached and the cost per beneficiary. A **large supply-side programme like A4SD can reach hundreds of thousands of beneficiaries** with its skills-development training sessions, and costs for EPP III's Integrated Farmer Training services in Sierra Leone are only around EUR 2 per beneficiary per day. **Interventions on the demand side of the labour market have fewer beneficiaries**, are often more complex and tailored to the needs of participants, and thus are typically much more expensive. PAD II, for example, supported only 300 rural MSMEs in Tunisia, while providing a long-term, “a la carte” support that also includes seed money at costs of several thousand euros per company.

Lessons from this report suggest that skills-development models can **reach large numbers of beneficiaries at a relatively low cost by working through existing local structures** such as youth or vocational-training centres. **When providing enterprise-development support, tailor-made solutions such as coaching and mentoring offer the greatest impact.** However, most of the programmes analysed have not yet demonstrated the long-term employment effect of such interventions. This stems from the fact that they are fairly new and many of them have been only partially implemented.

A **medium- to long-term analysis of intervention efficacy**, looking at labour-market supply, demand and matching across projects and institutions, would enable better value-for-money outcomes to be compared. This would add significant empirical value to the discussion.

HOW DO RYEP PROGRAMMES BUILD DEMAND-ORIENTED EMPLOYMENT SKILLS AMONG RURAL YOUTH WITHOUT INCREASING THE BRAIN DRAIN IN RURAL AREAS?

By building their skills and capacities, RYEP programmes may provide youth with the skills and tools needed to take up new business opportunities in rural areas. Youth can also leverage these skills to migrate to urban settings or other countries that offer more promising social and labour-market opportunities. Yet, in many RYEP programmes, one explicit or implicit theory of change is that youth migration can be reduced by creating attractive employment opportunities in rural areas. One way of doing so is to **increase the incentives for youth to stay in their home regions**. However, the long-term effect of RYEP programmes on migration still needs to be established. This question is also closely related to alternative employment opportunities in other sectors and thus to rural and structural transformation processes.

Further research should be conducted to **evaluate the effect of RYEP programmes on domestic and international migration patterns**. This research should also



evaluate the positive effects of migration for skills-development of rural youth and how youth can be incentivised to return to their home destination and contribute to the local economic development.

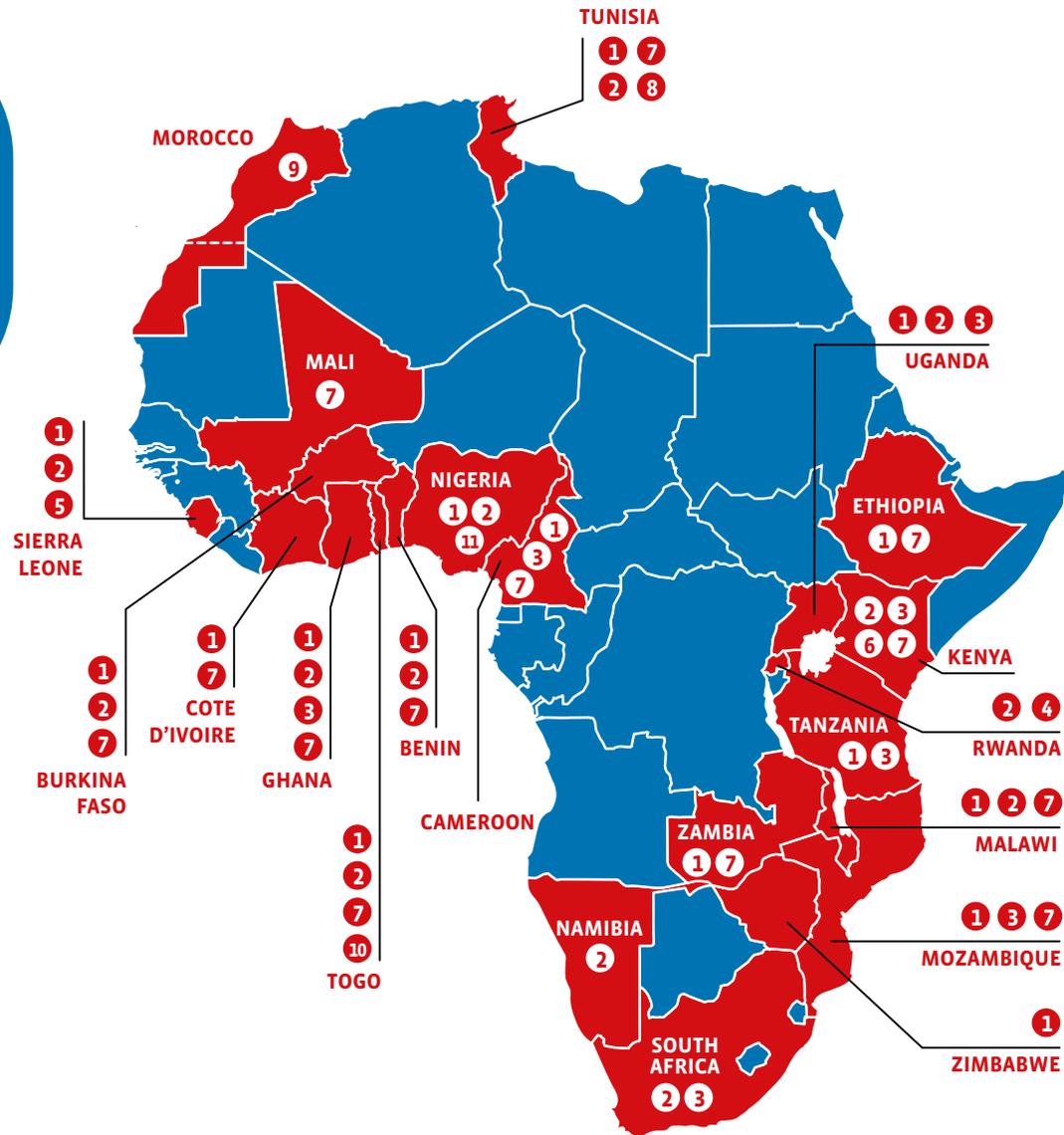
HOW CAN RYEP PROGRAMMES DEAL WITH EMPLOYMENT-RELATED RISKS IN THE AGRI-FOOD SECTOR?

Literature on RYEP often cites critical issues like poor working conditions and health risks, labour rights and child labour, low remuneration and the discussion around “living wages and income”. The literature also cites a possible trade-off between more and better jobs, net-employment effects of mechanisation or the marginalisation of smallholder producers with limited resources in more competitive environments. Of course, there are no silver bullet solutions to these issues. However, effective RYEP approaches need to take these risks into account while formulating context-specific responses.

With a growing RYEP portfolio both in German and broader international development cooperation, more comprehensive experiences and improved knowledge management are required in order to establish what really works. This involves doing more to **monitor results and outcomes while ensuring that more robust evaluations are made available**. Academic research in the field is important because it complements project implementation findings. This report marks a first step in this direction. The authors and the GIZ global project “Rural Employment with a Focus on Youth” welcome all feedback and encourage readers to share their learning experiences with us.

5

RYEP CASE STUDIES



GIZ PROGRAMMES IN RYEP

AGRICULTURAL VALUE CHAINS FOR SUSTAINABLE DEVELOPMENT (PAN-AFRICAN)

Agricultural Value Chains for Sustainable Development (A4SD) is an umbrella programme involving four projects that promote cotton, rice, cashew, cocoa and food crop value chains in sub-Saharan Africa.



WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ That co-funding can bring in budget flexibility and thematic insight.
- ▶ That employment promotion needs to be driven by economic motives and steered by the private sector.
- ▶ That in order to include a consideration of major employment effects in agricultural value chain activities, organisers must work with concepts and methods that make it possible to include seasonal informal agricultural work that is not traditionally categorised as “classic” jobs (i.e. full-time employment equivalents). This involves reducing underemployment and expanding the scope of focus beyond new job creation.
- ▶ A4SD has developed several tools (e.g. Farmer Business School, Matching Funds) that can be replicated by other agricultural and value chain projects.

PROGRAMME AT A GLANCE

PROGRAMME TITLE

Agricultural Value Chains for Sustainable Development (A4SD)



APPROACH

- ▶ Works on both the supply and demand sides of the labour market
- ▶ Provides access to finance
- ▶ Uses a value chain approach

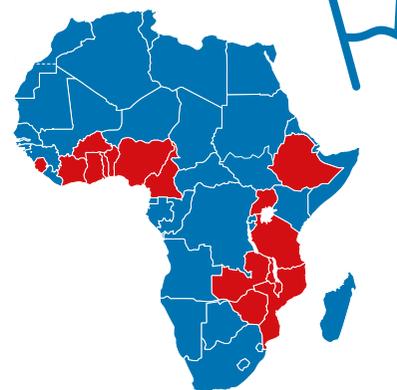


TARGET GROUP

- ▶ Smallholder farmers
- ▶ Women
- ▶ Youth



COUNTRIES



Benin	Nigeria
Burkina Faso	Sierra Leone
Cameroon	Tanzania
Côte d'Ivoire	Togo
Ethiopia	Uganda
Ghana	Zambia
Malawi	Zimbabwe
Mozambique	

PERIOD

2009–2020



TOTAL NUMBER OF PEOPLE REACHED

14,300,000
beneficiaries

2,100,000
trained farmers in GAP or FBS

850,000
full-time employment equivalents (FTE) created



PROGRAMME COST (€)

cumulated expenditure by end of 2018

- ▶ EUR 63.2 million from BMZ, and
- ▶ EUR 84.4 million from co-financing partners (which helped secure an additional EUR 177.3 million from contributing partners)



FINANCING PARTNERS

10
co-financing partners; among them BMZ, Bill & Melinda Gates Foundation, European Union, SECO, DEG, Kraft Heinz, FMARD and NIRSAL Nigeria, World Cocoa Foundation



PROGRAMME OBJECTIVES AND ACTIVITIES

The A4SD programme includes four projects working in different agriculture value chains: the Competitive African Rice Initiative (CARI), Competitive Cashew Initiative (ComCashew), Competitive African Cotton Initiative (COMPACI) and the Sustainable Smallholder Agri-Business (on cocoa and food crops; SSAB). A4SD takes a multi-stakeholder approach and therefore works closely with more than 180 partners from the private sector, civil society organisations, research institutes and government institutions.

A4SD's objective is to support the sustainable growth of agriculture in specific value chains and thereby help reduce poverty while improving nutrition for a growing number of smallholder households. To achieve these aims, A4SD supports smallholder businesses in increasing their income and works on increasing the number of FTEs along the supported agricultural value chains. In addition, A4SD encourages private sector, public partners and civil society organisations to implement supported activities using their own funds.



PROGRAMME RESULTS AND IMPACT

As of December 2018, 2,100,000 farmers had received training in GAP or at the FBS. The share of female participants at FBS is 33 per cent.

To date, approximately 850,000 mostly informal jobs in the rural agricultural economy have been created by the farmers and processors in the programme. Youth in the region benefit most from these additional jobs. For example, in the cashew and rice value chain, 60 per cent of new jobs in production have been filled by people under the age of 35. The share of jobs taken by those under 35 is higher in marketing and trade (70 per cent) and even higher in processing (80 per cent).

SUCCESS FACTORS FOR PROGRAMME CONTEXT

All partners prioritise employment concerns: Employment ranks high on the agenda of the different stakeholders involved in the A4SD programme, whether this be African governments or the donor community. By prioritising employment, everyone involved works toward the same goal and creates an enabling environment for the programme.

Demand-driven employment promotion: Employability activities and training are designed with labour market demands in mind. Using the integrated employment-promotion approach, A4SD also works on supporting entrepreneurs and companies to ensure job

creation. “Employment needs to be paid for and thus economic development has to be at the forefront”, says the executive director of the Competitive Cashew Initiative, GIZ Ghana.

SUCCESS FACTORS IN PROGRAMME DESIGN

Multi-country and multi-value chains approach enables scale and flexibility:

By working in multiple countries, value chains and by involving many partners and thereby achieving a high level of efficiency and economies of scale, A4SD can reach large numbers of beneficiaries. Its large network of 180 partners allows it to scale projects to new countries. The advisory input from its projects' steering boards, which hold regular meetings, facilitates informed decision-making on how to expand the activities. A4SD can also respond flexibly to changing local and international economic and political conditions. If the programme needs to reduce investment and activities in one country due to political instability, it can increase activities in a different country featuring greater stability and the overall impact is maintained.

Shift of focus to increase youth employment: A4SD's initial focus on improving farmers' revenues meant that employment was seen as an indirect outcome. A4SD has recently shifted its focus in order to raise the bar in terms of its employment impact and capacity to involve youth. For example, in the cacao



value chain, the programme moved away from primary production because it did not generate enough youth employment. Today, services along the value chain such as processing and transport that can easily generate youth employment are given greater attention.

Project length helps nurture and scale public private partnerships (PPPs) in agriculture: Thanks to the longer duration of the A4SD programme (10+ years), each actor can invest time in understanding, analysing and testing solutions under different conditions. This is needed to upscale solutions. In addition, institutional learning among the public and private entities in a multi-actor partnership can take place. For exam-

ple, with ComCashew, A4SP works with 19 board members, over 150 project partners, and 40+ processing firms.

Both long-term and short-term activities are needed to onboard investors: The challenge of fundraising in agriculture is simply the length of time needed for some crops, and tree crops in particular, to show results. In order to convince investors or donors of the benefits of providing funding for long-term investment, short-term results are needed to demonstrate progress. For instance, tree crops can take years to deliver yields, but trimming can provide quick results. These short-term impact results help keep investors willing to continue with co-financing the programme.

SUCCESS FACTORS IN PROGRAMME PROCESSES

Diversity in the steering committee ensures inclusive priority assessment: Each of the A4SD projects holds half-yearly steering committee meetings to ensure milestones are achieved and things are on track. Committee members include representatives from the private and public sectors, NGOs, donors and target groups. Pooling diverse knowledge across one sector helps ensure a holistic approach to problem-solving and that the most important interests are included. Holding meetings every six months makes it possible to change direction in a timely manner and without wasting too much in the way of resources when problems arise.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Multi-actor partnerships that are steered by the private sector facilitates upscaling: The programme relies on a multi-actor partnership that is steered by the private sector. This makes it easier to leverage knowledge and enhances the potential to upscale the programme.

A diversity of funding partners promotes sustainability: In addition to funding from the Bill & Melinda Gates Foundation for the cashew, cotton (via DEG), cocoa (via World Cocoa Foundation) and rice value chains, A4SD has received funding from public bi- and multilateral donors. In addition, national partners have provided funding for all four dedicated value chains. This diversity has helped the programme achieve scale in different aspects. Private sector involvement and achieving catalytic effects in a relative short time frame are two core principles of the Bill & Melinda Gates Foundation that have helped A4SD reach a large number of farmers and other value chain actors. In addition, the flexibility of private funders means that changes made to the programme can be accommodated. This, combined with public donors' focus on employment creation and longer-term effects, means that A4SD can achieve sustainable development effects on a large scale.

Impact-driven community of practices fosters the exchange of actionable knowledge: A4SD is a programme that



reaches across several countries. It capitalises on mutual learning processes by exchanging experiences, successes and failures across value chains. The programme has institutionalised the exchange of knowledge between projects by holding topic-related workshops of 2-3 days at least twice a year. In addition, the programme uses digital monitoring and evaluation tools (e.g. tablets and phones equipped with GPS and the ODK app for data collection) to foster a structured approach to knowledge exchange across projects while capturing employment effects.

CHALLENGES AND LESSONS

Scale vs depth of programmes: Despite the fact that employment can be quantified, it is nonetheless a qualitative issue. Aiming to reach large scale means that issues such as job quality can be given lower priority. This is true particularly in the agricultural sector, where many jobs are seasonal and informal. In an effort to mitigate such challenges, A4SD has taken a comprehensive approach to addressing cross-cutting issues such as nutrition, social inclusion and gender.

ICT is not the silver bullet for youth employment promotion: A4SD leverages the fast-growing technology environment in Africa and uses various digital technologies (e.g. mobile phones, 3D videos) to spread information and implement activities. ICT solutions are often used to incentivise youth to engage in agriculture projects. However, if decoupled from income-generation activities, the use of this technology may not lead to long-term employment benefits.



POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

Well-tested tools: A4SD has developed, tested, documented and scaled several tools which can be adapted by other GIZ programmes. Instruments like the Good Agricultural Practices (GAP), the Farmer Business School (FBS), the Cooperative Business School (CBS) and the Processor Business School (PBS), the Master Training Programme (MTP) or the mechanism of the matching fund have proved to work across countries and value chains.



FURTHER INFORMATION



- ▶ [A4SD website](#): provides programme description
- ▶ [A4SD Fact book 2019](#): presents the concept of agricultural value chains for sustainable development and highlights how agribusiness engages the private sector in rural Africa
- ▶ [Matching Fund Guideline for CARI](#): describes Matching Fund of the Competitive African Rice Initiative (CARI)
- ▶ [SSAB website](#): provides information regarding agribusiness approaches such as FBS, CBS and PBS
- ▶ [Comcashew website](#): provides programme description

CONTACTS



- ▶ [Ulrich Sabel-Koschella](#): Programme Director
- ▶ [Rita Weidinger](#): Head of Programme ComCashew
- ▶ [Johannes Peters](#): Adviser

GIZ PROGRAMMES IN RYEP

AGRICULTURAL TECHNICAL VOCATIONAL EDUCATION AND TRAINING (PAN-AFRICAN)

The Agricultural Technical Vocational Education and Training (ATVET) and ATVET for Women (ATVET4W) modules form part of GIZ's support to the Comprehensive Africa Agriculture Development Programme (CAADP). This is a framework for agricultural transformation in Africa and a flagship initiative of the African Union. ATVET aims to increase the professionalisation of and productivity in the agricultural sector in Africa by strengthening agricultural technical and vocational education and training. Through competency-based training, ATVET students gain the practical skills demanded by the labour market, enhancing students' job prospects. ATVET4W aims to empower women in the agricultural sector through a gender-transformative approach.



WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ Having the African Union as an implementation partner ensures partner countries' ownership of and commitment to the modules' objectives.
- ▶ Developing products and services that are in line with the national qualification frameworks increases the sustainability of activities.
- ▶ Training delivery, format and content should be developed in collaboration with the private sector to ensure that training meets labour market demand and the needs of the target group.
- ▶ How to effectively organise a community of practice.



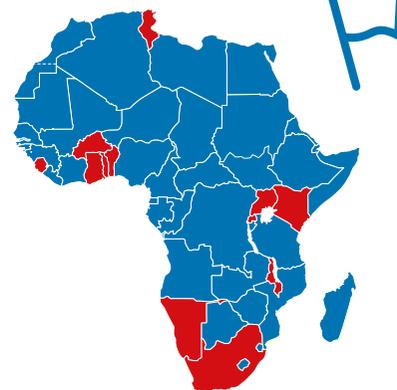
PROGRAMME AT A GLANCE

PROGRAMME TITLE

Agricultural Technical Vocational Education and Training (ATVET) and ATVET for Women (ATVET4W)



COUNTRIES



Benin	Rwanda
Burkina Faso	Sierra Leone
Ghana	South Africa
Kenya	Togo
Malawi	Tunisia
Namibia	Uganda

APPROACH

- ▶ Focuses on labour market supply and policymaking
- ▶ Does not provide access to finance
- ▶ Uses a value chain approach
- ▶ Pioneers gender-transformative approaches



PERIOD

2017 – 2019
(extended until June 2020)



TOTAL NUMBER OF PEOPLE REACHED

11,475
people were trained



of whom

4,785
were women

(Sep. 2019)

TARGET GROUP

- ▶ Rural populations engaged in agriculture, especially women and youth



PROGRAMME COST (€)

- ▶ EUR 13 million (ATVET) and
- ▶ EUR 14 million (ATVET4W)



FINANCING PARTNER

BMZ



PROGRAMME OBJECTIVES AND ACTIVITIES

The ATVET and the ATVET4W modules (together referred to as ATVET&W) are currently being implemented in 12 countries in Africa. ATVET&W is coordinated from South Africa in close cooperation with the African Union Development Agency (AUDA-NEPAD). The modules contribute to the professionalisation of and increasing productivity in the agricultural sector in Africa by strengthening agricultural technical and vocational education and training systems. ATVET&W aims to embed ATVET into CAADP's national agricultural investment plans and in the technical vocational education and training (TVET) strategies of partner countries in order to increase national ownership and ensure sustainability.

Together with the respective ministries for agriculture, education and labour, ATVET&W establishes and integrates agricultural technical vocational education and training in partner countries' overall technical vocational education and training (TVET) systems and national qualification frameworks. The modules' primary target group is smallholder farmers, especially women and youth in rural areas.

ATVET is implemented similar to a traditional TVET programme. The main difference is that training is delivered along agricultural value chains and that the training follows a competency-based approach. In collaboration with ministries and private sector actors, specific

value chains are selected on the basis of their relevance for national agricultural development plans. Together with national Agriculture Technical Colleges (ATCs), curricula are adapted and/or developed in order to meet local labour market demands. Training is implemented through 2 to 5 ATCs in each country, which are supported by ATVET&W through competency-based teacher training and organisational development. During or following training sessions, private sector actors (e.g. partner companies and cooperatives) offer internships or work placements to ATVET&W students.

ATVET4W advises partners on developing gender-sensitive curricula and training materials. This includes guidance on gender-sensitive teaching methods and learning environments. In addition, ATVET4W is piloting six country-level gender-transformative ATVET initiatives. For example, in Ghana, the Women in the Driving Seat project trains women to drive and maintain tractors, enabling women to work in traditionally male-dominated sectors (e.g. mechanised agriculture and farm operations).

PROGRAMME RESULTS AND IMPACT

Between 2017 and 2019, 11,475 people, of whom 4,785 were women, received training through ATVET&W. In addition, ATVET&W has contributed significantly to an Africa-wide exchange of agricultural TVET good practices and peer-to-peer learning. The AUDA-NEPAD online portal

has published 79 examples for stakeholder engagement, curricula and ATCs, including a toolkit for implementing agricultural TVET in African contexts.

A tracer study assessing the employment situation of ATVET&W graduates (pre- and post-training) across five countries will be published in November 2019. The study will provide additional insights to be considered in further evaluations. This includes a comprehensive employer survey that will highlight the qualitative effects of ATVET on relevant skills development among graduates.

SUCCESS FACTORS FOR PROGRAMME CONTEXT

Participation in an African Union flagship initiative increases national ownership and sustainability: ATVET&W forms part of CAADP, which gives the two modules considerable weight, and increases national buy-in and



ownership. As such, ATVET&W is perceived as a continent-wide, government-led initiative rather than “yet another donor initiative”. This has enabled ATVET&W to effectively work through existing national systems. “Being embedded within CAADP also comes with an increase in complexity and coordination efforts between GIZ, AUDA-NEPAD and AU. But this is definitely time well invested as it opens doors at the country level and significantly increases the impact and sustainability of our programme”, explains the ATVET&W M&E officer.

► Knowledge products ensure the translation of programme recommendations into national policy strategies

To increase the sustainability of its activities, ATVET&W started developing a toolkit, the Implementation Guidelines for ATVET, for the African Union and AUDA-NEPAD. The toolkit currently has three chapters: Curricula Development and Stakeholder Engagement, The Role of Agricultural Training Centres (ATCs) and Private Sector Engagement in ATVET. A fourth chapter will be added on Gender-transformative Approaches in ATVET. The chapters were developed during ATVET “writeshops”, week-long knowledge-sharing workshops with government representatives, TVET practitioners and private sector stakeholders from up to 14 countries. The toolkit presents state-of-the-art knowledge on ATVET implementation in Africa and is used to translate programme learnings into policy strategies.

SUCCESS FACTORS IN PROGRAMME DESIGN

A pan-African community of practice fosters peer-to-peer learning: The pan-African scope of ATVET&W generates substantial programme learning from the 12 implementation countries. To make use of this wealth of experience and expertise, peer-to-peer exchange between the national project coordinators is critical. This exchange is based on dashboard data, which national coordinators share with ATVET&W twice a year, and quantitative data. ATVET&W links up national project coordinators working in similar contexts in a community of practice. This enables national project coordinators to jointly develop training materials and implementation strategies. ATVET&W supports cross-country exchange visits to encourage peer-to-peer learning and the sharing of good practices. These visits include ministerial staff and ATC employees. The community of practice helped the western African countries of Benin, Togo and Burkina Faso to jointly improve ATVET curricula and adapt the curricula to the needs of their region.



► How to organise an effective community of practice

GIZ has a range of instruments and tools that can facilitate peer-to-peer learning. ATVET&W identified an effective mix of methodologies by adopting a trial and error approach. The methodologies include:

- **Dashboard data and progress update sheets:** Twice a year, an M&E specialist and the programme coordinator review the datapoints for each country, provide recommendations to the national project coordinators and, where possible, link national project coordinators to enable the sharing of good practices. In addition, national project coordinators report back on African Union/NEPAD progress sheets.
- **In-person meetings encourage networking and exchange:** In-person meetings are key to building trust and relationships, which is essential for working across 12 countries. ATVET&W organises two week-long meetings per year that rotate between regions.
- **Regional coordinators act as knowledge custodians:** Within the management structure of ATVET&W, the regional coordinators for East and West Africa are responsible for facilitating peer-to-peer exchange between countries. Together with CAADP's Programme Development and Change Unit – which comprises M&E, knowledge management and communication expertise – knowledge is developed and disseminated.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Working through national systems reaches people beyond the modules'

scope: A key success factor of ATVET&W is that the modules work through national structures and systems. ATVET&W provides products and services that are in line with the national qualification frameworks – as opposed to creating new certificates on top of existing local structures. “It took a long time to get there, but in terms of ownership and sustainability it's critical for the success of our programme”, explains the GIZ M&E Officer. To further increase sustainability, implementation in some of the new countries is coordinated and managed by AUDA-NEPAD rather than by a full-time GIZ national project coordinator based in the respective African Union member state. As curricula and training materials are in

the public domain, training can be offered by training institutions that have not directly partnered with ATVET&W, allowing ATVET&W to benefit a wider group.

► ATVET&W's catalytic effects

In Kenya, where ATVET&W has partnered with four ATCs, several other training institutions – beyond the direct scope of ATVET&W – have adopted curricula and training materials developed by ATVET&W. To estimate the indirect training and employment effects that ATVET&W has on national employment-promotion systems, an assessment of the number of colleges offering ATVET&W curricula in each country is planned.

National project coordinators are based within the political partner to increase national ownership and buy-in: To ensure effective collaboration with partners, and increase national buy-in and ownership, national project coordinators are citizens of the implementation country

and sit within the respective national political partner. The national project coordinators have a senior profile, and have often previously worked for the political partner and are well connected to government decision-makers. “The closer you are with the partner, the better. Programme success often depends on these personal relationships”, explains the M&E Officer. This effects the partner organisations' perception of ATVET&W. For example, visits to the training centres are often perceived as government visits rather than donor check-ups.

► Close government relations help to leverage additional funds for ATVET&W

The Women in the Driving Seat project in Ghana has trained 120 women to drive and maintain tractors. The project's success and extensive media attention have contributed to a significant positive change in the perception of women working in formerly male-dominated sectors, such as mechanised agriculture. The Ghanaian Ministry of Agriculture has recognised the potential of increasing the number of female tractor operators and plans to establish mechanised agricultural training hubs that include women.

Project staff in participating countries have a key role in linking national implementation experience to continent-wide knowledge management: Currently, 18 technical staff located across the 12 participating countries are responsible for ATVET&W activities, according to plans established in collaboration with the management structure in South Africa. Regular monitoring procedures and peer-to-peer exchange facilitate



the flow of information. Project staff are crucial to the successful implementation of ATVET&W. The ATVET&W team comprises agronomists, teachers, and TVET and gender specialists who are deeply embedded in their respective national structures. “They facilitate political exchange, engage with the private sector, advise ATCs on change management and are change-makers implementing gender-transformative ATVET approaches. Their work provides ‘the meat on the bone’ of the programme”, explains the senior programme adviser.

CHALLENGES AND LESSONS

The role of the private sector in ATVET&W requires further research and strengthening:

Despite existing collaboration with private sector actors (e.g. in developing curricula, and providing internships and work placements), ATVET&W would like to increase private sector involvement. To better understand the role and potential of private sector involvement in ATVET&W, the Centre for Rural Development (SLE) at Humboldt University in Berlin, Germany and a team of multi-disciplinary post-graduates are conducting research in East and West Africa, which will be published under the title “What’s in it for me?” in early 2020.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

ATVET&W has a robust programme design with potential for replication and scaling:

While the ATVET&W module reflects a traditional TVET programme, the application of TVET to the agricultural sector represents a key innovation. ATVET has now been tested in 12 countries and can be easily applied to other country contexts. Scaling-up within a country can easily be done because all materials (curriculum, learning material etc.) are registered with and accredited by the national system. Direct GIZ support is limited to a number of training centres in each country. However, countries have the opportunity to scale up the efforts to more training centres. Replication in

other countries can take place through ATVET procedures, guidelines or toolkits that have been developed with the support of GIZ. Such ATVET toolkits focus on certain aspects like curricula development, private sector engagement or women’s empowerment. These toolkits also describe the process of introducing ATVET into the national system based on the experiences from the 12 countries.

Build on programme learning from ATVET4W for other gender-transformative projects:

ATVET4W is currently the only GIZ project active in the agriculture and TVET sectors with a gender-transformative mandate by BMZ. A lot of valuable conceptual work has been done in the first phase of ATVET4W, and several of the products (e.g. gender-sensitive curricula and training materials, and gender-transformative business development tools) are ready to be rolled out. Given the lack of similar projects undertaken by other development partners, more conceptual work is needed. In addition, a thorough exploration of the transformative aspects of social norms through skills development in agriculture is necessary.



FURTHER INFORMATION



- [GIZ website](#): provides a CAADP ATVET factsheet describing the approach and impact
- [AUDA-NEPAD knowledge portal](#): highlights ATVET stories, publications and community of practice
- [ATVET&W video clip](#)

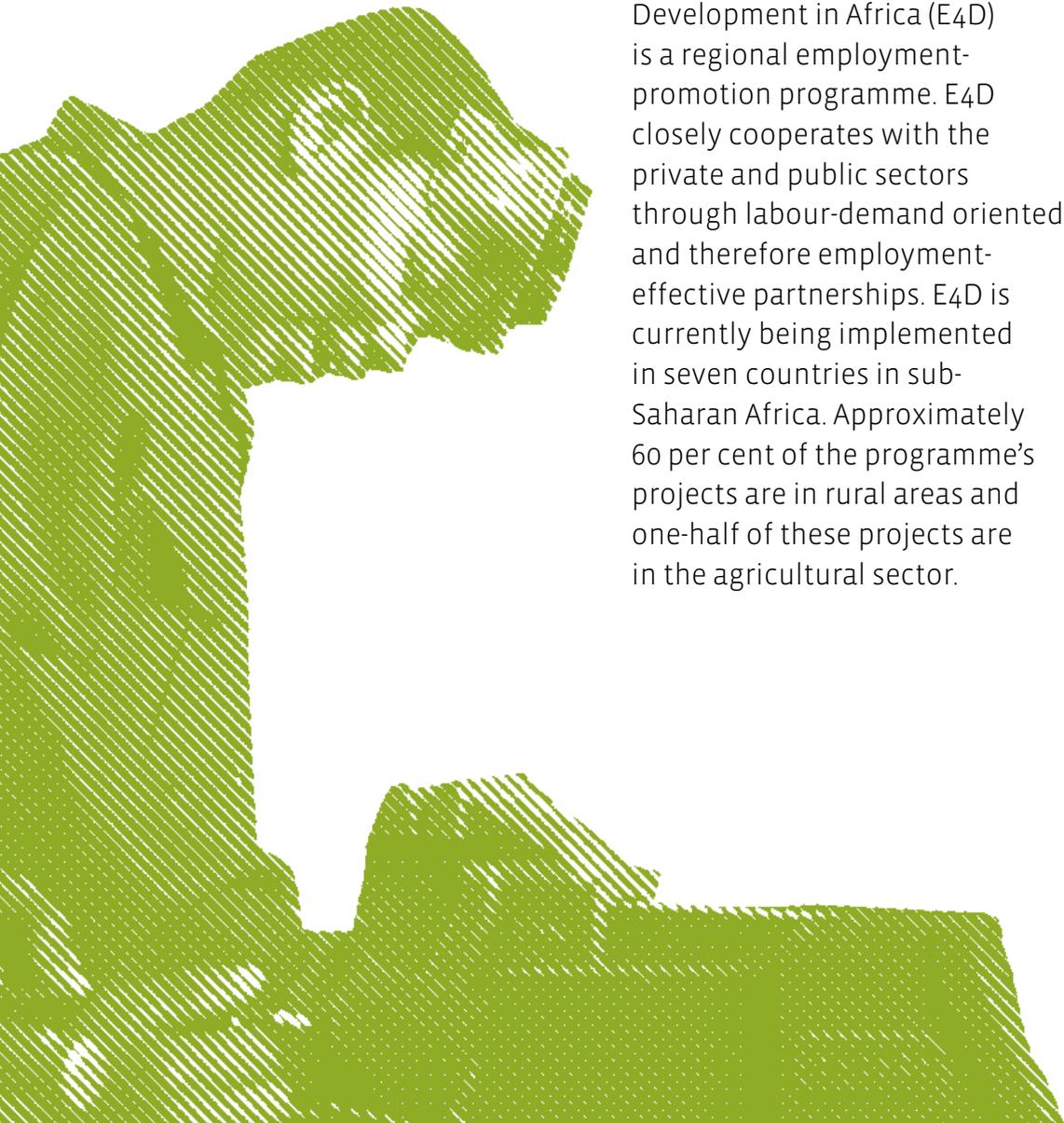
CONTACTS



- [Steffen Becker](#), GIZ M&E Officer
- [Sara Jabril](#), Programme Adviser
- [Ingeborg Adelfang-Hodgson](#), Senior Programme Adviser
- [Miriam Heidtmann](#), Senior Programme Manager

GIZ PROGRAMMES IN RYEP

EMPLOYMENT FOR SUSTAINABLE DEVELOPMENT IN AFRICA (PAN-AFRICAN)



Employment for Sustainable Development in Africa (E4D) is a regional employment-promotion programme. E4D closely cooperates with the private and public sectors through labour-demand oriented and therefore employment-effective partnerships. E4D is currently being implemented in seven countries in sub-Saharan Africa. Approximately 60 per cent of the programme's projects are in rural areas and one-half of these projects are in the agricultural sector.



WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ Strong partnerships with private sector actors when driven by business interests can mobilise resources, increasing project impact and sustainability.
- ▶ Long-term employment effects can be strengthened by addressing all aspects of the integrated employment-promotion approach.
- ▶ Flexible programme structures ensure projects can respond more ably to local market trends.

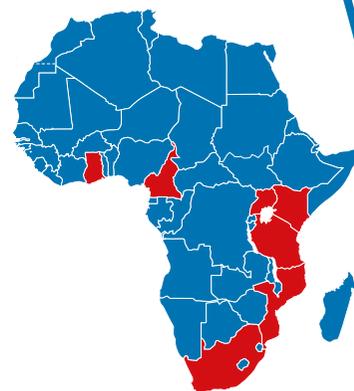
PROGRAMME AT A GLANCE

PROGRAMME TITLE

Employment for Sustainable Development in Africa (E4D)



COUNTRIES



Cameroon	South Africa
Ghana	Tanzania
Kenya	Uganda
Mozambique	

APPROACH



- ▶ Applies the integrated employment-promotion approach, with a focus on labour market supply, demand and matching
- ▶ Provides in selected cases access to finance for students through scholarships and credit unions
- ▶ Uses a value chain approach

TOTAL NUMBER OF PEOPLE REACHED



14,877
people secured decent employment (May 2019)

45,341
people increased their income by at least 10 per cent (May 2019)

18,591
people improved their working conditions (May 2019)

TARGET GROUP



Economically disadvantaged groups, including women and youth

PERIOD



2015–2023

PROGRAMME COST (€)



▶ EUR 77.8 million

FINANCING PARTNERS



BMZ, DFID, EU, Norad, Korea International Cooperation Agency (KOICA), Shell, Tullow Oil, Quoniam Asset Management GmbH, Rio Tinto, among others

PROGRAMME OBJECTIVES AND ACTIVITIES

By cooperating with public and private sector partners, E4D aims to promote employment, increase incomes and improve working conditions. The programme targets economically disadvantaged groups, including women and youth.

E4D is a regional programme currently being implemented in seven sub-Saharan African countries. In addition, Employment and Skills for Eastern Africa (E4D/SOGA) is a sub-regional initiative, which is implemented in the four East African E4D countries (Kenya, Uganda, Tanzania and Mozambique). Since E4D and E4D/SOGA are similarly structured, well-integrated and implemented together, a clear differentiation between the two programmes is not necessary. As such, the two programmes are simultaneously referred to as E4D.

At the heart of E4D are partnerships with private sector actors and the integrated employment-promotion approach. The programme attempts to cover the three central aspects of the integrated employment-promotion approach (i.e. labour market demand, supply and matching). In addition, many E4D partnerships combine at least two aspects of the integrated employment promotion approach (e.g. skills development and labour market matching).

► **Enterprise development:** E4D assists local businesses in natural resource-based industries (e.g. mining, oil and



gas, and agriculture) to increase their productivity. By enhancing the competitiveness of entrepreneurs and MSMEs, E4D enables these businesses to meet growing demand for goods and services. This stimulates local economic growth and employment opportunities (either directly in the partner company or along the respective supply chain).

► **Skills development:** E4D works on the labour market supply side to ensure that people have the right skills and information to find sustainable employment in natural resource-based industries and adjacent sectors. The skills development approach focuses on improving training of demand-driven technical skills and transferable life skills (e.g. communication,

work ethic, and health and safety procedures). In selected cases, E4D provides finance to students through scholarships and credit unions.

► **Labour market matching:** E4D employs a range of approaches to improve the information exchange between the labour market demand and supply sides, and to sustainably strengthen local labour market matching mechanisms. The approach aims to match skilled young people with available jobs. These approaches are usually integrated into the enterprise and skills development components. For example, an E4D project may support young people in gaining formal employment after completing an internship or work placement. It does so through

establishing labour market matching mechanisms in collaboration with partner companies. In addition, E4D builds the capacity of vocational-training centres, and facilitates regular dialogue fora with training institutions and private sector partners to better match skilled graduates with available jobs.

PROGRAMME RESULTS AND IMPACT

Since 2015, E4D has implemented over 60 projects in seven participating countries. As of May 2019, E4D partnerships have secured sustainable employment for almost 14,900 people, increased the incomes of more than 45,300 people by at least 10 per cent and improved the working conditions of nearly 18,600 people. For example, E4D has worked with farmer groups to improve awareness around the safe handling of agricultural inputs and supported medium-sized companies to implement occupational health and safety standards.

By 2023, the programme aims to secure sustainable employment for 31,000 people, increase the income of 100,000 people by at least 10 per cent and improve working conditions for 40,000 people.

SUCCESS FACTORS IN PROGRAMME DESIGN

Strong private sector collaboration increases opportunities for upscaling and impact:

E4D's emphasis on private sector engagement is key to its success. The programme applies a multi-tier collaboration model. At the global level, E4D collaborates with large international companies in order to facilitate the exchange of knowledge and leverage the programme's impact through co-financing. At the country level, the programme maintains various partnerships with African and international companies to promote employment, increase incomes and improve working conditions for local populations. E4D works closely with business associations to link private sector actors with training institutions. Many business association members are now willing to offer internships and industrial attachments to E4D graduates due to private sector actors' greater awareness of and the increased engagement in E4D. E4D partnerships have proven to be most effective when partner companies assume joint ownership of project goals, as this multiplies projects'

► Private sector collaboration driven by strategic business interests

One of the most successful E4D projects involves a Ugandan coffee bean processing and trading company. The project supports the partner company to secure a larger supply of raw coffee beans, while also ensuring a strong added value for the coffee farmers through increased incomes. "Harmonising the interests of the company with the interests of the smallholders is critical for sustainable employment solutions", explains the M&E adviser.

To avoid farmers becoming excessively dependent on one buyer, E4D advocates partnering with multiple companies to ensure an "off-taker safety net". In Kenya in 2015 and in Ghana in 2017, this approach allowed one company to substitute for another company that dropped out of the market.

long-term impacts and increases opportunities for upscaling (either by partner companies or via other donor projects).

Curricula focusing on transferable skills increases responsiveness to market trends:

To best respond and adapt to rapidly changing local market demands and employment trends, E4D has developed flexible skills development curricula. The curricula focus on transferable technical and soft skills (e.g. business skills and financial literacy). These are critical for improving market access for MSMEs and smallholder farmers, and are easily transferable across sectors. A broader scope of technical capacity-building skills in agriculture remains easily replicable, as E4D bases its activities on existing training approaches (e.g. the FBS approach).

SUCCESS FACTORS IN PROGRAMME PROCESSES

Peer-to-peer learning facilitates the exchange of knowledge: As a multi-country programme, E4D enables peer-to-peer learning through various

processes, such as monthly team calls and annual meetings in which project teams share learnings and good practices. Moreover, E4D conducts regular regional learning conferences in which project stakeholders (e.g. financiers, representatives of partner companies, government representatives and academic experts) analyse with E4D project staff the programme's results, lessons learnt and new endeavours. The regional learning conferences facilitate peer-to-peer learning and the development of networks, which participants take back to their organisations.

Formalised agreements and contracts hold partners accountable: To improve the reliability of off-takers, E4D uses a range of contractual agreements with project partners. Depending on the maturity of the partnership, the contractual agreements can include letters of intent, memorandums of understanding (MoU) and cooperation agreements. When dealing with the local partners responsible for implementing E4D activities, E4D prioritises service contracts over grants to ensure high-quality service delivery.

A robust M&E system with dedicated M&E advisers improves project steering and programme learning: Employment programmes often use multiplier effects and estimations to measure impact. In contrast, E4D uses a detailed M&E system with a dedicated M&E adviser for each participating country supported by two M&E advisers for assistance and quality control rather than multiplier effects and estima-

tions. E4D's commitment to thorough measurement strengthens project steering, strategic dialogue with project partners and programme learning, as well as fulfilling donor reporting requirements. Evaluations based on detailed measurements of the programme's impact guide the continuous revision of programme activities and support the development of new programme components and activities.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Working directly with the core business units of partner companies increases impact and sustainability: Establishing new relationships from scratch can be time-consuming, but once secured often result in successful and long-standing cooperative relationships. To increase the impact and sustainability of activities, E4D often works directly with the core business units of a partner company. Ideally, E4D supports the company piloting an activity and, if the pilot is successful, the partner company scales the initiative on its own. However, according to E4D programme staff, this does not always work. If direct collaboration with the core business unit of a company is not possible, the company's CSR unit can act as an alternative entry point to reach other departments within a business. In the long run, collaboration with the CSR departments can enable the programme to influence supply chain management decisions, which could promote wider local economic development.

Flexibility in designing projects to suit the respective national context improves job creation:

E4D gives national project coordinators considerable flexibility in designing projects to suit the respective national context, which increases responsiveness to local needs and opportunities. This process can lead to some uncertainties in the initial design and conception phase. But it also allows for more detailed scoping of the business landscape, and the identification of partners and sectors with the highest job creation potential. In practice, greater flexibility is reflected in the variety of training models implemented by NGOs, companies, and public and private training institutions. To reduce uncertainty and guide national project coordinators, E4D developed binding guidelines and standards that streamline activities, and ensure consistency of practice and the exchange of programme learning across countries.

▶ **E4D uses a large variety of training and capacity-building models to respond to specific local labour market opportunities**

Capacity-building modules differ significantly across E4D countries as local labour market opportunities and trends vary across countries. In Uganda, for example, one training module focuses specifically on health, safety and environmental issues, as local business associations and companies expressed a need for such training. In Ghana, given the prevalence of gold mining in poor rural areas, E4D coordinates skills and enterprise development initiatives with various local implementation partners in the gold mining sector. Following a successful collaboration with a leading gold mining company, other industry players approached E4D for support.

CHALLENGES AND LESSONS

Employment programmes in rural areas often underestimate the importance of access to markets:

How remote can a rural setting be for an employment project to still be successful and retain talent? How remote can a rural setting be while still being able to build a long-lasting, scalable business case? Some E4D activities raised concerns among E4D staff. “Bringing a heavily subsidised training activity to a rural setting without market potential creates expectations among beneficiaries that cannot be met and that lead to frustration in the long run”, explains the E4D portfolio adviser, Ghana. Furthermore, the M&E adviser states, “As a rule of thumb for promoting employment: Going where there are existing market opportunities might be the most important learning from our project”. A key lesson is that that E4D graduates are unlikely to secure decent employment, increase their income or improve their working conditions in rural markets in which market participants are waiting for a single company to invest. The local economy needs to be able to absorb an increase in skilled workers before an E4D project begins, otherwise the project will not be successful.

Building the skills of rural youth may increase migration to areas with more job opportunities:

An assumption in many rural youth employment programmes is that programme activities can mitigate youth migration to urban areas by improving employment oppor-

tunities in rural areas. However, a E4D programme learning is that rural youth who do not migrate to urban areas are often stigmatised as “those who did not make it” or were not able to leave. “We should be aware that by building their skills and capacities, we provide the youth with tools to take a leap and potentially migrate to urban settings with more promising social and labour market opportunities”, explains the E4D portfolio adviser, Ghana.

POTENTIAL FOR REPLICATION, SCALING AND MAINSTREAMING

E4D’s focus on private sector partnerships makes it possible to scale opportunities and impact:

The E4D programme design is built on strong private sector collaboration and market-driven local employment opportunities have greater potential for mainstreaming. E4D emphasizes private sector partnerships, which can upscale activities, improve demand-driven skills development and create opportunities for franchising. As of May 2019, 16 successful E4D projects have been upscaled by E4D, and partner companies and institutions across the seven participating countries. Upscaling can take several forms. For example, a E4D project curriculum was rolled out nationally in one country, while successful seller-buyer agreements have been adopted by other companies.

FURTHER INFORMATION



- ▶ [GIZ website](#): provides E4D fact-sheet
- ▶ [GIZ website](#): provides a PR report for E4D/SOGA, 2019

CONTACTS



- ▶ [Cathleen Radig Guerra Costa](#), E4D M&E Adviser
- ▶ [Nathan Lenzin](#), E4D Portfolio Adviser, Ghana
- ▶ E4D@giz.de

GIZ PROGRAMMES IN RYEP

PROMOTION OF ECONOMY AND EMPLOYMENT (RWANDA)



The Promotion of Economy and Employment Programme (Eco-Emploi) is a project within the framework of the German Development Cooperation with Rwanda that aims to sustainably increase the employment of a skilled workforce in Rwanda. In order to make significant gains in achieving this goal, the programme integrates technical and vocational education and training with labour market interventions and private sector development.

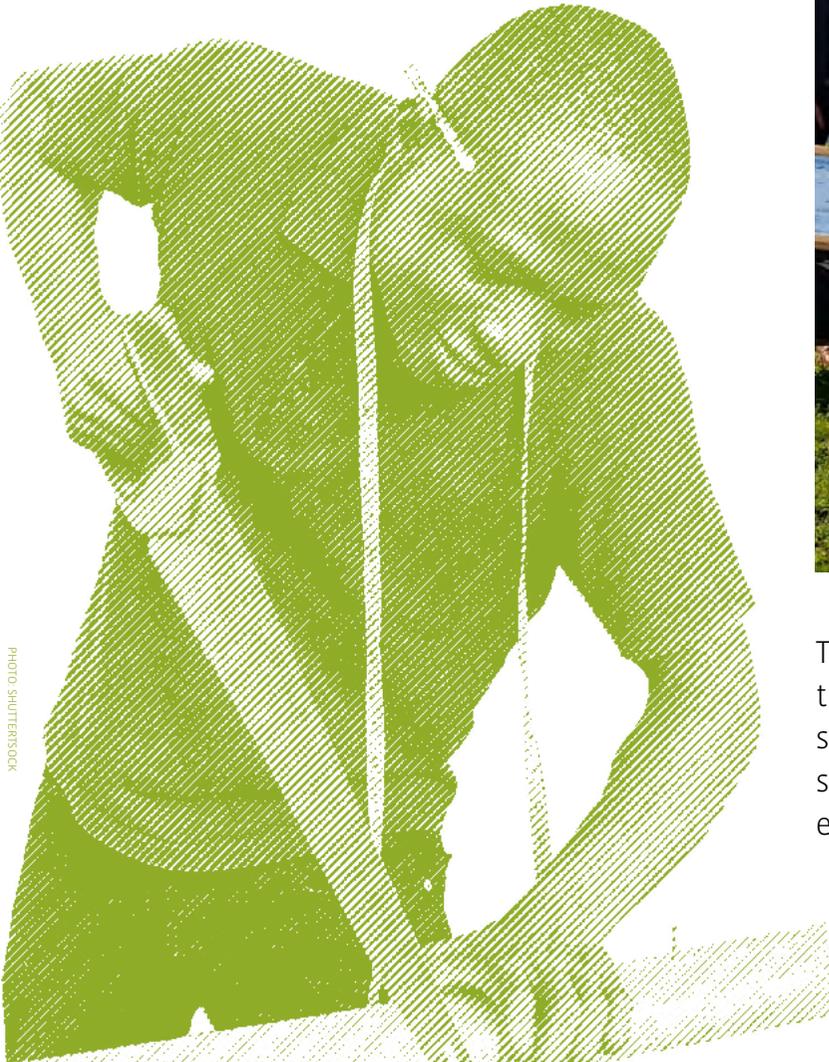


PHOTO: SHUTTERSTOCK

WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ That a supportive political partner can help scale impact by leveraging national structures.
- ▶ That GIZ can play a key role in facilitating collaboration among cross-sector stakeholders in a sector that involves multiple public and private actors.
- ▶ That sector-steering committees help ensure that programme activities are relevant and aligned with other stakeholders' interests.



PROGRAMME AT A GLANCE

PROGRAMME TITLE

Promotion of Economy and Employment Programme (Eco-Emploi)



APPROACH

- ▶ Applies the integrated approach to employment promotion on all levels (demand, supply, matching and policy)
- ▶ Does not provide access to finance
- ▶ Uses a value chain approach



TARGET GROUP

Unemployed people with a focus on women and people with disabilities



COUNTRY



 Rwanda

PERIOD

2016–2019



TOTAL NUMBER OF PEOPLE REACHED

3,160
jobs created (Sep 2019)

3,085
pupils enrolled in training (Feb 2019)



PROGRAMME COST (€)

- ▶ EUR 17.5 million



FINANCING PARTNER

BMZ



PROGRAMME OBJECTIVES AND ACTIVITIES

Promoting employment, particularly in non-agriculture areas in order to develop an economy based on knowledge and services is high on the national development agenda. Rwanda is striving to improve vocational training, promote the private sector and formulate labour market policies conducive to job creation. Eco-Emploi focuses on economic development and job creation in Rwanda that enables public and private actors to carry out measures with broad impact on employment.

Eco-Emploi takes an integrated approach to promoting employment by targeting value chains able to create large numbers of jobs in Rwanda. This includes the wood trade, tourism, and ICT in rural areas and the creative industries, e-commerce and logistics in urban areas. The programme does not explicitly focus on youths, but includes:

► **Private sector development:** Eco-Emploi improves the competitiveness of SMEs in the selected value chains. Entrepreneurship and business trainings follow the Competency Based Economy and Formation of Entrepreneurs (CEFE) approach or the Profitable Resource Efficient Management (PREMA) service, which is organised by associations. In cooperation with kLab, the Chamber of ICT's knowledge lab, Eco-Emploi supports young entrepreneurs with



innovative ICT technologies so that they can provide demand-oriented solutions for SMEs in the country.

► **TVET and skills development:** Eco-Emploi is raising the bar in terms of the quality of the demand-led vocational-training system. Together with the Ministry of Education and representatives from the private sector, the programme is developing vocational-training courses oriented to the needs of the labour market. In addition, the programme conducts skills development trainings that are aligned with what is needed in focus sectors.

► **Labour market matching:** The programme helps job centres in Kigali and Musanze improve and expand their services so that they can more effectively bring together job-seekers and employers. This includes organising job fairs. To this end, the programme works with employers' associations, the Chamber of Commerce and individual companies, helping them to increase the number of vacancies they register. Also, the programme helps develop labour market information and analysis systems to be used by the job centres.

► **Policy advice:** To help improve the business environment for companies

in Rwanda, the programme provides technical and methodological advice to the Ministry of Trade and Industry. The ministry is tasked with promoting the national economy, and business-sector institutions such as trade associations and chambers of commerce. For example, the programme provided the Rwanda Standard Board with support in developing quality standards for the wood sector that are in line with the government's Made in Rwanda campaign.

PROGRAMME RESULTS AND IMPACT

Between June 2016 and September 2019, the programme created 3,160 new jobs. A total of 2,241 job-seekers have registered with the job centres in Kigali and Musanze, and job-placement services have provided 817 people with employment or an internship.

On the skills development side, 3,085 pupils, 40 per cent of which are female, are enrolled in the 20 vocational schools supported in the 2019 academic year. At the end of the year, 1,028 people will enter the labour market having completed vocational training for qualifications that are in demand in the tourist industry, in information and communications technology and in the wood trade. Some 1,000 people have taken part in demand-led training in order to improve their prospects on the labour market. So far, 300 participants, 38 per cent of which are female, have found employment within three months of completing the training.

The close collaboration and engagement with different stakeholder groups in the programme led to more coordinated sector strategies and activities in the target value chains. With support of Eco-Emploi, Sector Strategic Plans were developed by relevant ministries to achieve the shift away from independent, silo-based work and toward joined-up coordination among public, private and civil society actors.

As a result, the programme also helped several ministries design their M&E strategies and systems. Technical experts from Eco-Emploi worked closely with public institutions to develop clear indicators, targets and measurement systems for tracking the progress made.

SUCCESS FACTORS FOR PROGRAMME CONTEXT

Highly engaged and committed political partners makes it easier to implement programme measures: “Our political partners are very committed and appreciate our advisory services. If we jointly develop action plans, they are with us. This makes it much easier for us to implement our activities”, says Eco-Emploi’s wood economy expert. The political buy-in and support of the different ministries is for Eco-Emploi an important success factor. According to Eco-Emploi, this is also because the programme’s government partners in Rwanda have a clear agenda for the country. As the wood economy expert

notes: “They know what they want. The challenge is how to get there. And for that, they appreciate our support.”

► The government of Rwanda effectively coordinates development partners’ activities

The government of Rwanda has the capacity to effectively coordinate the support offered by donors and development partners. The government clearly communicates its vision to its partners so they can focus on a specific sector or area of support and thereby help achieve the national development agenda.

GIZ has thus been able to focus on their core competence of technical assistance and create mutually reinforcing activities with other partners. For example, partner organisations looking for financial support have been approached by other development partners focused on financial cooperation. Coordination is carried out in meetings with government representatives.

SUCCESS FACTORS IN PROGRAMME DESIGN

Eco-Emploi acts as a facilitator in bridging the cooperation gap between the public and private sectors: The programme plays a key role in promoting public-private collaboration in employment promotion. Eco-Emploi helps businesses bring their challenges and needs to the political arena and enables relevant stakeholders to address gaps while building a supportive ecosystem for economic development in Rwanda. According to the Eco-Emploi team, its role as facilitator is crucial to the programme’s success and one the institution is well-positioned to play.

Business group counselling builds the capacity of private sector organisations: Eco-Emploi uses a business group counselling approach in its support of SMEs and cooperatives in the target value chains. A dedicated group mentor regularly provides business operation and management skills training to a small group of companies, in particular on financial management and marketing and sales. The companies are paired with each other based on their geographical location and challenges. According to programme staff, business group counselling is key to improving and strengthening small businesses while promoting collaboration among private sector players.

SUCCESS FACTORS IN PROGRAMME PROCESSES

Business-opportunity studies help design demand-driven activities: “Investing some time and resources to evaluate and assess the best options for the design of new programme activities is critical to making our programme demand-oriented”, says the wood economy expert of Eco-Emploi. Eco-Emploi brings in experts to conduct business opportunities studies,

as well as feasibility and market studies that identify private sector needs or the most suitable policy option. The studies map relevant players in the sector and examine existing gaps and opportunities. This allows the programme to engage in fact-based decision-making. In the tourism sector, for example, Eco-Emploi is conducting a study to identify promising tourism products and destinations for community-based tourism in rural areas.

Sector-steering committees help to take strategic decisions and develop Eco-Emploi’s operating plan: To align priority activity areas and measures with relevant stakeholders, Eco-Emploi organises steering committee meetings for each targeted value chain of the programme. The committees include representatives from relevant ministries, the private sector, technical professionals with deep sector knowledge, and representatives from vocational-training centres or schools. “We invite them every year in our planning meetings to analyse the sector at a value chain function level and agree on the challenges we need to solve in the sector. This helps us to prioritise and coordinate our interventions in the sector”, explains Eco-Emploi’s wood economy expert. Such

► Example: Eco-Emploi supports the development of Rwanda’s National Strategic Plan to coordinate activities in the wood sector

In the past, many public and private organisations and coordination bodies were engaged in the wood sector, but each organisation had its own strategy and goals that were not subject to coordination. Eco-Emploi will now support the Ministry of Trade and Industry to develop a unified three-year strategic plan for the wood sector that will define the roles of all sector-relevant stakeholders (i.e. civil society and the private and public sectors).



meetings are critical to building trust and fostering relationships among stakeholders and are key to including all relevant aspects of employment promotion.

▶ **How to set up an effective steering committee for strategic decision-making**

For Eco-Emploi, national steering committees are critical to coordinating and prioritising key activity areas in the sector. But how might an effective committee be established? According to programme staff, working with a small and dynamic group of actors is important, as is focusing on key stakeholders so as to ensure stakeholder commitment and an effective decision-making process in the committee.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Business membership organisations help ensure private sector representation at the national level: Eco-Emploi supports the creation of business membership organisations (BMOs). It also strengthens their capacity and thereby facilitates private sector representation at the national level. Through BMOs, businesses can engage more effectively with public actors, for example by call-in roundtables in which private sector needs or challenges related to policies can be discussed. According to programme staff, BMOs are critical to ensuring demand-driven employment promotion and a sustainable representation of the private sector at the national level.

CHALLENGES AND LESSONS

Technical advisory services and facilitation is critical to employment promotion:

According to programme staff, the main challenge faced in promoting employment and enterprise development in Rwanda is not a lack of access to finance but the operational shortcomings of companies and missing links in the sector. “In our experience, stakeholders often do not talk to each other. If they would collaborate more effectively, they could address many of the existing challenges in the sector. Hence, the role of a facilitator is critical to bringing people together”, explains Eco-Emploi’s wood economy expert.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

The programme’s experience indicates that several individual aspects could be usefully scaled or applied to other campaigns. These include:

Conducting feasibility studies and business-opportunity studies in order to identify the most relevant market opportunities for employment promotion.

Organising steering committees with key sector representatives in order to align and coordinate activities.

FURTHER INFORMATION



- ▶ **Eco-Emploi website:** highlights activity areas and describes the success stories of job-seekers and employers, and success with cross-sector collaboration
- ▶ **GIZ website:** provides programme description and factsheets for each activity area

CONTACT



[Claudien Musoni Rulinda,](mailto:info@ecoemploi.org)
Technical Adviser,
info@ecoemploi.org

GIZ PROGRAMMES IN RYEP

EMPLOYMENT PROMOTION PROGRAMME (SIERRA LEONE)



The Employment Promotion Programme (EPP III) aims to increase employability and create jobs in Sierra Leone. The programme applies a holistic youth employment approach with several interlinked project components.

WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ A holistic youth employment approach can increase impact.
- ▶ Mentorship and coaching elements are critical to entrepreneurship training.
- ▶ Ownership and buy-in from local authorities are especially relevant in rural areas.

PROGRAMME AT A GLANCE

PROGRAMME TITLE

Employment Promotion Programme (EPP III)



APPROACH

- ▶ Applies the integrated approach to employment promotion, focusing on labour market supply, demand and policy
- ▶ Provides access to finance
- ▶ Uses a value chain approach



TARGET GROUP

Youth aged 18 – 35
in rural areas



COUNTRY



 Sierra Leone

PERIOD

Phase III

2016 – 2020



TOTAL NUMBER OF PEOPLE REACHED

9,367
jobs and self-employment
opportunities created (Dec 2019)

36,250
youth trained (Dec 2019)

1,200
businesses supported (Dec 2019)



PROGRAMME COST (€)

- ▶ EUR 26 million



FINANCING PARTNER

BMZ



PROGRAMME OBJECTIVES AND ACTIVITIES

Phase III of the Employment Promotion Programme (EPP III) aims to create jobs and increase incomes for youth in agriculture.

EPP III applies a multifaceted approach that addresses four main areas: institutional capacity-building, agricultural value chain development, skills development for youth and private sector development.

- **Institutional capacity-building:** aims to improve the macroeconomic policy framework for sustainable and equitable employment through labour market policy, coordination and other activities. In addition, EPP III provides institutional support to private sector membership-based organisations, such as the Chamber of Agribusiness Development.
- **Agriculture value chain development:** aims to increase production and quality of produce, and create employment in selected value chains (cocoa, coffee, rice and vegetables). It uses the integrated farmer training (IFT) approach, which has been developed especially for low educational environments. Agriculture value chain development thus builds farmers' competencies and improves productivity.
- **Skills development for youth:** provides life and business skills and courses on youth readiness and employabil-



ity as a means of increasing self- and wage employment. Courses follow a competency-based approach and last 3 to 6 weeks. Training sessions are provided through existing youth centres, while trainees are linked with private enterprises and institutions to help secure employment. In addition, functional literacy and numeracy training aim to increase self- and wage

employment, especially for young women and people in rural areas. Training is coupled with the creation of village saving and loans clubs, which mobilise resources, and improve self-reliance and employability.

- **Direct livelihood support through social, labour intensive actions:** The rapid response component offers

young unemployed people opportunities to participate in the labour market, often for the first time. This provides young people with experience, confidence and opportunities for personal development. For example, young people have participated in communal land rehabilitation and urban waste recycling projects.

- **Private sector development through the SME B-Loop:** The SME B-Loop, which was initially developed by EPP in Sierra Leone and GIZ in Benin, aims to improve MSME performance. Micro-entrepreneurs receive training from selected service providers. Training focuses on entrepreneurship, record-keeping, goal achievement, business planning, financial planning and banking, and business formalisation. The SME B-Loop consists of two three-day classroom sessions and six months of individual on-site coaching.
- **Private sector development through Facility for Innovation (F4I):** F4I selects innovative business ideas to be developed into “mature” businesses, creating new jobs and self-employment opportunities. The five areas covered are agribusiness, tourism, renewable energies, merchandising and transport, and ICT. F4I targets young innovative entrepreneurs. An independent section panel selects the successful business proposals that receive a cash grant, equipment, technical support and coaching support.

PROGRAMME RESULTS AND IMPACT

Between 2016 and the end of 2019, EPP III will have directly benefited 36,250 people, creating 9,367 new jobs and self-employment opportunities in Sierra Leone. In addition, 8,000 unemployed young people have gained labour market experience through direct livelihood support. By the end of 2019, the programme will have positively affected 253,750 people.

On the skills development side, the value chain component has reached approximately 23,000 smallholder farmers, costing approximately EUR 1.5 – EUR 2 per beneficiary per day, through IFT. Through the youth development component, almost 9,000 young people have been trained in various life and business skills (of whom more than 30 per cent are women). In addition, 3,750 people have gained functional literacy and numeracy skills, and 150 village savings and loans associations have been created.

On the private sector development side, the SME B-Loop provided training and mentoring to 1,000 MSMEs (of which 30 per cent are managed by women). F4I selected 150 innovative business ideas. While it is too soon to measure F4I's impact, the SME B-Loop has increased MSME revenue by over 50 per cent on average, and significantly changed beneficiaries' attitudes to business, and understanding and application of underlying concepts.

Through support provided to private sector chambers, 149 participants have completed the training of trainers course (ToT) in value chain and business development services. Among the 149 participants, 32 have been identified as master trainers. The aim is that ToT graduates will provide training to peers in their respective districts.

SUCCESS FACTORS FOR PROGRAMME CONTEXT

Local authority ownership and buy-in are important, especially in rural areas: EPP III's implementing partner in Sierra Leone is the Ministry of Labour and Social Security, which is responsible for overall coordination. However, other line ministries (e.g. the Ministry of Agriculture, Forestry and Food Security, the Ministry of Trade and Industry, and the Ministry of Youth Affairs) play a more active role. A key success factor is the close involvement of the Ministry of Agriculture, Forestry and Food Security at the district level, and traditional authorities in rural areas. In F4I, for example, three district councils and several village chiefs were involved, which ensured buy-in and effective dissemination of the call for proposals. "Without local-level buy-in and support the programme would not be successful", says the EPP III national F4I expert.



SUCCESS FACTORS IN PROGRAMME DESIGN

Long project timeframe allows for continuous adaptation: EPP programme components have continuously been adapted to better respond to the target group's needs. The programme started as a food security response in 2004, which evolved into a value chain and small business development programme (EPP I) in 2010. The SME B-Loop was developed in EPP II in 2014/15 to overcome training

inefficiencies by adding a comprehensive coaching element. The youth development component was introduced in EPP III in 2016 to expand support to youth, who were not directly benefiting from the value chain component. Inspired by a similar GIZ project component in Myanmar, F4I was further developed to focus more on private sector support, with a pilot running since 2016. Currently, EPP III is testing an adapted version of the SME B-Loop for those who are illiterate.

Built-in transition approach allows participants to benefit from holistic support:

EPP III has several interlinked components, which facilitates the transition of successful and motivated graduates from one support offer to the next, as their business idea matures. However, only a few individuals have benefited from this opportunity so far, with most transitioning from SME B-Loop trainees to become F4I grantees. “Our holistic support offer allows us to select the appropriate entry level instrument for each beneficiary and increase the likelihood that entrepreneurs grow with their businesses. During the next phase, we will put more emphasis on the interlinkages between instruments by automatically offering excelling graduates next-step support”, explains the programme coordinator.

Mentorship and coaching strengthen entrepreneurship training:

The SME B-Loop consists of two three-day classroom sessions and six months of individual coaching with two to three sessions per month. While the classroom sessions are similar to other trainings, the strong coaching element in the SME B-Loop is a key success factor. Coaching is appreciated by beneficiaries and initial results show that it contributes significantly to increased income and business sustainability. “The costs for coaching are obviously higher than for short-term trainings, but still manageable, and we expect it to yield better and lasting results”, states the programme coordinator.

Adapting training to the needs of low-skilled rural populations:

Working with EPP beneficiaries, it is evident that literacy levels in rural areas are very low and farmers usually do not have the time or patience to concentrate on multi-day trainings. During EPP II, IFT was developed to respond better to the needs of farmers in Sierra Leone. The approach combines technical agricultural skills, basic business training and attitudinal change in a series of one-day courses. “These basic trainings are highly appreciated and especially relevant for low-skilled women in rural areas. They build basic capacity, help to improve employability and empower rural populations”, says the M&E expert.

► **Piloting an SME B-Loop for illiterate micro-entrepreneurs**

A review of SME B-Loop applications revealed that around 60 per cent of applicants were illiterate. Previous experience from EPP II indicated that illiterate young micro-entrepreneurs face difficulties in learning and in achieving their goals. EPP III plans to pilot an SME B-Loop that specifically targets illiterate micro-entrepreneurs. The pilot seeks to bridge competence gaps that prevent micro-entrepreneurs from building capacity.

SUCCESS FACTORS IN PROGRAMME PROCESSES

Thorough selection, monitoring and supervision of coaches ensures good results:

Mentors and coaches play an important role in EPP’s entrepreneurship training. Many mentors and coaches are

young university graduates in business administration or related fields, who have received additional record-keeping, entrepreneurial skills and communication training from GIZ. Despite the thorough selection and additional training, a close monitoring and supervision of coaches (partly through field visits) turned out to be an important success factor for the SME B-Loop. “These follow-up activities create a considerable workload for the EPP III project team, but are critical to ensure quality results”, says the head private sector development international expert. Intensive and continuous training of service providers is key to success.

► **Third parties can help identify quality mentors and coaches**

Qualified coaches and mentors are a key success factor for entrepreneurship training. Identifying appropriate service providers is challenging, especially in least-developed countries like Sierra Leone. To identify qualified coaches for the SME B-Loop, EPP III publicly tendered the task to attract local service providers that were not in the GIZ network. Selected mentors and coaches received advanced training in the SME B-Loop’s philosophy, content and coaching techniques. Reference materials were also provided.

A well-defined M&E system is critical to project management and planning:

EPP III has established an almost paperless data management system covering in-field participants as well as the head office. M&E district officers have been given a prominent position and are responsible for organising and following up activities. Wherever

possible, effectiveness is measured against control groups and underpinned by quality tracer studies.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Strong private sector representation ensures demand-driven skills development:

Private sector representation is critical to the success of EPP III. F4I’s independent selection panel, for example, is made up of private sector representatives and proposals are analysed by experts with experience in developing small businesses. This results in mutual advantages in that F4I graduates remain realistic, while the concept of business innovations is promoted among established businesses and state institutions.

Working through existing local structures increases sustainability and scale:

The youth skills development component is implemented in cooperation with district youth councils and through youth centres. In addition, the programme involves numerous local actors, including district councils, the district offices of line ministries, traditional authorities and private sector organisations. To ensure youth councils engage in the project, EPP III supports their participation across programme activities. This includes the selection of beneficiaries, awareness raising, youth mobilisation and conflict resolution.

CHALLENGES AND LESSONS

Availability of professional service providers is limited: To implement skills training and provide MSME support, programmes rely on high-quality service providers. However, especially in least-developed countries like Sierra Leone, professional service providers are limited. Existing service providers often need specific upgrading, and must be closely supported and supervised. A dedicated capacity-building component for local service providers, especially coach and mentor training, would enable EPP III and other employment promotion programmes to scale activities.

Business development finance is scarce:

In the SME B-Loop, no grants or credits are provided, but entrepreneurs are linked with microfinance institutions (MFIs) and banks. However, in least-developed countries like Sierra Leone, local financial services are scarce. To improve MSMEs' access to finance, EPP III will explore options to provide direct finance through the SME B-Loop or opportunities to intensify collaboration with potential development partners that focus on financial assistance.

Mechanisation of agriculture and qualified mechanics for maintenance services could increase the attractiveness of agriculture: Agricultural mechanisation is currently limited in Sierra Leone because it requires significant investment and there are very few skilled mechanics to maintain machinery. A mechanic training com-

ponent would improve skilled labour and diversify income generation in rural areas.

Increased interlinkages between project instruments and individual support:

Employment promotion requires tailor-made instruments in order to meet different needs. Measures must be interlinked and complementary. Individual entrepreneurial situations must be analysed, and technically and financially supported over the longer term in order to generate sustainable growth. It would be helpful to concentrate on strategic areas for growth in the value chain.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

Overall, a transitional approach for different levels of competency has high potential for replication and upscaling. Despite its complexity, the approach helps create a support ecosystem in rural areas. This is especially relevant in least-developed countries like Sierra Leone with limited enterprise development support.

The SME B-Loop, F4I and IFT have high potential for replication and upscaling. The tools can easily be adapted to various local contexts.

► **The SME B-Loop can be applied in a wide range of projects:** The SME B-Loop concept is simple, and the process is lean and easy to implement. The method can be applied regardless of business type, since it

focuses entirely on enterprise development. The SME B-Loop has already been upscaled in Green Innovation Centres for the Agriculture and Food Sector, and several other employment promotion projects (documentation and guides are available).

► **F4I is an enterprise development tool with a comprehensive service offer:**

The facility reaches a relatively small number of beneficiaries, but offers a comprehensive service. Compared to the SME B-Loop, the selection process and service offer is more elaborate and time-consuming. It requires a thorough understanding of the business environment and careful planning. F4I can be applied to different thematic areas, because its design is replicable for specific tenders.

► **IFT is an effective, low-cost training tool for challenging environments:**

A large number of beneficiaries can be trained. IFT has a fully developed curricula covering a wide range of agricultural products based on GAP, business and attitude elements. The concept can be adapted to particular production cycles due to its modular structure. The modules (each with different practical, theoretical and playful parts, and content) make training sessions varied, promoting audience attention. IFT ideally uses symbols and images to make it easier for illiterate people to access learning content.



FURTHER INFORMATION



- [GIZ website](#): provides programme description
- [GIZ website](#): provides description of Business Loop (SME-B Loop)
- [GIZ website](#): provides description of the Facility for Innovation (F4I)
- [GIZ website](#): provides description of the Integrated Farmer Training (IFT)

CONTACT PERSON



[Ralf Zimmermann](#), Programme Coordinator

GIZ PROGRAMMES IN RYEP

FOOD SECURITY THROUGH IMPROVED AGRICULTURAL PRODUCTIVITY PROJECT (KENYA)



The Food Security Through Improved Agricultural Productivity Project (FSP) team advises the Kenyan Ministry of Agriculture, Livestock and Fisheries, intergovernmental coordination bodies and the national ministries tasked with developing and implementing technical structures and roles. FSP has supported the development of national strategies, such as the “Agriculture Sector Transformation Growth Strategy 2019 – 2029” and the “Youth in Agribusiness Strategy 2018 – 2022”, and the application of national agricultural policies at the county level. Among other agricultural institutions, FSP supports county-based rural agribusiness associations in western Kenya with capacity-building, organisational development, involvement in policymaking, and entrepreneurship and agribusiness training.

WHAT YOU CAN LEARN FROM THIS PROGRAMME

- How to involve youth in rural areas in policy processes at the regional and local levels.
- How to support the formation of youth-led associations to ensure youth engagement and self-organisation in rural areas.



PROGRAMME AT A GLANCE

PROGRAMME TITLE



Food Security Through Improved Agricultural Productivity Project (FSP), Kenya

COUNTRY



 Kenya

APPROACH



- Support labour market supply and policy framework
- No access to finance
- No value-chain approach

PERIOD



2017 – 2019

TOTAL NUMBER OF PEOPLE REACHED



47,000

smallholder households trained and reached through public extension services, less than 25 per cent youth, 80 per cent satisfaction with services

800+

young agripreneurs participated in a regional youth entrepreneurship workshop (Aug 2018)

900

young agripreneurs joined a youth association

TARGET GROUP



- Government
- Youth associations

PROGRAMME COST (€)



- EUR 7.22 million

FINANCING PARTNERS



German Federal Ministry for Economic Cooperation and Development (BMZ), Ministry of Agriculture, Livestock and Fisheries

PROGRAMME OBJECTIVES AND ACTIVITIES

The bilateral FSP supports counties in providing agricultural extension services and trial service models involving private sector partners and NGOs. In addition, FSP advises the national government on adapting and implementing national strategies in local contexts. The project also supports the formation and development of youth umbrella agribusiness associations at the county level.

The aim of the project is to promote food security through improved agricultural productivity and sustainable economic development while supporting policy development at the county level. To strengthen the information level, resource basis, power and influence of youth in agriculture and agribusiness, FSP encourages and supports the formalisation and strengthening of agribusiness associations, among other activities.

The four main activities by 2019 were:

- **Scoping study:** In collaboration with the University of Nairobi, a study was conducted to explore unemployment, socioeconomic factors and realistic employment opportunities for youth in western Kenya's agricultural sector.
- **Interactive workshops for organisational development (May – Aug 2019):** FSP approached existing rural youth groups and youth leaders



to support their self-organisation and sensitise them to important youth-related issues in the sector. The workshops aimed to develop a “Western Youth Declaration”, which would provide regional input into the national “Youth in Agribusiness Strategy 2018 – 2022”. The national strategy, developed by the Ministry of Agriculture, Livestock and Fisheries, differentiates 11 strategic issues to promote adequate and decent employment for youth in the sector. Within this process, the youth decided to form county-based youth in agribusiness umbrella organisations.

- **Youth in Agribusiness Western Region Conference (Aug 2018):** FSP in collaboration with GIZ's Green Innovation Centre supported the county governments of Bungoma, Siaya and Kakamega in organising a regional conference, which was attended by more than 800 rural youth. The conference aimed to raise the image of agriculture for young people by informing participants about employment and training opportunities, and showcasing agribusiness role models. The conference also served as a platform for advocacy and communication with county governments. With facilitation from FSP, representatives of youth groups developed county-specific declarations and merged them to form the Western Youth Declaration, which was officially handed over to their county governments during the conference.
- **Organisational analysis and development of agribusiness associations (Mar – Dec 2019):** To support the formalisation and growth of youth associations, an organisational analysis was conducted. Youth representatives were facilitated to analyse their association's strengths, weaknesses, opportunities and threats. In addition, the representatives were encouraged to envision the future development of their associations through strategic work plans. The associations were further supported to implement their plans through financial support according to guiding principles for support.

PROGRAMME RESULTS AND IMPACT

The project supported the:

- development of the national **Agricultural Sector Transformation and Growth Strategy 2019 – 2029**, the **Youth in Agribusiness Strategy** (with participatory validation at national and regional levels) and **nine sub-sector policies** (e.g., soil and dairy);
- active involvement of youth representatives in the western Kenya regional **Youth in Agribusiness Conference** (Aug 2018);
- **mobilisation of youth** and development of the joint **Western Youth Declaration**, which was presented to the national government and respective county government executives; and the
- **organisation of more than 1,000 youth in youth agribusiness umbrella associations, strengthening their structures and service delivery.**

SUCCESS FACTORS FOR PROGRAMME CONTEXT

Include topics when they become relevant: FSP did not initially focus on youth. But, as the issue gained traction among Kenyan ministries and the BMZ, they realigned their work with farmers and rural populations to focus more on youth.



SUCCESS FACTORS IN PROGRAMME DESIGN

Multi-level approach helps create evidence-based policies: As with its other project components, FSP works at three levels on the topic of youth engagement. It involves the target groups (i.e. farmers and sub-groups of young people) in production, processing and services. It develops and qualifies the youth associations at the meso-level and links them with stakeholders (e.g. other projects, service providers and markets) and the respective county governments. This ensures the development of evidence-based policies and that successful approaches are recognised at the national level. This includes a structured dialogue between youth associations and county govern-

ments to ensure youth-relevant topics are addressed. This will be continued in the domestication of the national strategy at the county level over the next year.

Ensure that exit strategy exists: For FSP it was important to have adopted early on a sustainability and exit strategy for youth support in order to ensure positive long-term effects. Thus, the emerging youth associations are working on designing service offers to make them financially sustainable and independent from the beginning. This will include extension services, training and linking farmers to markets. The promotion of role models within the youth associations will enable continuous sensitisation and recruitment of new members.



SUCCESS FACTORS IN PROGRAMME PROCESSES

Adapt support offers to emerging opportunities: Kenya introduced a decentralised political system in 2013, implying operational challenges for national and county ministries during a transitional period. The launch of the national Youth in Agribusiness Strategy was postponed in 2017 in order to deepen county government and regional actors involvement in the strategy. FSP offered to support the validation of the strategy at the regional level in western Kenya. Through a series of workshops, feedback from youth participants was collected, compiled in the Western Youth Declaration, and shared with the national government for further consideration.

Through these interactions, it became clear that there was a need for youth umbrella associations to have mandated representatives that regularly exchange with county governments. Relevant stakeholders need to be consulted about how to attract youth to a modern and sustainable agri-food sector. This can be done by improving access to productive resources and markets or the use of ICT tools.

Take a participatory approach: It was important to listen to the target group, and then develop bottom-up and demand-driven activities. Youth were very open to discussing their experiences with county governments, NGOs and international donor organisations, and relating approaches that worked or did not work. The participatory approach is



also used to define the support activities for the youth associations. For example, in the workshops, FSP discusses what is feasible and what is beyond the scope of the project (e.g. paying rent for offices) and has developed guidelines for support (e.g. capacity-building and organisational development). Thus, expectations are managed, and the youth associations know from the beginning what everybody, including themselves, should contribute to the process.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Leverage existing relationships and structures for greater impact: FSP had already built strong relationships with the national and county-level governments when it started working with youth associations. This investment proved beneficial to linking youth associations with political or private sector partners, as well as to collaborations with existing youth groups and associations in Kenya. Instead of creating new organisations, FSP could approach existing structures to participate in the project.

CHALLENGES AND LESSONS

Insufficient funds limit regional governments' scope of action: County governments receive insufficient funds. While GIZ can advise county governments on spending for youth activities, these governments may not receive sufficient funding or follow the advice to spend resources on youth-related activities.

Youth associations cherish their independence: Political parties often try to influence youth and instrumentalise them for their aims. The youth associations seek exchange with politicians, but wish to remain independent and have, for example, declined the offer of offices in a government building even though they are in urgent need of an office. GIZ can help professionalise these associations, enabling them to better navigate the political landscape of western Kenya without being instrumentalised.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

Efforts to form decentralised, self-organised youth associations for policy advice and capacity-building for their members is an approach that could be replicated in all African countries.

FURTHER INFORMATION



- [GIZ Website](#): provides project description
- [Youth Conference Video](#): highlights impressions from a youth conference in western Kenya
- [Kenya Youth Agribusiness Strategy 2017 – 2021](#): developed by the Ministry of Agriculture, Livestock and Fisheries

CONTACT



[Paul-Mathias Braun](#),
Cluster Coordinator Agriculture and
Rural Development Kenya

GIZ PROGRAMMES IN RYEP

GREEN INNOVATION CENTRES FOR THE AGRICULTURE AND FOOD SECTOR (PAN-AFRICAN AND INDIA)

To end hunger and ensure food production for a rising global population, the German Federal Ministry for Economic Cooperation and Development (BMZ) has founded 15 Green Innovation Centres for the Agriculture and Food Sector (GIC), 14 in African countries and one in India. GIC is at the heart of the BMZ special initiative One World – No Hunger. The programme focuses on women and youth (aged 16 – 35), because these groups can drive and substantially benefit from inclusive rural transformation.



WHAT YOU CAN LEARN FROM THIS PROGRAMME

- How to use a value chain approach, with a focus on upstream and downstream segments, to identify opportunities for job creation and entrepreneurship.
- Focusing on agricultural innovation helps to develop a powerful programme with diverse employment opportunities.
- Project-based and impact-oriented partnerships help rapidly scale innovation.



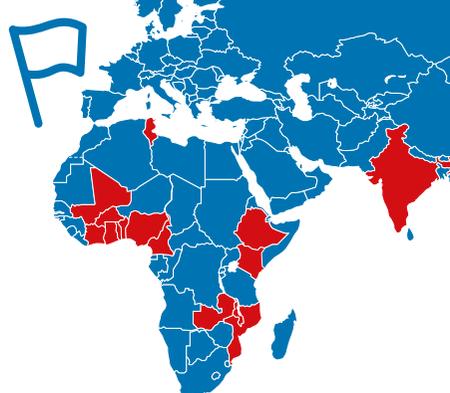
PROGRAMME AT A GLANCE

PROGRAMME TITLE



**Green Innovation Centres
for the Agriculture and
Food Sector**

COUNTRIES



Benin	Mali
Burkina Faso	Mozambique
Cameroon	Nigeria
Côte d'Ivoire	Togo
Ethiopia	Tunisia
Ghana	Zambia
India	
Kenya	
Malawi	

APPROACH



- Applies the integrated approach to employment promotion, focusing on labour market demand and supply
- Provides access to finance
- Uses a value chain approach

PERIOD



2014 – 2024

TOTAL NUMBER OF PEOPLE REACHED



6,000
jobs (full-time equivalent),

900,000
people have benefited from training
and advisory services

130
innovation partnerships with
companies (Sep 2019)

TARGET GROUP



- Smallholder farmers and MSMEs in 18 agriculture value chains, with a specific emphasis on youth and women

PROGRAMME COST (€)



- EUR 425 million

FINANCING PARTNERS



BMZ, EU, DEZA

PROGRAMME OBJECTIVES AND ACTIVITIES

The Green Innovation Centres for the Agriculture and Food Sector programme (GIC) focuses on promoting innovation in the agriculture and food sectors to increase the incomes of smallholder farmers and agricultural MSMEs, and to improve regional food supply. Moreover, GIC aims to create employment for rural populations through agricultural value chain development. Some 50 per cent of newly created jobs for young people are in supported upstream and downstream segments of selected value chains.

GIC applies an integrated approach to employment promotion, which includes labour market demand, supply and matching activities. GIC promotes the expansion of innovation by providing advisory services, organising educational and training courses, and facilitating access to loans in selected agricultural value chains. These innovations may be technical in nature, such as agricultural mechanisation, and improved seed, fertiliser and food cooling chains. In many cases, the innovations focus on new channels for cooperation, such as establishing producer associations, specialised enterprises or interest groups.

In most cases, GIC focuses on four main activities:

- Increasing the capacity of smallholder farmers
- Improving the business activities of upstream and downstream MSMEs
- Strengthening special interest groups
- Support knowledge transaction between different value chain actors

The programme cooperates with existing agricultural schools, knowledge hubs and research institutes, such as national research and CGIAR centres (e.g. the International Institute of Tropical Agriculture). In addition, the Centre for Development Research within the special initiative conducts accompanying international research.

The private sector plays a crucial role in GIC. In Tunisia, for example, the Innovation Centre has launched a training initiative in cooperation with a large Tunisian dairy company, Délice.

GIC is also engaged in cooperation with civil society organisations and business associations. In Mali, for example, a cooperation programme promoting functional literacy is being conducted with the German Adult Education Association. In Ethiopia, Welthungerhilfe is supporting farmers' organisations.



PROGRAMME RESULTS AND IMPACT

So far, 6,000 jobs (full-time equivalent) have been created, 900,000 people have benefited from training and advisory services. In addition, 130 innovation partnerships with companies, research institutions and civil society organisations have been established.

In the second phase, GIC will focus on scaling the most successful innovations by sustainably anchoring them in local institutions (public, private and NGO) with sufficient capacity. In addition to the direct effects measured by the M&E system, there will be large indirect effects on employment and the empowerment of the entrepreneurial ecosystem.

SUCCESS FACTORS IN PROGRAMME DESIGN

Value chain approach provides a large range of opportunities for job creation: A success factor is GIC's focus on employment opportunities in upstream and downstream segments of selected agricultural value chains. This focus allows the centres to cover a wide range of topics relevant to business from the sale of inputs to service delivery to processing and trade. The broad value chain approach enables the identification of all relevant connections and utilisation of more levers for job creation than in a normal MSME promotion programme.

GIZ's Value Links 2.0 approach systematically examines farmers' activities to



identify what and where innovation could enable farmers to integrate more into value chains. This also includes segments of the value chain that usually do not benefit farmers, such as trade and retail. For example, middlemen are often considered to disadvantage farmers. But instead of excluding middlemen from the value chain one should think about how to integrate them into the solution.

Clear focus on promotion of innovation in agriculture has a positive employment effect: The centres focus on promoting innovation in agriculture. GIC supports innovation that is almost market-ready and has a clear potential to show rapid impact once made available to target groups, farmers and MSMEs. “It is important to not only think about technological innovation but also how this technology can create jobs”, explains one of the project managers. “We therefore also support the development of appropriate business models around promising technological innovations.”



SUCCESS FACTORS IN PROGRAMME PROCESSES

Focus on implementation helps to create quantitative results in a short time-frame:

In contrast to many other BMZ/GIZ programmes that focus on policy advice, GIC started as a programme to support the identification, adaptation and dissemination of innovations. Rather than initially focusing on political strategies, GIC started working with the target group (i.e. smallholder farmers and agricultural MSMEs) from the very beginning. Consequently, the GIC country teams are closer to their target groups and implementation. This produces greater quantitative and qualitative impact in the same or even shorter time than comparable programmes.

Structured approach to youth employment promotion helps achieve ambitious indicators:

GIC has an ambitious youth employment indicator (i.e. 50 per cent of the new jobs created for youth). This indicator is considered to

be a cross-cutting issue in all 15 country projects supported by an employment task force in the steering unit. A structured approach to promote employment is utilised throughout GIC. Based on the integrated approach to employment promotion, the programme has developed a GIC-specific toolbox for youth employment promotion, which includes the SME Business Training and Coaching Loop.

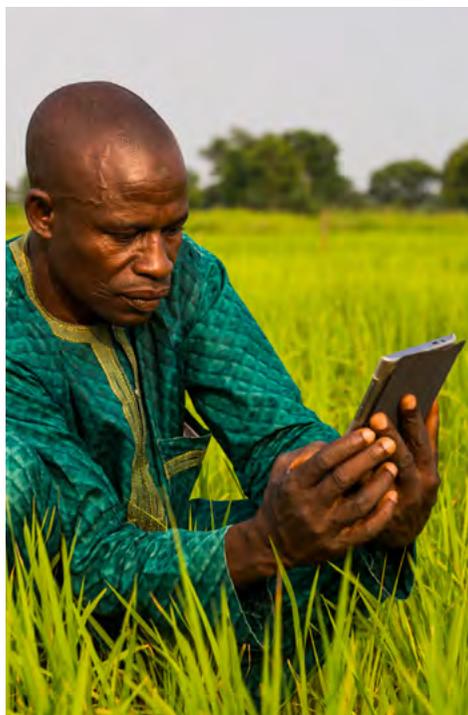
Intensive global knowledge exchange to scale good practices across countries: GIC has established cross-country working groups on topics such as organic farming, mechanisation, and rice and potato production. Virtual working group meetings foster peer-to-peer exchanges on, for example, already tested technologies or business model innovations. Youth employment is a cross-cutting issue and addressed in different working groups.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Impact-oriented approach strengthens partnerships: Taking an impact-oriented approach from the outset, the GIC country teams prioritised discussions with partners, regarding possibilities for co-creating solutions and collaborating on relevant topics, over establishing processes. Partners thus quickly accepted GIZ as a credible partner, as implementation partners are able to work on topics that are important to their core mission.

Innovation partnerships help to scale implementation activities: A key success factor for GIC is its collaboration with a wide range of implementation partners, including companies, cooperatives, civil society organisations, political actors and associations. To scale activities and impact, GIC works with innovative partnerships in which local and/or international partners collaborate to identify appropriate solutions to value chain bottlenecks. These partnerships include, for example, the cooperation with Welthungerhilfe to strengthen the Green Colleges with a start-up promotion programme for youth.

Capacity-building of implementation partners helps establish trusting relationships and embed projects in local structures: The GIC country teams offer tailor-made capacity-building training and exposure trips to Germany for GIC implementation partners. The seminars in Feldafing help build trust-



ing relationships, which helps anchor GIC with the implementation partners. Exposure seminars are organised on various topics, including leadership for rural youth, promotion strategies for start-ups and business development services for the agri-food sector.

Diverse, committed team: As GIC simultaneously launched in 13 countries, a large number of new staff members, many of them young, were recruited in a very short timeframe. High expectations and rapid recruitment helped create strong, deeply committed teams among project managers and staff.

Locating the steering unit close to implementation smooths the process and increases the relevance of advice:

Project managers in the steering unit in Bonn provide direct support to their colleagues in the GIC countries. As the project managers are responsible for specific GIC country projects and able to frequently visit the projects, they are closely connected to in-country work. Consequently, their work is very much appreciated and built on relationships of trust.

CHALLENGES AND LESSONS

Measuring the number of beneficiaries:

GIC indicators measure the number of jobs created in MSMEs in agricultural value chains, but not jobs created in agricultural production. It is a challenge to adequately measure the overall employment effects. GIC is working on an appropriate approach to provide reliable data.

Ensuring the sustainability of activities:

At the beginning, GIZ implemented many GIC activities itself, as activity timeframes were short and the programme was expected to move quickly. Since the duration of GIC has expanded, the focus of the next 4 to 5 years will be on how to ensure that the tools and innovations adopted by local partners can be sustained without BMZ/GIZ funding.

ICT solutions per se do not create jobs:

The promotion of ICT solutions does not create jobs if the solutions are not well connected to the people using them. It

is necessary to conceptualise activities in a way that creates jobs or improves employability. In Ghana, for example, GIC partners supported TroTroTractor, an ICT-based platform, which offers mechanisation services for agricultural production. GIC supports the platform's growth, which creates jobs for young tractor drivers.

More access to finance solutions are needed:

GIC has been working to increase beneficiaries' access to finance by providing more solutions, such as micro-loans or co-financing in public-private partnerships. Yet, specific financial system expertise is needed, which cannot be provided by GIC. Therefore, BMZ has engaged the global Agricultural Finance programme to support local financial institutions in providing appropriate financial products. These financial products enable MSMEs to scale their operations, realise investments and create new jobs.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

GIC toolbox for youth employment promotion:

The GIC steering unit has developed a toolbox for youth employment promotion, which includes 23 tools (e.g. the SME-B Loop). GIZ programmes can use the toolbox to select, adapt and replicate tools.

SME-B Loop: GIC is the forerunner of the SME-B Loop within GIZ. The SME-B Loop has so far been applied in six country projects, and GIC Benin is

offering workshop and counselling for GIZ programmes in West Africa. GIC has trained 14 international master coaches for the introduction of the SME-B Loop in GIZ-implemented programmes and GIC has further enhanced the SME-B Loop as a GIZ-wide tool.

Innovations: GIC has supported numerous agricultural value chain innovations reach market. These innovations have the potential to be replicated and mainstreamed in other programmes.

FURTHER INFORMATION



- [BMZ website](#): provides programme description
- [GIZ website](#): provides programme description

CONTACT



[Ralf Barthelmes](#),
Project Manager

GIZ PROGRAMMES IN RYEP

SUSTAINABLE AGRICULTURE AND RURAL DEVELOPMENT (TUNISIA)



The Sustainable Agriculture and Rural Development (PAD II) programme aims to support rural populations in the agriculture sector in Tunisia. Its entrepreneurship and youth employment component, called Agripreneur 2.0, targets rural youth using an entrepreneurship approach focused on employment promotion and income generation.



WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ That (value chain specific) business-opportunity studies (BOS) are important in identifying market-driven business opportunities in rural areas.
- ▶ That a comprehensive preparation phase, implemented before calls for proposal are issued, is critical for building the capacity of rural youth and increasing the quality of applications.
- ▶ That communication campaigns showcasing successful entrepreneurs can help improve the perception of agripreneurship among youth.
- ▶ That cash grants (instead of material support) can be a powerful programme feature alongside technical support; however, because this model is new to GIZ, it may take time to set up.

PROGRAMME AT A GLANCE

<p>PROGRAMME TITLE</p>  <p>Sustainable Agriculture and Rural Development (PAD II)</p>	<p>APPROACH</p>  <ul style="list-style-type: none"> ▶ Focuses on the demand side of the labour market ▶ Provides access to finance ▶ Uses a value chain approach 	<p>TARGET GROUP</p>  <p>Young, rural people between the ages of 18 and 35</p>
<p>COUNTRY</p>   <p> Tunisia</p>	<p>PERIOD</p>  <p>Sep 2017 – Jun 2020</p>	<p>PROGRAMME COST (€)</p>  <ul style="list-style-type: none"> ▶ €13,500,000 ▶ of which €6,000,000 RYEP component
<p>TOTAL NUMBER OF PEOPLE REACHED</p>  <ul style="list-style-type: none"> ▶ Communication campaigns to change perceptions of agriculture among youth: 150,000 by word-of-mouth, 13,000 digitally/social media, 3,800 on site ▶ Online programme sign-up: 3,300 ▶ Ideation workshops: 911 trained ▶ Concretisation workshops: 600 trained ▶ Incubation phase: 299 young rural entrepreneurs receive capacity-building and financial support 	<p>FINANCING PARTNER</p>  <p>BMZ</p>	

PROGRAMME OBJECTIVES AND ACTIVITIES

PAD II is a multifaceted agriculture and rural-development programme with components designed to support farmers' cooperatives, related services and agripreneurship. While the overall PAD II programme promotes smallholder agriculture via established structures such as farmers' cooperatives, the agripreneurial component focuses on supporting youth between the ages of 18 and 35 in their home regions. This support is designed to allow young entrepreneurs to successfully develop, test and carry out their agricultural-sector business ideas by providing capacity-building and financial support.

The agripreneurial component's main goal is to promote at least 250 innovative youth-driven business enterprise models within the agricultural and agriculture-related services sector with a focus on ICT. The programme activities aim to change the status quo conception of agriculture, while demonstrating the entrepreneurial possibilities in the sector. The activities support motivated young entrepreneurs from rural areas in the development, testing, design, concretisation and implementation of their project ideas.

The agripreneurial component started in September 2017 with a review of the entrepreneurial and agricultural ecosystem. Key activities included in the agripreneurial component include a preparation phase with communication



campaigns, ideation and concretisation workshops, a call for applications, and an incubation phase with coaching and capacity-building elements as well as financial matchmaking services.

► (Digital) communication campaigns:

Digital and on-site communication campaigns were launched in rural project areas to spark interest in agripreneurship among youth. In these campaigns, successful local agripreneurs shared their stories. The goal here was to inspire and motivate rural youth to venture into agriculture-related business opportunities by applying to the promotion programme. Total cost for this activity was EUR 180,000, including social media and radio outreach, on-site activities, and ex post evaluation of outreach and impact.

► Ideation and concretisation workshops:

Based on a region-specific BOS, ideation and concretisation workshops were organised to support rural youth in conceptualising and developing their business ideas. Rural youth also received support in concretising their ideas by working directly with potential clients using the LEAN approach. Out of 3,300 applications, a total of 2,800 participants were invited, and 975 young entrepreneurs attended the two-day ideation camp. This followed a value chain approach, showcasing use cases and viable business models. Subsequently, 706 participants moved on to the concretisation phase, which included training modules on market research, identifying and interviewing clients, and developing a business-model canvas. Costs for this

activity totalled EUR 150,000, including costs for the training of trainers (ToT), the training of partner institutions, the trainers themselves, workshop logistics, and the prizes for the best ideas.

- **Call for applications:** Following the preparation phase, 700 rural youth participated in the call for innovative business proposals. The 299 best ideas were selected in a multi-stage process that included the award of automatic grades, evaluation of applications by a cross-disciplinary regional jury, an oral pitch element and validation of the final results by a national jury. Costs for this activity were approximately EUR 10,000, including IT programming, database management and additional costs related to the jury workshops.
- **Incubation:** Since January 2019, a total of 299 entrepreneurs have received “à la carte” capacity-building support and personalised coaching from 31 local coaches. Coaches assist participants in the development of a business-model canvas and with life skills more generally. Entrepreneurial and technical skills are conveyed via additional training sessions organised on an on-demand basis. Current plans are to provide financial literacy training in conjunction with the financial-grant support scheme. Costs for this activity were EUR 500,000, including 4,200 individual coaching sessions, technical and entrepreneurial training sessions, networking and team-building workshops, and exchange trips.



► **Cash grants:** In addition to the capacity-building support, each agripreneur receives a cash grant of up to EUR 3,500 to develop their minimum viable product. The grants can be used to buy materials, trainings or inputs. They can also include a monthly lump sum for participation in the accelerator phase. The grants are disbursed in tranches based on the achievement of milestones in the investment plan. Costs for this activity are estimated at EUR 1.1 million.

► **Financial matchmaking:** A financial matchmaking phase linking successful agripreneurs and potential investors will begin in October 2019. This phase will help agripreneurs make their

business models investable, while connecting them to financial institutions such as angel investors and impact investment funds. Costs for this activity are estimated at EUR 200,000.

PROGRAMME RESULTS AND IMPACT

Between March and April 2018, the agripreneur component of PAD II reached 13,000 youths through its communication campaigns. From a total of 700 applications submitted, the programme selected 299 entrepreneurs for participation, who are currently receiving support as they develop their business cases. The total project cost, divided by 299 potential businesses, winds up being EUR 16,700

per idea through the preparation and incubation phases, including cash grants. In terms of cost per new job created, the estimate ranges between EUR 3,100 and EUR 9,300, depending on the degree of optimism or pessimism employed in the projections. It is expected that the 299 companies will directly create 802 jobs.

In qualitative terms, the agripreneur component of PAD II is expected to increase the attractiveness of the agricultural sector for youth, while developing under-explored or new value chain sub-sectors. The communication campaigns motivated young people to venture into agriculture by demonstrating the potential and diversity of viable business models in the sector. By adding an ICT component and state-of-

the-art start-up promotion tools – adapted to the agricultural and rural context – the programme showed that today's opportunities in the sector differ significantly from those available to past generations.

In addition, cash grants carry the potential of having a positive effect on structural challenges in Tunisia, where a lack of trust prevails between government entities and youth. By providing youth with financial management skills and cash grants, they can build their trustworthiness as entrepreneurs and demonstrate successful financial management. From a GIZ perspective, the grants can simplify complex and time-consuming procurement processes.

SUCCESS FACTORS IN PROGRAMME DESIGN

Specific focus on young rural entrepreneurs, in order to provide tailored support: Although the needs of young rural entrepreneurs might be similar of the needs of start-ups or MSMEs in urban areas, the weak support ecosystem in rural areas, along with the focus on self-employment and agriculture, require a specific type of programme design. Focusing the agripreneurial component on rural youth allowed the programme to focus more closely on young people's employment and self-employment needs in rural areas. In addition, it implemented innovative formats such as the communication campaigns, ideation workshops and financial support model.



Communication campaigns can change the perception of agriculture among rural youth:

PAD II organised a bus caravan to 27 decentralised youth events in the project's target regions. At each event, successful agripreneurs shared their experiences with the goal of inspiring rural youth. At the same time, GIZ advertised the upcoming support programme, while partners from the Ministry of Agriculture described existing public financial-support schemes. Having successful agripreneurs tell their stories was a critical element of such campaigns. They can demonstrate the wide variety of opportunities that exist along agricultural value chains (from inputs to processing and marketing) today, while describing how these differ from those available to past generations. This activity significantly increased the number of online sign-ups,

and helped motivate young people to venture into the agricultural sector.

Ideation workshops to prepare youth and increase the quality of applications:

The rural youth target group differs from a typical urban start-up scene, both in terms of average educational level and access to information and networks. The preparation phase before the call for applications was thus a critical factor for project success. Ideation workshops allowed interested applicants to conceive or improve their business ideas, thus increasing the quality of their applications. During the ideation phase, more than 75 per cent of participants changed their idea. This effect speaks both to the innovative methodology and the low quality of the initial ideas. The preparation phase thus delivered high value for money despite the relatively high initial investment costs. Out of the 299 entrepreneurs ultimately selected to receive financial and technical support, 90 per cent had previously participated in the ideation workshops.

Cash grants can help entrepreneurs improve their financial management skills:

The agripreneurship project is one of the first GIZ projects to provide cash grants to young rural agripreneurs as well as coaching and capacity-building support. According to programme staff, this tool is an empowering element that allows entrepreneurs to increase their sense of project ownership, while also improving and demonstrating their financial management skills. In addition,

it can help the young entrepreneurs establish credibility in a Tunisian context where there is little trust between government entities and youths. Because of this component's innovative nature, the administrative processes associated with grant disbursement are challenging, and have caused some delays.

SUCCESS FACTORS IN PROGRAMME PROCESSES

Use of BOS to identify market opportunities: Conducting a business-opportunity study at the beginning of the programme made it possible to frame the ideation and concretisation workshops around viable business opportunities, along specific, regional agricultural value chains and service needs. The involvement of the private sector was critical in the identification of relevant market opportunities. According to the PAD II agripreneurship component lead, in hindsight, the project should have spent even more time on this activity in order to identify a larger catalogue of at least 50 relevant business opportunities.

Use of digital and modern communication tools to reach rural youth: The use of mass emails and SMS messages, online forms and questionnaires, and Facebook groups was a key success factor in reaching out to rural youth. The programme website and YouTube channel were proven to be obsolete, as 85 per cent of website users went straight to the sign-up page without visiting any other informational pages.

Hence, programme lessons show that efforts to target rural youth must employ the channels actively used by these young people, a list that may differ from context to context. In addition, providing outreach and learning materials in Arabic was important in order to meet language requirements in rural areas.

Design of a thorough proposal selection process to identify the best-qualified applicants:

The thorough process for proposal selection made it possible to engage different stakeholders. In the end, a total of 49 jury members with different backgrounds participated. This process ensured that qualified proposals would be selected, while the pitching exercise gave agripreneurs the opportunity to show off their presentation skills and express their interest.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Partnerships with local service providers able to provide a contextualised service offer:

The agripreneurial component involved intensive collaboration with local and regional partners, with the goal of providing a service well-tailored to the needs of young, rural agripreneurs. For the communication campaigns and the recruitment of local coaches, the project collaborated closely with the Tunisian Agency for the Promotion of Agriculture Investment. For the ideation and concretisation workshops, the project worked with Chemonics Egypt, a consultancy

with deep expertise in the region. The consultancy developed application materials and conducted the workshops in Arabic in order to meet the language requirements of the rural youth participants.

CHALLENGES AND LESSONS

The quality of local agripreneurship service providers must be increased: One of the main bottlenecks faced during project implementation was the quality of local coaches able to address agripreneurship issues. Out of the 31 coaches involved in the coaching phase, only 20 performed adequately, despite having received prior training. The lack of professional coaches in the sector might be explained by a lack of demand for such services in the region. This market failure could be bridged by coordination within the donor community aimed at creating greater and continuous demand for local coaches.

Connecting successful agripreneurs with investors is difficult: Matchmaking between successful agripreneurs and potential investors (e.g. impact funds, angel investors) has turned out to be challenging. Investors often look for substantial, relatively short-term returns on investment. This can be difficult for businesses in the agriculture sector to deliver. Financial service providers still prefer to invest in start-ups in urban settings. This poses a major challenge for agripreneurs with regard to transitioning from development funding to commercial investment. A possible

solution could be to help agripreneurs understand and respond appropriately to investors' requests for information. At the same time, agripreneurs could be provided a thorough understanding of the opportunities and requirements within the relevant financial markets.

Reaching scale with a tailor-made service offer is difficult: Identifying, selecting and providing tailor-made support to beneficiaries has proven effective but time-consuming and costly. Standard tools such as CEFE or FBS may allow programmes to reach a large number of beneficiaries, while providing mainstream entrepreneurial skills. However, effective enterprise development tools should always be specific to the needs and opportunities in a sub-sector or idea cluster. Adapting support materials and tools to these specific needs is costly and may limit scale.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

PAD II's youth-agripreneur component holds considerable potential for replication due to its innovative and stand-alone nature, and flexible design. The project component could be replicated in different sectors or used within a specific agricultural value chain.

The most appropriate scope of use should be determined by a detailed BOS. As the PAD II agripreneurship component lead says: "It is extremely important to



understand the local context and the businesses opportunities before designing an agripreneurship programme. Even in a country like Tunisia, where you would expect a supportive business ecosystem with professional coaches and communication infrastructure, the capacity is rudimentary. In such a situation, comprehensive preparation activities are key to ensure the programme's success."

The agripreneurial component could also be combined with a franchising model. Based on the BOS, GIZ could

identify companies with a relevant business model that are interested in scaling or replicating in a new country. Entrepreneurs participating in the agripreneurship project could then adapt an existing, viable business model to their local context. This is a frequently voiced desire among many agripreneurs.

FURTHER INFORMATION



- [Agripreneur 2.0 website \(in French\)](#): describes project, application steps and features successful agripreneurs
- [SNRD website](#): provides webinar on promoting youth agripreneurs in rural Africa

CONTACTS



- [Matthias Schnier](#), Ex-component Leader of Agripreneur 2.0
- [Katrin Gerhard](#), Component Leader of Agripreneur 2.0

GIZ PROGRAMMES IN RYEP

PROMOTING YOUTH EMPLOYMENT IN RURAL AREAS (MOROCCO)

The project, Promoting Youth Employment in Rural Areas in Morocco (Promotion de l'Emploi des Jeunes en Milieu Rural, PEJ) supports the Ministry of Employment and Professional Integration (Ministère du Travail et de l'Insertion Professionnelle, MTIP) and the National Agency for Promoting Employment and Skills (Agence Nationale de Promotion de l'Emploi et des Compétences, ANAPEC) in extending the public employment service to rural areas.



WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ That cooperation with local civil society organisations is crucial in directly addressing rural youth. This helps with offering employment services that are close to their homes, which is crucial for women and girls who often cannot travel long distances.
- ▶ That a bottom-up approach can empower local actors and requires the inclusion of national actors in order to be sustainable.
- ▶ That alignment with the national agenda leads to a strong buy-in and can mobilise additional funds.



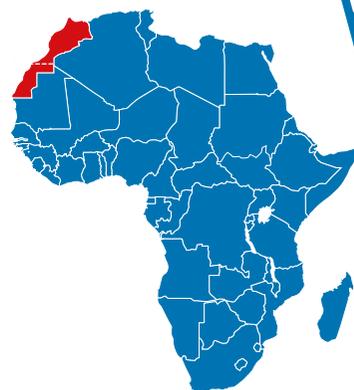
PROGRAMME AT A GLANCE

PROGRAMME TITLE



Promoting Youth Employment in Rural Areas in Morocco (PEJ)

COUNTRY



 **Morocco**

in nine different provinces within two regions (Fès-Meknès and Béni Mellal-Khénifra)

APPROACH



- ▶ Supply-side support, matching and labour-market policy frameworks
- ▶ No component providing access to finance
- ▶ No value chain approach

PERIOD



2015-2020

TOTAL NUMBER OF PEOPLE REACHED



4,181
young people have benefited from the project's services by August 2019

with a target of

5,000
by the end of the programme.

TARGET GROUP



Young men and women from rural areas, between the ages of 15 and 35

PROGRAMME COST (€)



- ▶ EUR 10,000,000

FINANCING PARTNER



BMZ

PROGRAMME OBJECTIVES AND ACTIVITIES

PEJ aims at improving the employment situation for 5,000 young women and men from rural areas in the regions of Fès-Meknès and Béni Mellal-Khénifra. To fulfil this goal, the project develops together with ANAPEC an implementation model. In this model, employment services to rural youth (approach described below) are piloted and financed in a collaboration between the regional and national actors. This model is currently being reviewed by ANAPEC and MTIP for possible nationwide extension.

PEJ II has implemented employment-promotion services in nine rural provinces within two regions. The programme takes a bottom-up approach with three components:

► National-local cooperation model:

The project developed a model based on cooperation between the public employment service and local CSOs. In this model, employment centres are opened within CSO facilities in rural Morocco. Young local coaches identified with the support of these civil society organisations are trained by PEJ and the National Agency for Promoting Employment and Skills to become employment advisers. These advisers travel through rural areas to inform youth about their services. They also conduct consulting and training sessions in the employment centres. These employment advisers are from



the local communities, are familiar with the situation of the local rural youth, speak the local dialect, and are thus well-positioned to approach potential beneficiaries and provide them with employment services.

► Local multi-actor employment committees:

As a second element of the project, employment committees are created on the local level, thus initiating a multi-actor process of dialogue. These committees are led by the local provincial governor and consist of representatives from the public and private sector, as well as from civil society. PEJ provides support to these local actors, enabling them to analyse the local labour market and prioritise specific economic sectors. In addition, this fosters the joint proposal of actions to decision-makers that are designed to improve labour supply or demand.

► Institutionalisation at the national level:

The third component involves accompanying national and regional decision-makers on multi-actor collaboration and institutionalising the model based on joint steering and financing mechanisms.

The rural approach to employment promotion also includes establishing mobile employment centres that use custom-designed trucks. These centres offer the entire spectrum of ANAPEC's services, but which are adapted to the needs of the rural population. The project Mobile Training Centres for the Rural Population (Unités Mobiles pour l'amélioration de l'employabilité de la population rurale, UMER), which introduced the mobile-agency approach (Anajit; Arabic for "We come to you") in diverse regions of Morocco, is commissioned by BMZ and implemented by GIZ

in equal parts. The national institutional partners felt it was easier to collaborate with mobile agencies than the local CSO-based employment centres. In contrast, local actors took some time to warm up to the mobile agencies because of the top-down approach. Today, all mobile agencies are run and managed by ANAPEC and hundreds of youth in rural areas are trained or coached in one of the four mobile employment centres.

PROGRAMME RESULTS AND IMPACT

As of August 2019, PEJ II had reached 4,181 young people, including 1,566 women. It was thus 84 per cent along the way to its objective of reaching 5,000 young people by 2020. Despite the challenge of low levels of female labour market participation (20.6 per cent), the adapted-to-rural women project design has resulted in young women participating in the new rural employment services.

The results of an internal PEJ impact study among a representative sample of beneficiaries from the year 2017 shows labour market outcomes among rural youth: 48.7 per cent started working, and of those already working, 41.9 per cent were formally employed (compared to 19.6 per cent before the programme).

On the institutional level, behaviour changes were also noticeable, as the project initiated a new type of collaboration between the public employment

agency and civil society organisations. Various actors thus saw the added value of working together and of co-creating local development solutions. This paves the way to continue such collaborative projects, sustainably fostering rural youth employment.

The project also demonstrated to the target group of young people that numerous actors were interested in and invested in their professional future. This helped young people realise that they have choices, and that they have a wide range of possibilities when it comes to their careers.

SUCCESS FACTORS FOR PROGRAMME CONTEXT

Alignment with the national agenda facilitates implementation and buy-in:

The project is aligned with the Moroccan government's strategic orientation, which places a high priority on the economic and social inclusion of rural populations. All national-level strategic partners are aligned with this mission, a fact that enables strong buy-in and a sense of ownership in the project. This in turn facilitates project sustainability. For example, in the current phase of the programme, more than half of the local-level training of employment advisers is being carried out by the National Agency for Promoting Employment and Skills, and no longer by GIZ. Today, GIZ mainly supports ANAPEC in coordinating the stakeholder dialogues.

Additional funding by the Moroccan government enriched the project's partners activities: The Moroccan government promotes decentralisation. In addition, continued regionalisation provides the regions and provinces with considerable funding earmarked for local economic development, employment promotion and vocational training. In the case of PEJ II, funds for implementing the national strategy on youth employment have been allocated only after the beginning of the project. But the additional funds of local and regional partners allowed the project to adapt their planning.

SUCCESS FACTORS IN PROGRAMME DESIGN

Use of an integrated approach supports the employment ecosystem:

Promoting an integrated approach on the local level is an important factor in strengthening the whole employment ecosystem. The project helps expand the demand for people with specific skill sets. It does so by promoting the establishment of local employment committees and addressing local demand, particularly in entrepreneurship and business creation. It also provides support to existing businesses.

Adaptation of offers ensures rural youth needs and characteristics are matched: In the rural employment centres, the employment advisers offer services adapted to fit rural youth's

needs in terms of job orientations, placements and training programmes. The services consider differences in educational backgrounds and work experiences and offer training programmes focused on locally available jobs and economic opportunities (e.g. in the agricultural or craft sectors). The advisers are young women and men from the region who are trained by PEJ and ANAPEC. Through the advisers, the project has a direct link to rural youth, thus establishing a level of trust greater than that accorded to public institutions. Furthermore, these employment advisers are mobile, and can visit different provinces to speak with young people, explain their work and convince them to visit the employment centres.

Adaptation of offers ensures needs of young women in rural areas are met:

By including a gender-focused approach, the project also specifically focuses on the complicated situation for young women in terms of labour market participation. The issue of transportation for women was addressed by ensuring that services were provided locally and that training hours were adapted to their availability. In addition, women are often less confident than men about their professional future. Allowing them to be trained by women, and in groups of women, makes it easier for them to gain confidence in their capabilities and careers. The project has further introduced child-care support for young beneficiaries with children.

Promoting empowerment among rural youth strengthens their prospects:

Empowering youth and boosting their confidence is an essential first step in generating the motivation to participate in any employment promotion measure. Rural youth have specific employment backgrounds and needs that differ from those of their urban counterparts. Understanding and incorporating these differences into the provision of employment services is vital when working in a rural setting. For example, many young people are not aware of their existing capabilities, such as experience gained while working in their parents' businesses. The employment advisers help young people identify their individual interests and develop them professionally.

SUCCESS FACTORS IN PROGRAMME PROCESSES

Adaptation of programme activities to foster a sense of local ownership: During the first phase (2015-2017), the project team was based primarily in the target regions. The team interacted directly with the target group to develop services while coordinating and supervising implementation. In the second phase (2018-2020), the project team shifted its focus to the macro and meso levels, working to support and strengthen partner structures for the purposes of integrating and coordinating these services.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Local partners are very important in reaching the remote rural population:

CSOs is crucial in order to address the rural youth directly. The CSOs host employment centres and help identify local coaches who are trained as employment advisers by the National Agency for Promoting Employment and Skills. The advisers use their local knowledge and networks to engage with the population and mobilise youth looking for economic opportunities. Because these advisers speak local languages (e.g. Berber dialects) and can build a relationship of trust, young people in rural areas are more likely to accept their advice than to seek support through a public agency.

► Involvement of Moroccan decision-makers in design of new approach for CSO engagement

A success of the initial phase involved establishing a constructive dialogue between Moroccan decision-makers and CSOs through a new model of cooperation and bottom-up approach. The process of identifying civil society organisations was thorough; organisations could not be politicised or corrupt, had to be embedded in the local community, and had to have experience with employment promotion, entrepreneurship and youth engagement. This local approach allowed the project to work directly in the provinces, close to the beneficiaries. Additionally, this local anchorage influenced the design of the multi-stakeholder dialogue.

A bottom-up approach can empower local actors as project leads: The strong embedment of the project in the struc-

tures of the political and implementing partners has helped create a common understanding of the importance of rural youth employment and the inclusion of local actors. This bottom-up approach also facilitated the shift to local ownership between the first and second phase. Local partners now act as facilitators, ensuring that the project is anchored in the region where the youth are mobilised. This in turn helps create trust.

► The bottom-up approach needs the involvement of local and national actors

Based primarily on a bottom-up approach, this project requires the involvement of local and national-level actors to ensure sustainability. The intensive dialogue with PEJ's political partners on the provincial, regional and national levels facilitated the development of a common understanding of the importance of rural employment promotion. In Morocco, this results in an independent extension of the model, in rural areas and in different parts of the country.

CHALLENGES AND LESSONS

Local partners have limited capacity:

ANAPEC's capacity to disseminate the new offers are limited as its available staff are already overstretched. The new offers for the rural population add to their workload. The project is thus working with ANAPEC on a model to scale the rural approach effectively. Since the topic of employment promotion attracted greater national interest in 2018, there are plans to channel resources from other

national institutional actors and international donors to the approaches for youth employment in rural areas.

Coordination processes are inevitably complex:

The coordination work and efforts to communicate efficiently across the different participating levels (national, regional, provincial) are complex and require considerable work on the part of GIZ. Much of this groundwork has been laid in the first phase, and the project is increasingly able to focus on implementing and expanding the approach.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

The project's experience indicates that several individual aspects could be usefully scaled or applied to other campaigns. These include:

Mobile offers for rural population

in remote areas: Mobile career services are very attractive to partners. They have proved to be useful for outreach purposes and in offering free resources for other activities.

Non-traditional partnerships: The local employment centres were developed and are today managed by ANAPEC. They are operated in cooperation with CSOs, using a collaboration mechanism designed for this purpose. This innovative design could be replicated in other settings.



Local dialogues for employment pro-

motion: Employment committees enable local actors to be involved in the economic future of their province. The diverse composition of the committee allows for a representative and democratic decision-making process. The presence of a committee chair held by the local governor ensures a link to the regional and national levels.

FURTHER INFORMATION



- [GIZ website](#): describes the PEJ project
- [GIZ website](#): describes the mobile employment agencies (UMER)

CONTACT



[Jakob von Fircks](#), Project Head

RURAL DEVELOPMENT AND AGRICULTURE PROJECT (TOGO)

The Rural Development and Agriculture project (ProDRA III) in Togo aims to support agricultural development in rural areas by helping local production systems become more efficient and sustainable, building technical and organisational skills, and improving market access.



WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ That employment programmes can improve the public's perception of agriculture by focusing on cash crops, value added processing and sector professionalisation.
- ▶ That delivering agricultural technical vocational education and training services through vocational-training centres and membership-based organisations can increase the programme's sustainability and multiply impact.
- ▶ That membership-based organisations and cooperatives help to empower farmers, and are often led by competent youths.

PROGRAMME AT A GLANCE

PROGRAMME TITLE



Rural Development and Agriculture in Togo (ProDRA III)

COUNTRY



 Togo

APPROACH



- ▶ Applies the integrated approach to employment promotion with a focus on both the supply side and the demand side of the labour market, along with a policy component
- ▶ Provides access to finance
- ▶ Uses a value chain approach

PERIOD



2013-2020

(Phase III 2016-2020)

TOTAL NUMBER OF PEOPLE REACHED



23,013

seasonal jobs created (2018-2019)

9,100

people trained (2018-2019)

TARGET GROUP



MSMEs and smallholder farmers, including youths (30 per cent)

PROGRAMME COST (€)



- ▶ EUR 13,410,000 (2016-2020)

FINANCING PARTNERS



BMZ, EU co-financing

PROGRAMME OBJECTIVES AND ACTIVITIES

The ProDRA programme started in 2013 and is now in its third phase. ProDRA III aims to improve technical and entrepreneurial capacities, while additionally increasing the incomes of MSMEs and smallholders in selected agricultural value chains. To reach this goal, the programme aims to reduce transaction and production costs, increase processing output and improve value chain integration. To do so, it works through organisations of smallholders and small to medium-sized processing enterprises.

The programme has a focus on rural areas, but does not exclusively target youth. However, at least 30 per cent of the ProDRA III beneficiaries are young people. The political partner is Togo's Ministry of Agriculture and Industry. ProDRA III applies a traditional value chain approach in the cashew, coffee and cocoa, pineapple, vegetable, and spice sectors. It consists of four main components:

► **Organisational development of cooperatives and membership-based organisations:** ProDRA III provides capacity-building support to cooperatives and other membership-based organisations in the selected agricultural value chains. The programme helps them analyse supply chains, set common goals and deliver useful services to members, such as performing price negotiations for inputs or sales.



► **Training programmes for farmers and processors on good production and processing practices:** To increase the technical and entrepreneurial skills of smallholders along the target value chain, ProDRA III provides various training modules on improved farming practices. These include the FBS and GAP modules for smallholders, as well as the Business Development Training and Hazard Analysis Critical Control Point modules for small-scale processors.

► **Access to credit:** With the beginning of the third programme phase in 2016, ProDRA included a financial-services component aimed at addressing the high level of demand for financial services in the agricultural sector. ProDRA III works closely with MFIs to

support the development of financial products that respond to the unique realities and financing needs of smallholders. In addition, training modules on financial literacy and loan management were integrated into the FBS training module. This programme component is being implemented by the Agriculture Finance Corporation (AFC), a consulting company.

► **Policy advice:** ProDRA III advises the Togolese government on the creation of favourable framework conditions and enabling environments for sustainable economic growth, focusing on agricultural exports and investments. The policy component also aims to ensure that successful micro- and meso-level programme solutions

are considered and incorporated into macro-level policy recommendations and strategies. For example, the FBS approach has been successfully incorporated into the PNIASAN national investment strategy.

PROGRAMME RESULTS AND IMPACT

During the 2018-2019 crop year, ProDRA III created 23,013 seasonal jobs and trained 9,100 people for a total cost of around EUR 950,000.

Thanks to ProDRA, cashew production capacity in Togo has increased considerably, with the number of farmers rising from 5,300 in 2012 to 26,400 today. In the pineapple sector, 76 per cent of companies already produce organically. In addition, a total of 4,000 farmers are now working in pineapple production, compared to 3,800 in 2016. As a result of the promotion of organic production by ProDRA, there are now 12,993 organic cocoa producers compared to 7,683 in 2016.

ProDRA III has additionally worked with financial services providers to develop new loan products. The programme has provided financial-management training to 3,800 cashew and pineapple growers. It has also offered further education to 53 bank employees on this issue of risk assessment in the agricultural sector. During the 2017-2019 trial stage, 850 producers received loans.

SUCCESS FACTORS FOR PROGRAMME CONTEXT

A focus on cash crops can change the perception of agriculture among rural youth: ProDRA III changed the perception of agriculture among many youths by demonstrating that farmers can earn a decent living. The programme focuses on high-value crops for the export market that are complemented by staples (i.e. maize or soya) for food security. “Previously, working in agriculture was perceived as something for old people and ‘losers’. We showed youths that farming can be a business model, just like welding or bricklaying. This created a ‘wow effect’ among communities, and changed the perception of agriculture”, says the head of component.

A focus on value added processing can increase farmers’ incomes: At the beginning of the programme in 2013, ProDRA placed considerable emphasis on improving basic production capacities in the agricultural sector. Good practices in the sector were at that time limited (partly because of a 20-year-long suspension of technical collaboration related to Togo’s political situation). The programme thus had to start by building the foundations for basic hygiene, certification and export standards. Today, ProDRA III has a strong focus on agricultural processing. In combination with the focus on cash crops, this is one of the programme’s most significant success factors, due to the potential for great increases in farmers’ incomes.



Use of the FBS approach with high value for money: FBS might not be the most innovative approach, but it works very well for the ProDRA III. The programme has trained over 22,000 farmers, especially on GAP in the cashew, pineapple, coffee and cocoa value chains. This training programme works so well that ProDRA III stopped paying farmers to attend. “Before, we had to motivate farmers to attend our trainings by paying per diems and travel costs. We stopped doing this a while ago, and still get more demand every day. This shows that farmers really attend because they see the value”, says the head of component. In the future, programme managers intend to include more IT-related elements in the training sessions (e.g. geolocation of fields, Plantix app for farmers, app for information on market prices).

Working through membership-based organisations to empower farmers and strengthen their negotiation power:

Supporting cooperatives and other membership-based organisations is a critical success factor of ProDRA III. According to the component lead, this helps to empower smallholders, for instance when they are negotiating prices for inputs or sales of produce. In addition, such entities can provide their members with valuable services all along the value chain (from harvesting and processing to transportation and sales). Interestingly, youths often play a leadership role in such organisations in Togo. Since they are often better educated than their parents, they frequently act as chairpersons or treasurers of such groups. Because good governance is often still a challenge among membership-based organisations, ProDRA III provides them with capacity-building services.

► Processing machinery and shared kitchen facilities

ProDRA III provides cooperatives and other membership-based organisations with technical equipment and processing machinery. The aim is to increase value along target value chains and foster start-ups and clusters in the food processing sector. For example, the programme provided one cooperative with a drying unit for fruits and vegetables (e.g. pineapples, mangos, ginger). By offering drying services to its members, the cooperative can now more effectively demonstrate its value, and convince more members to join. ProDRA III recently received co-financing from the EU that will allow it to increase its engagement in the agri-processing sector.

Linking access to credit with FBS participation and financial-management training:

The financial-services component was added into the third phase of the programme in 2016 in order to address the high demand for financial services in the agricultural sector. ProDRA III realised that many graduates of the FBS training programmes had developed good ideas for improving production, but lacked the capital to make the necessary investments. A key factor in convincing MFIs to lend to FBS graduates was ensuring that the smallholders would receive financial-management training in addition to the credit. “In our initial discussions with MFIs, we thought about the idea of providing loan guarantees. But we concluded that this would not be sustainable, and convinced the MFIs that our training on financial management would significantly reduce their lending risk”, says the head of component. The loan guarantees are now provided by the cooperatives that receive technical support in managing the loans.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Provision of skills development through vocational-training centres and membership-based organisations:

With an eye toward increasing the programme’s impact and sustainability, ProDRA III aims to provide more and more skills-development trainings through vocational-training centres

and membership-based organisations. Recently, the programme trained cooperative members to act as trainers for selected FBS training modules. ProDRA III is currently working with one cooperative to pilot this approach, with the trainers then providing FBS training to the group's other members. Cooperatives are interested in this approach, as it increases the value they can provide to their members.

► Vocational-training centres help to reach rural youths

ProDRA III developed several training modules that have been implemented as pilot projects through vocational-training centres located in rural areas of the country. According to the component lead, vocational-training centres are especially helpful when trying to reach rural youths. Most of these youths are better educated than their parents. They seek more sophisticated training sessions that can teach them about agricultural-sector innovation and business models.

Ensuring that the political partner feels a sense of ownership and is actively involved: For the programme to be successful and ultimately sustainable, the political partner must be actively involved. This is partly because the agriculture sector in Togo is dominated by the public sector. Most agricultural extension workers are public employees, and most vocational-training centres are public. The government also plays a key role in improving the enabling business environment (e.g. providing access to credit, developing export and import regulations, providing certifications).

Use of external service providers to deliver technical training: When introducing the financial-services component in 2016, the ProDRA III team quickly realised that it did not have the technical skills and capacity to deliver this project component on its own. The consulting company AFC won the subsequent public tender, and is now supporting local MFIs in the development of targeted credits for smallholders and financial literacy training programmes for beneficiaries.

CHALLENGES AND LESSONS

Land rights issues are especially relevant for youth: Access to land is critical for investments in agriculture. In Togo, it is extremely difficult to acquire new land for agricultural exploitation, especially for women and youth. The regulations are not very clear, and people end up not investing because they are afraid of expropriation. In fact, Togolese law allows individuals – men and women alike – to access land under the precondition that the land will be cultivated. If a particular piece of land has not been cultivated after a period of five years, the owner must allow locals to work on the land on a contract basis. This legislation is in fact beneficial for youth, because they can exert this right in order to begin cultivating unused land. However, very few people are aware of this provision. ProDRA uses its training sessions to disseminate this vital legal information concerning agricultural land. ProDRA will also provide support to people seeking to claim their right to cultivate idle land.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

The project's experience indicates that several individual aspects could be usefully scaled or applied to other projects. These include:

Providing skills-training sessions through vocational-training centres: Vocational-training centres and membership-based organisations are essential for the provision of technical know-how and information on GAP at the local level. Through these organisations, GIZ can reach more beneficiaries and multiply its impact.



► How can vocational-training centres be used as multipliers?

ProDRA III is currently piloting the provision of FBS training services with three vocational-training centres. In a first step, project managers selected the centres in close collaboration with the political partner, the Ministry of Agriculture and Industry. In a second step, the ProDRA III team organised meetings with the centres to jointly review and adapt existing FBS training models so as to reflect the schools' local needs. These adapted models are now being taught. "This is the way forward that will help us to professionalise agriculture in a sustainable way", says the head of component.

FURTHER INFORMATION



- **GIZ website:** describes programme and provides factsheets for each area in which programme is active
- **SNRD website:** features french-language publication on the FBS approach

CONTACT



Bernard Gnatouang,
Head of Component

GIZ PROGRAMMES IN RYEP

PRO-POOR GROWTH AND PROMOTION OF EMPLOYMENT PROGRAMME (NIGERIA)



The Pro-Poor Growth and Promotion of Employment in Nigeria Programme – SEDIN III project aims to increase the income of, and employment opportunities created by MSMEs through enterprise development support at the federal, state and local levels.



WHAT YOU CAN LEARN FROM THIS PROGRAMME

- ▶ Programme activities reach scale by mainstreaming training elements into public education curricula and supporting large-scale government programmes.
- ▶ Financial literacy skills are key to the future reality of youth self-employment.
- ▶ Training sessions complemented by coaching sessions increase the effectiveness of entrepreneurial and managerial skills development activities.
- ▶ Individual coaching complemented by group coaching facilitates peer-to-peer learning and reduces coaching costs.
- ▶ e-learning tools can improve skills development for youth and scale project activities.

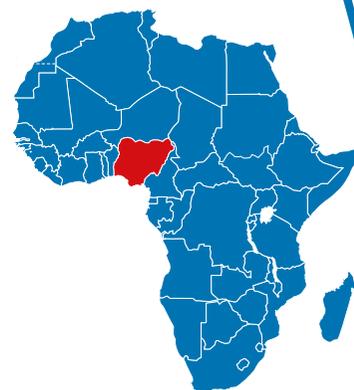
PROGRAMME AT A GLANCE

PROGRAMME TITLE



Pro-Poor Growth and Promotion of Employment in Nigeria Programme – SEDIN III

COUNTRY



 **Nigeria**

APPROACH



- ▶ Does not follow an integrated employment promotion approach but combines private and financial sector approaches with a focus on MSMEs
- ▶ Facilitates access to finance
- ▶ Uses a value chain approach

PERIOD



April 2017 –
March 2020 (Phase III)

TOTAL NUMBER OF PEOPLE REACHED



5,366
jobs created in agricultural value chains (2017 – 2018)

Over 92,650
people trained (2017 – 2019)

Over 900
MSMEs supported (2017 – 2019)

TARGET GROUP



MSMEs
(incl. start-ups and smallholder farmers)

PROGRAMME COST (€)



- ▶ EUR 31.1 million (EUR 9 million from the EU)

FINANCING PARTNERS



BMZ, EU

PROGRAMME OBJECTIVES AND ACTIVITIES

SEDIN III aims to increase business revenue and employment opportunities by strengthening Nigeria's business environment and supporting MSME capacity-building. As such, SEDIN III supports implementation partners at the federal, state and local levels.

While SEDIN III does not explicitly focus on rural youth employment, several project activities positively effect youth employment and directly target rural areas. The project focuses on selected agricultural value chains (rice, potato and cassava) and affordable housing. In addition, SENDIN III supports microfinance banks in providing innovative financial services, and builds financial competence through public, private and civil society organisations. Through co-financing from the EU, SEDIN III will extend its support services to additional areas in the country and include new value chains (e.g. tomato, chilli, ginger, leather goods and garments).

SEDIN III supports the development of MSMEs through four main project components:

- **Access to finance:** SEDIN III works closely with microfinance banks in rural areas to improve their organisational capacity and develop new financial products that target the needs of MSMEs and smallholder farmers. In addition, the project



strengthens the financial literacy of MSME staff, smallholder farmers, women, youth and internally displaced people through training sessions and peer-to-peer learning.

- **Business services:** To improve access to relevant business services for MSMEs, SEDIN III advises private and public MSME service providers offering B2B communication, business and product registration, and training services.

- **Skills development:** SEDIN III applies a range of tools to build the capacity of MSMEs and improve skills development for start-up entrepreneurs. Through the SME-B Loop, the project provides six-month training and coaching sessions to MSMEs. This includes sessions on

record-keeping, company registration and marketing. The Start-up Loop targets entrepreneurs with a business idea, many of whom are youth in urban areas. The Student Entrepreneurship Activity Hubs (SEA Hubs) enable youth (secondary school students) to develop entrepreneurial skills for self-employment. An e-learning app for entrepreneurial skills development has been developed to enable youth to manage their learning approach.

- **Supportive MSME business environment:** SEDIN III advises government agencies on various topics (e.g. business registration, land registration, construction permits, commercial dispute resolution and taxation) to create a more conducive business

environment for MSMEs. In addition, the project facilitates dialogue between key stakeholders (including public and private sector partners) on issues related to business environment reforms. SEDIN III further supports the development of one-stop shops to promote investment in selected states.

PROGRAMME RESULTS AND IMPACT

SEDIN III focuses on skills development for MSME staff and start-up entrepreneurs rather than explicitly on job creation. Nevertheless, between 2017 and 2018, the project created 5,366 jobs in agricultural value chains.

On the skills development side, SEDIN's financial literacy trainings reached from 2017 to mid-2019 some 74,617 beneficiaries (42 per cent of whom were women); of which 5,452 were also trained in training methodology ("training of trainers"). Between 2016 and 2019, 14,859 secondary school students participated in the extra-curricular SEA Hubs and 18,730 smallholder farmers registered on a B2B information exchange platform (SMeline).

Between 2017 and 2019, 561 MSMEs successfully completed the SME-B Loop. Between 2018 and 2019, 338 start-up entrepreneurs successfully completed the Start-up Loop.

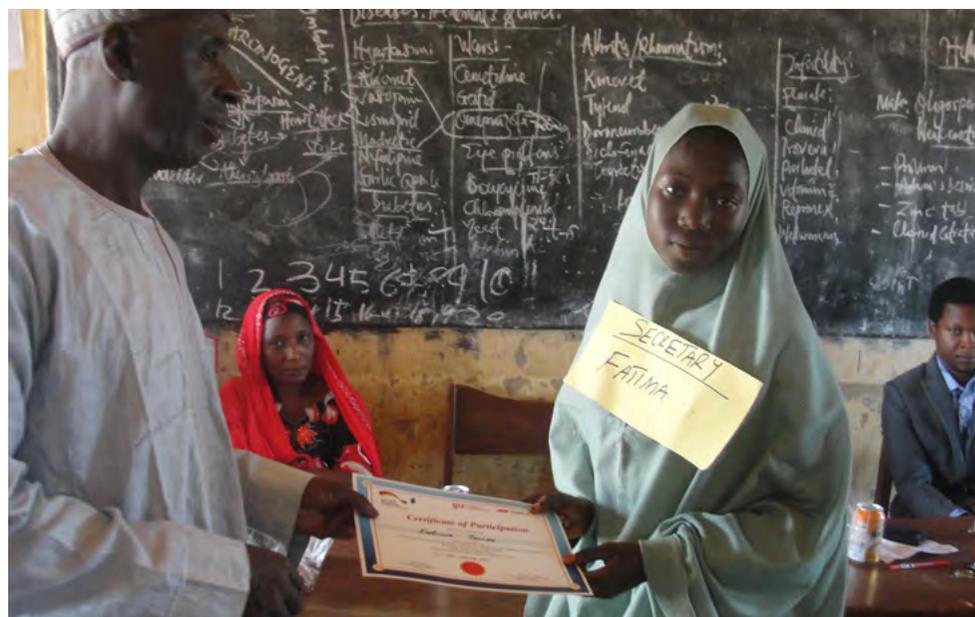
Regarding access to finance for MSMEs, SEDIN III supported the organisational development of 20 microfinance banks,

and the development of targeted loan products for MSMEs (Esusu+), agricultural producers (Agro+) and start-up entrepreneurs (Opportunity+). As of July 2019, 15 supported microfinance banks reported 60,714 outstanding loans at a value of around EUR 7.5 million.

On a more systemic level, SEDIN III supported the integration of financial education into the curriculum for primary and secondary schools in Nigeria in 2018. The project also developed a financial literacy training methodology with complementary training materials. By August 2019, partnerships with 19 public, private and civil society organisations had been established, enabling the project to reach 74,617 beneficiaries. A pilot MSME advisory office in Niger state secured more than EUR 7 million in funding. Eight mediation and arbitration centres were established to settle commercial disputes, with 347 mediators and arbitrators trained in commercial dispute resolution. In Ogun state, the project reduced the time required to obtain a building permit by 58 per cent.

SUCCESS FACTORS FOR PROGRAMME CONTEXT

Working in government priority areas facilitates the catalytic impact of activities: Given substantial population growth, the Nigerian government prioritised the topic of youth (employment). At the same time, financial inclusion ranks high on the government's development agenda. Part of the success of SEDIN III



has been the focus of project activities on these government priorities. For example, GIZ supports the National Peer Group Educator Programme (NAPGEP), which was set up by the Nigerian Ministry of Youth and Sports Development in conjunction with the National Youth Service Corps (NYSC) and other stakeholders. SEDIN III supported NAPGEP to build the financial literacy and training capacity of more than 4,624 NYSC members. To date, more than 63,662 economically active but financially excluded small and informal businesses, youth and women have been reached through NAPGEP. Furthermore, SEDIN III assisted NAPGEP in developing a strategy to increase the programme's multiplier effects, potentially building capacity in NYSC members not participating in NAPGEP.

SUCCESS FACTORS IN PROGRAMME DESIGN

Private sector involvement increases local ownership and develops markets: SEDIN III collaborates closely with private sector organisations along different project components. Regarding access to finance for MSMEs, for example, the project works with the Chartered Institute of Bankers, an apex training body in the finance sector. To facilitate access to markets for MSMEs in selected value chains, the project applied the ValueLinks approach, and identified gaps in the selected value chains and potential stakeholders to fill these gaps. This included developing linkages with, for example, large supermarkets and processing companies.

Coaching and mentorship are critical for effective entrepreneurship training: SEDIN III's enterprise development tools, the SME-B Loop and the Start-up Loop, include coaching sessions and mentorship collaborations that run for 4 to 6 months. This dedicated support complements classroom training sessions, and helps MSMEs address their specific goals and needs. In addition to individual coaching, SEDIN III included group coaching sessions as part of the SME-B Loop and the Start-up Loop. Complementing individual coaching with group coaching sessions creates additional opportunities for peer-to-peer learning and reduces coaching costs by roughly 20 per cent.

► Group coaching facilitates peer-to-peer learning and reduces coaching costs

To allow for more peer-to-peer learning and exchange of knowledge among MSMEs, in the SME-B Loop and the Start-up Loop, SEDIN III has introduced group coaching sessions to complement individual coaching sessions. Four of the 12 coaching sessions in the SME-B Loop and six of the 12 coaching sessions in the case of Start-up Loop are organised in small groups of up to five people. The groups are created based primarily on the location of participants rather than the business model or sector. This reduces the number of sessions each coach has to deliver, and enables participants to share ideas and learn from each other's experiences. By not grouping MSMEs according to business model or sector, MSMEs can learn from experiences across various sectors and develop cross-sectoral linkages, which may not have emerged otherwise. In the individual coaching sessions, participants discuss sector-specific challenges while defining and developing their individual goals.

Entrepreneurship training should be adapted to the needs of youth:

The Start-up Loop is implemented through eight partner organisations that are based in major cities in the Niger, Plateau and Ogun states. While the Start-up Loop does not specifically target youth, most participants are below 35 years of age. According to a SEDIN III head of the component private sector development, the content and format of training sessions should be practical and participatory when working with young entrepreneurs. Participants aged between 18 and 25 years old, who have recently graduated from secondary school or university, are more likely to pursue any opportunity that may arise. While keen to start a business, they may take any available job in order to secure a steady income. Furthermore, younger participants are more tech-savvy, and are much more likely to use smartphones and social media. e-learning tools work very well with younger age groups, and participants expressed a particular appreciation for the peer-to-peer learning and networking aspects of training sessions. Therefore, SEDIN III developed a blended training course with an e-learning platform, which allows participants to access modules via a mobile app. Furthermore, SEDIN III is exploring the possibility of supporting alumni networks in which entrepreneurs can share ideas and experiences.

► Blended Start-up Loop for tech-savvy youth

SEDIN III is currently piloting a blended Start-up Loop, which combines face-to-face training sessions with e-learning tools. The project has developed an e-learning platform based on the open-source learning management system Moodle. The platform enables participants to access modules through a mobile app, downloading or browsing a module's content online. Initial feedback from participants and trainers suggests that the blended training course benefits younger participants in particular. This allows participants to progress through the learning materials at their own pace. It also enables more informed discussions during the face-to-face training sessions. Based on the initial success of the blended Start-up Loop, SEDIN III is now developing a blended training course for financial literacy.

Entrepreneurship training should be adapted to the needs of rural MSMEs:

The SME-B Loop targets MSMEs in rural and urban areas. In rural areas, literacy and numeracy rates are often lower compared to urban areas. To better meet the needs of rural businesses, SEDIN III sensitises trainers, coaches and mentors to the specific challenges and business needs in rural areas. "We have not specifically adapted the learning materials of the SME-B Loop for rural settings. In our experience, it works well when trainers are sensitised and able to translate the messages to the local context and switch to the local languages, if needed. It is important that the trainer or coach can relate to the environment and challenges of an MSME in a rural setting", explains the SEDIN III head of the component private sector development.



SUCCESS FACTORS IN PROGRAMME PROCESSES

M&E systems evaluate the impact of capacity-building and e-learning elements: The SME-B Loop and the Start-up Loop have M&E processes built into the implementation cycle, which assess how businesses develop over the course of the project. A follow-up 6 months after the completion of the project has been complemented by an additional follow-up after 12 months. For the blended Start-up Loop, a similar evaluation process is being piloted, which will make it possible to assess the effects of the additional e-learning element.

SUCCESS FACTORS WITH PARTNERS AND PEOPLE

Recruitment of coaches through partner organisations makes monitoring easier: For the SME-B Loop delivery, SEDIN recruited over 40 independent consultants as trainers and coaches. However, selecting, training and monitoring individual coaches is time-consuming for project staff. For the Start-up Loop, the project selected trainers and coaches from among the staff of partner organisations. "This increases the ownership and, hopefully, the sustainability of the Start-up Loop. It works well and makes the follow-up easier for us", explains the SEDIN III head of the

component private sector development. However, GIZ must continue to invest in building capacity in partner organisations. Often partner organisations do not have the capacity to deliver the quality expected by the project, especially regarding results measurement.

► **Assessment of trainers and coaches to identify the most suitable candidates**

In Nigeria, it is generally a challenge to find qualified trainers and coaches. Coaching and mentoring approaches are new to most people, including trainers. People are familiar with traditional classroom training, where trainers lecture students on what to do rather than support students to identify options, and offer guidance and advice. Knowledge of participatory, adult and experiential learning methodologies as well as local language skills and cultural sensitivity are important criteria for the selection of trainers and coaches. These competencies also contribute to the success of the training and coaching sessions. To identify and assess the skills sets of potential trainers and coaches, SEDIN III introduced a skills assessment tool. Based on the assessment, the project selects suitable trainers and coaches, dependent on an activity's respective topic, sectors and target group. This assessment will also be shared with other programmes working in the same cluster.

Working through partner organisations increases local ownership and scale:

SEDIN III collaborates closely with several local stakeholders, including NGOs, public and private sector organisations, and universities to increase local ownership and scale. In particular, partnerships with public organisations and programmes appear to ensure greater institutionalisation and outreach. The

MoU with the Nigerian Ministry of Youth and Sports Development, and other NAPGEP stakeholders allowed SEDIN III to indirectly reach 63,662 beneficiaries. Another MoU was concluded with the federal state of Enugu to promote financial literacy. Strong government buy-in has meant that financial literacy training sessions are now provided by the SME Centre. The centre runs courses for MSMEs and start-up entrepreneurs, several polytechnic schools and a local NGO.

CHALLENGES AND LESSONS

Rural populations can rarely afford the costs of training sessions provided by the private sector:

The need for financial literacy, start-up or entrepreneurship training among rural populations in Nigeria is very high. However, where training needs are highest, people are least able to afford the training. Often, people are willing to pay, but cannot afford to cover the full costs of training courses. This makes it difficult for the private sector to deliver training in a financially sustainable way without support from development partners or the public sector.

POTENTIAL FOR REPLICATION, SCALE AND MAINSTREAMING

Integrate financial literacy training into public education curricula, extra-curricular clubs, or targeted governmental programmes: SEDIN III partners with

several public institutions to mainstream financial literacy training in public education. In countries like Nigeria, where most graduates will find self-employed work, financial literacy training is especially crucial. Through appropriate partnerships, GIZ can indirectly benefit a large proportion of the population.

Self-study (e-learning) courses: These courses can increase the number of beneficiaries reached, especially as smartphone penetration increases and GSM networks become more affordable. SEDIN III developed a basic entrepreneurship and business management e-learning course. The e-learning course is based on a self-study model, which allows participants to study at their own pace and in an interactive manner, without a trainer or coach needing to be present. However, as the course has yet to be assessed, it is too early to evaluate the effectiveness of e-learning.

Blended Start-up Loop for tech-savvy youth: Blended learning courses can help reduce the costs of training and coaching delivery, and can expand outreach. The effectiveness of the blended Start-up Loop will only be assessed in early 2020. However, initial feedback from participants and trainers is promising.

Group coaching elements in entrepreneurship training: Similar to the blended e-learning approach, initial feedback from participants and trainers suggests that group coaching has

a positive effect due to greater opportunities for peer-to-peer learning and networking among entrepreneurs. In addition, group coaching reduces coaching costs by around 20 per cent.

FURTHER INFORMATION



- **SEDIN Website:** provides comprehensive project description and features learning materials, publications and success stories
- **SEDIN Factsheet:** provides overview of the SEDIN project

CONTACTS



- **Detlev Holloh,** Programme Director
- **Sina Uti-Waziri,** Head of Component Private Sector Development
- **Dennis Fischer,** Head of Component Access to Finance
- **Beatrice Tschinkel,** Team Leader GOPA



ANNEX

GIZ TOOLS FOR RYEP WITH POTENTIAL FOR REPLICATION

Across the 11 programmes that were analysed for this report, we identified a number of successful tools with a high potential for replication, scale and mainstreaming. The list of tools is not comprehensive but presents a small selection of relevant GIZ tools for employment promo-

tion. The tools are not specifically designed for rural youth but are used by employment promotion programmes that also target rural youth. Selected tools were also adapted to the unique employment realities and needs of young women and men in rural areas.

LIST OF RELEVANT TOOLS FOR THE DEMAND SIDE OF THE RYEP LABOUR MARKET:

- **Cooperative Business School (CBS)** is a training that aims to strengthen the delivery of service. This includes group marketing, bulk input purchase, training services and links to buyers and financial institutions. Graduates reach better quality and prices, sell and buy more volumes, and gain access to loans for service delivery. CBS can be developed for specific value chains. By the end of 2019, the A4SD programme has trained 3,000 managers from over 600 co-operatives.
- **Farmer Business School (FBS)** is a training that focuses on improving farmers' business skills as an important prerequisite for the adoption of improved techniques and investments in agricultural production. FBS aims to change the mind-set of farmers by sensitising them to market opportunities and opportunities to improve productivity, family income, and nutrition. By the end of 2019, the A4SD programme has trained 1.2 million

farmers, many of whom are now also businessmen and women who have raised their incomes substantially.

- **Processor Business School (PBS)** is a training that helps small-scale processors invest in technologies and improve their profit. PBS had initially been developed for rice parboiling and was quickly taken up by other programmes for cassava processing and non-timber forest products. By the end of 2019, A4SD has trained 25,000 processors to grow their business. This supports youth employment as 80 per cent of the new jobs created by processors in, for example, the cashew value chain, are filled by people under 35.
- **Facility for Innovation (F4I)** is an enterprise-development tool that targets "new business ideas". This means new products and services with increased added economic values. A core requirement for the new business idea to be selected is the potential for innovativeness and creativeness in the value addition. The tool can be applied to different thematic areas because its design is replicable for specific tenders.

The F4I was developed by the EPP III programme in Sierra Leone. The F4I targets young micro-small and medium entrepreneurs in the age bracket 18–35 years. In Sierra Leone, the F4I will reach a relatively small number of 100 businesses with a comprehensive service offering that includes grant, equipment, technical and coaching support, depending on the nature of the business.

- **Matching Fund (MF)** is an integrated development partnership uniting private, public and civil society actors. The goal is to blend financial and in-kind resources for clearly defined activities aligned with a common project focus in a common value chain. The MF helps integrate smallholder farmers into the value chains and business models of larger processors. This helps ensure the offtake of their increased yields (thanks to the support, for example, of good agricultural practices).
- **SME Business Loop (SME B-Loop)** is an enterprise-development tool that supports MSMEs in accessing training and coaching to acquire and master

their business skills. It also supports them with product/market positioning, developing an entrepreneurial attitude, negotiating skills, customer relations and in accessing financial services. The SME B-Loop cycle lasts approximately 12 months and consists of two three-day classroom trainings and six months of individual on-site business coaching. The method can be applied regardless of the type of business since it focuses entirely on enterprise development.

The SME B-Loop was developed by the EPP III programme in Sierra Leone and with GIZ in Benin. It has already been upscaled in some Green Innovation Centres in Agriculture and Nutrition (GICs) and other employment promotion projects. Documentation and guides are available. EPP III in Sierra Leone is currently working on an adapted version of the SME B-Loop for illiterate micro-entrepreneurs.

- **Start-up Business Training and Coaching Loop (Start-up Loop)** is an enterprise-development tool that targets start-up MSMEs. It involves a journey of four months with train-

ing and coaching guidance components similar to the SME B-Loop that support potential entrepreneurs in kick-starting their business idea. Key training elements include business orientation and starting the business.

SEDIN III in Nigeria is currently piloting a blended Start-Up Loop for tech-savvy youth that combines face-to-face training elements with e-learning. The project has developed an e-learning platform based on the open source learning management system Moodle. The platform enables participants to access modules through a mobile app, downloading or browsing a module's content online.

LIST OF RELEVANT TOOLS FOR THE SUPPLY SIDE OF THE RYEP LABOUR MARKET:

- **Competency based Economies through Formation of Entrepreneurs (CEFE)** is a comprehensive set of training instruments aiming to stimulate the start and growth of MSMEs, improve entrepreneurial performance through guided self-analysis and build up business-management skills. CEFE consists of a comprehensive set of training products that apply an action-oriented approach and experiential learning methods in order to develop and enhance business-management and personal competencies. Eco-Emploi in Rwanda follows the CEFE approach to improve the competitiveness of small and medium-sized enterprises and entrepreneurs in the selected value chains.

- **Good Agricultural Practices (GAP):** A4SD has developed more than 50 technical-economic producer references for GAP training on export and food products. They provide illustrated key messages on GAP as well as harvest and post-harvest techniques. Technical recommendations are completed by profitability analysis. After trainings, each smallholder receives a copy to ensure memory backup. Image blocks, 3D animations, radio broadcasts and FBS trainings reinforce GAP adoption by trained smallholders. GAP adoption has the potential to boost yields, improve income and food security of farming households. The application requires additional labour input and thereby creates additional employment opportunities or reduces underemployment in rural areas. For example, in the Competitive African Rice Initiative (CARI) programme, the introduction of water management now allows farmer to harvest two rice crops a year.

- **Integrated Farmer Training (IFT)** is an effective, low-cost training tool for challenging environments that allows programmes to train large numbers of beneficiaries. IFT has fully elaborated curricula on a wide range of agricultural product lines that is based on good agricultural practices and business and attitude elements. Each module features practical, theoretical and creative components that engage participants. Didactically, IFT works preferably with symbols and images to make it also easy for illiterates to access learning content.

EPP II in Sierra Leone introduced the IFT to better meet the needs of small-holder farmers in the country. The IFT in Sierra Leone combines technical agricultural skills, basic business training and attitudinal change in a modular curriculum of a series of one-day courses. These basic trainings are highly appreciated and especially relevant for low-skilled women in rural areas. They build basic capacity and help improve employability while empowering rural populations.

LIST OF RELEVANT TOOLS FOR THE MATCHING SIDE OF THE RYEP LABOUR MARKET:

- **ValueLinks** 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 ValueLinks methodology can be applied to different subsectors, from agriculture and food processing to manufacturing and industries. ValueLinks 2.0 also contains conceptual and technical innovations distinguishing it from the first version of ValueLinks.

The GIC use the approach to systematically examine farmers' activities and thereby identify which innovations can enable farmers to integrate more into value chains. This includes value chain segments such as trade and retail that can create many jobs for youth but which usually do not benefit farmers. Instead of

excluding middlemen from the value chain, the GIC think about how to integrate them into the solution.

LIST OF RELEVANT TOOLS FOR THE LABOUR-MARKET FOUNDATIONS OF RYEP:

- **Master Training Programme** is a unique training programme developed in A4SD. It is used as a strategic measure for capacity strengthening in the cashew value chain. It is a vehicle for hands-on training, the development of appropriate skills and the adoption of responsive attitudes for impactful service delivery. The programme aims to create a pool of qualified experts in the cashew value chain and thereby facilitate the exchange of knowledge, learning and innovation within the sector across Africa. So far, 456 people – 27 per cent of which are women – have been trained in 16 African countries.

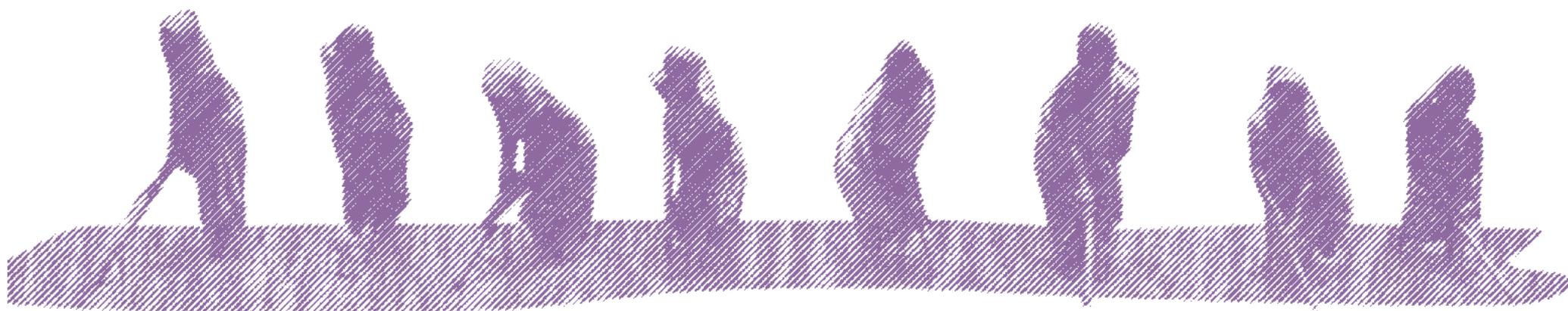
METHODOLOGY OF THIS STUDY

The report “What works in Rural Youth Employment Promotion?” was commissioned by GIZ’s global project “Rural Employment with a Focus on Youth” with the aim to **analyse and identify good practices in rural youth employment promotion**. The report will support GIZ and other development partners to more effectively design and implement employment promotion programmes and projects that specifically target rural youth.

To that end, the report summarises **lessons and insights on RYEP** from ongoing GIZ programmes that target rural youth employment explicitly or implicitly by being rooted in a range of relevant sectors such as agricultural and rural development or employment promotion. Thus, the report provides case studies with good practices to provide ideas on how donors and development partners can improve the effectiveness of their activities in the sector. The analysis is based on the assessment of selected GIZ programmes and projects exclusively, and is considered to mark a first step into this relatively new topic.

For the report, the research team **reviewed over 60 ongoing GIZ programmes** with an explicit or implicit focus on youth and rural areas. From this list, GIZ and the authors **selected the 11 most relevant programmes** for the analysis that represent a range of project types along the integrated approach to employment promotion. The authors conducted **in-depth research** on these programmes. This included **interviews** with programme directors, country coordinators or M&E officers and a **review of programme documentation and evaluations**. The 11 programmes are featured at the end of this report in the form of **in-depth case**

studies. The selection includes global, continental and bilateral programmes mainly in Africa. In addition, a **survey** among rural youth employment experts from GIZ captured some quantitative insights on the topic. A cross-case analysis was conducted to identify the patterns of success for rural youth employment promotion programmes along a framework that consists of the four dimensions of context, design, processes, and partners and people.



LIST OF INTERVIEWEES

NAME	TITLE	GIZ PROGRAMME/PROJECT
Ulrich Sabel-Koschella	Programme Director	A4SD
Rita Weidinger	Head of programme, ComCashew	A4SD
Johannes Peters	Adviser	A4SD
Sascha Hocke	Financial Manager, CARI	A4SD
Veronika Kling	Adviser, SSAB	A4SD
Abdoulaye Yeye	National Coordinator	ATVET Burkina Faso
Steffen Becker	M&E Officer	ATVET
Miriam Heidtmann	Senior Programme Manager	ATVET
Sara Jabril	Programme Adviser	ATVET4WOMEN
Ingeborg Adelfang-Hodgson	Technical Programme Adviser	ATVET4WOMEN
Cathleen Radig Guerra Costa	M&E Adviser	E4D
Nathan Lenzin	Portfolio Adviser Ghana	E4D
Ralf Barthelmes	Project Manager	GIC
Paul-Mathias Braun	Cluster Coordinator Agriculture and Rural Development Kenya and Head of programme	FSP Kenya
Prisca Watko	Adviser on Youth Engagement	FSP Kenya
Jakob von Fircks	Project Head	PEJ II Morocco
Lisa Etzoldt	Junior Adviser	PEJ II Morocco
Irina Kausch	Head of Project	ProSEED Albania
Dennis Fischer	Head of Component Access to Finance	SEDIN III Nigeria
Beatrice Tschinkel	Team Leader GOPA	SEDIN III Nigeria
Claudien Musoni	Rural Economy Expert	Eco-Emploi Rwanda
Joost Gwinner	Consultant, former Programme Coordinator	EPP III Sierra Leone
Ralf Zimmermann	Programme Coordinator	EPP III Sierra Leone
Bernard Gnatouang	Head of Component	ProDRA III Togo
Matthias Schnier	Consultant, former Head of Component Agripreneur 2.0	PAD II

BIBLIOGRAPHY

African Commission. (2006). **African Youth Charter**.

Retrieved from <https://bit.ly/33S8uiO>

Altenburg, T. (2017). **Arbeitsplatzoffensive für Afrika**.

Deutsches Institut für Entwicklungspolitik (DIE), Bonn.

Retrieved from <https://bit.ly/2mPLMXP>

Benell, P. (2007). **Promoting Livelihood Opportunities for Rural Youth**.

Knowledge and Skills for Development. IFAD.

Retrieved from <https://bit.ly/2qhUtbv>

Datta, N., Assy, A., Buba, J., et al. (2018). **Integrated Youth Employment Programs: A Stock-take of Evidence on what works in Youth**. World Bank, Washington, DC.

Retrieved from <https://bit.ly/2kOoYHd>

FAO. (2018). **Study on Youth Employment in Agricultural Value Chains for the programme “Green Innovation Centres for the Agriculture and Food Sector.”**

(not publicly available)

FAO. (2019). **Digital technologies in agriculture and rural areas**. Rome.

Retrieved from <http://www.fao.org/3/ca4985en/ca4985en.pdf>

Filmer, D., Fox, L. (2014). **Youth Employment in Sub-Saharan Africa**.

Africa Development Series. Washington, DC: World Bank.

Retrieved from <https://elibrary.worldbank.org/doi/abs/10.1596/978-1-4648-0107-5>

GIZ. (2016). **Full and Productive Employment and Decent Work for All: Handbook on Employment Promotion in Development Cooperation**

<https://mia.giz.de/qlink/ID=49323000>

GIZ. (2019). FATA 2019. **Same same but different**. Presentation of the integrated approach to employment promotion, June 4, 2019.

(not publicly available)

IFAD. (2015). **Youth access to rural finance**. Rome.

Retrieved from <https://bit.ly/2MEFjKP>

IFAD. (2019). **Rural Development Report**. Creating Opportunities for Youth.

Retrieved from <https://bit.ly/2mOfrAy>

Kosec, K., Ghebru, H., Holtemeyer, B., Mueller, V., Schmidt, E. (2017). **The Effect of Land Access on Youth Employment and Migration Decisions: Evidence from Rural Ethiopia**.

Retrieved from <http://pubdocs.worldbank.org/en/862351496253745881/A2-Kosec-et-al-2017-0526.pdf>

OECD. (2018). **The Future of Rural Youth in Developing Countries :**

Tapping the Potential of Local Value Chains. Paris.

Retrieved from <https://doi.org/10.1787/9789264298521-en>

Pesche, D., Losch, B., Imbernon, J. (2016). **A new emerging rural world: an overview of rural change in Africa**. Atlas for the NEPAD Rural Futures Programme. Cirad. 2nd Edition.

Retrieved from <https://www.nepad.org/publication/new-emerging-rural-world-overview-rural-change-africa>

RWI. (2019). **Methodological Guidelines for Measuring Employment Effects of Rural Development Interventions**. Projektbericht im Auftrag der Deutschen Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. Essen, Germany: Leibniz-Institut für Wirtschaftsforschung.

United Nations. (2017). **Population density and urbanization**.

Retrieved from <https://bit.ly/2Z007ll>

United Nations Population Division (UNPD). **World Prospects**.

<https://population.un.org/wpp/>

World Bank, IFAD (2017). Rural Youth Employment.

Retrieved from <https://bit.ly/3201BtV>

Yeboah, F. (2018). **Youth for Growth. Transforming Economies through Agriculture**.

Chicago. The Chicago Council on Global Affairs.

Retrieved from https://www.thechicagocouncil.org/sites/default/files/report_youth-for-growth_20180322.pdf

ABBREVIATIONS

A4SD	Agricultural Value Chains for Sustainable Development	M&E	monitoring and evaluation
AFC	Agriculture Finance Corporation	MF	matching fund
AfDB	African Development Bank	MFI	micro-finance institution
ANAPEC	Agence Nationale de Promotion de l'Emploi et des Compétences	MoU	memorandum of understanding
ATC	Agricultural Training Centres	MSME	micro, small and medium-sized enterprises
ATVET	Agricultural Technical Vocational Education and Training	MTIP	Ministère du Travail et de l'Insertion Professionnelle
ATVET4W	ATVET for Women	MTP	Master Training Programme
AU	African Union	NEPAD	New Partnership for Africa's Development
AUDA-NEPAD	African Union Development Agency	NIRSAL	Nigeria Incentive-Based Risk Sharing System for Agricultural Lending
BMGF	Bill and Melinda Gates Foundation	PAD II	Sustainable Agriculture and Rural Development
BMOS	business membership organisations	PBS	Processor Business School
BMZ	German Federal Ministry for Economic Cooperation and Development	PEJ II	Promoting Youth Employment in Rural Areas in Morocco
BOS	business-opportunity studies	PNIASAN	National Programme for Agricultural Investment and Food Security
CAADP	Comprehensive Africa Agriculture Development Programme	PREMA	Profitable Resource Efficient Management
CARI	Competitive African Rice Initiative	ProDRA III	Rural Development and Agriculture Project
CBS	Cooperative Business School	RYEP	rural youth employment promotion
CEFE	Competency-based Economies through Formation of Entrepreneurs	SEDIN III	Pro-Poor Growth and Promotion of Employment in Nigeria Programme
CSO	civil society organisation	ToC	theory of change
CSR	corporate social responsibility	ToT	training of trainers
E4D	Employment for Sustainable Development in Africa	WEIA	Women's Empowerment Index in Agriculture
Eco-Emploi	Promotion of Economy and Employment in Rwanda		
EPP III	Employment Promotion Programme		
F4I	Facility for Innovation		
FBS	Farmer Business School		
FSP	Food Security Through Improved Agricultural Productivity Project		
GAP	good agricultural practices		
GIC	Green Innovation Centres for the Agriculture and Food Sector		
GIZ	Deutsche Gesellschaft für International Zusammenarbeit		
ICT	information and communications technology		
IFAD	International Fund for Agricultural Development		
IFT	Integrated Farmer Training		
LoI	letter of intent		

ENDNOTES

- 1 IFAD (2017)
- 2 Yeboah, K. (2018)
- 3 FAO (2018)
- 4 Benell, P. (2007)
- 5 FAO (2019)
- 6 FAO (2018) & FAO (2019)
- 7 Filmer, D., et al. (2014)
- 8 Yeboah, F. (2018)
- 9 IFAD (2019)
- 10 Own calculation based on UN World Population Prospects 2019; Pesche, D., et al. (2016); Losch, B. et al. (2016); Losch, B. et al. (2017); Schraven, B. (2016).
- 11 African Commission (2006)
- 12 RWI (2019)
- 13 OECD (2018)
- 14 IFAD (2017)
- 15 FAO (2019)
- 16 OECD (2018)
- 17 IFAD (2017)
- 18 IFAD (2015) and FAO (2018)
- 19 FAO (2018)
- 20 FAO (2018)
- 21 OECD (2018)
- 22 IFAD (2017)
- 23 Kosec, K., et al. (2017)
- 24 IFAD (2017)
- 25 FAO (2019)
- 26 IFAD (2017)
- 27 IFAD (2019)
- 28 GIZ (2019)
- 29 Datta, N., et al. (2018)
- 30 IFAD (2019)
- 31 Budget figures and results are self-reported by the GIZ programmes featured here; the number of jobs created are calculated in terms of full-time equivalents and not in terms of the absolute number of jobs, which might be seasonal or part-time.
- 32 FAO (2018)
- 33 As an innovative tool for measuring women's empowerment, the WEIA helps identify areas in which disempowerment takes place and facilitates the design of development programmes targeting these areas. For more information: <http://weai.ifpri.info>.
- 34 Datta, N., et al. (2018)



© 2008/2009/2010/2011/2012/2013/2014/2015/2016/2017/2018/2019/2020/2021/2022/2023/2024/2025/2026/2027/2028/2029/2030/2031/2032/2033/2034/2035/2036/2037/2038/2039/2040/2041/2042/2043/2044/2045/2046/2047/2048/2049/2050/2051/2052/2053/2054/2055/2056/2057/2058/2059/2060/2061/2062/2063/2064/2065/2066/2067/2068/2069/2070/2071/2072/2073/2074/2075/2076/2077/2078/2079/2080/2081/2082/2083/2084/2085/2086/2087/2088/2089/2090/2091/2092/2093/2094/2095/2096/2097/2098/2099/2100