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HLPE e-consultation on the V0 of the Report

*“Promoting youth engagement and employment in agriculture and food systems”*

From 1 December 2020 to 7 January 2021

*Extended until 24 January 2021*

[www.fao.org/fsnforum/cfs-hlpe/discussions/youth\_engagement\_employment-v0](http://www.fao.org/fsnforum/cfs-hlpe/discussions/youth_engagement_employment-v0)

− Collection of contributions received −

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# Topic

During its 46th Plenary Session (14 – 18 October 2019), the UN Committee on World Food Security (CFS) requested its High Level Panel of Experts on Food Security and Nutrition (HLPE) to produce a report entitled “Promoting youth engagement and employment in agriculture and food systems”. The overall aim of the report, as articulated in the [CFS Multi-year programme of work](http://www.fao.org/3/na703en/na703en.pdf), is to “Review the opportunities for, and constraining factors to youth engagement and employment in agriculture and food systems”, including examining “aspects related to employment, salaries, and working conditions”; “rules, regulations and policy approaches […] aimed at addressing the complexity of structural economic, cultural, social and spatial transformations”. The report was also tasked to “explore the potential of food systems and enhanced rural-urban linkages to provide more and better jobs for women and youth.”

The report will be presented at CFS 48th Plenary session in October 2021. As part of the process of elaboration of its reports, the HLPE is organizing a consultation to seek inputs, suggestions, and comments on the present preliminary V0 draft (more details on the different steps of the process, are available [here](http://www.fao.org/fileadmin/user_upload/hlpe/hlpe_documents/HLPE_-_process.pdf)). The results of this consultation will be used by the HLPE to further elaborate the report, which will then be submitted to external expert review, before finalization and approval by the HLPE Steering Committee.

HLPE V0-drafts of reports are deliberately presented early enough in the process - as a work-in-progress, with their range of imperfections – to allow sufficient time to properly consider the feedbacks received in the elaboration of the report. E-consultations are a key part of the inclusive and knowledge-based dialogue between the HLPE Steering Committee and the knowledge community at large.

To participate, please visit the dedicated HLPE e-consultation website:

<http://www.fao.org/fsnforum/cfs-hlpe/discussions/youth_engagement_employment-v0>

**How can you contribute to the development of the report?**

This V0 draft identifies areas for recommendations and contributions on which the HLPE would welcome suggestions or proposals. The HLPE would welcome submission of material, evidence-based suggestions, references, and concrete examples, in particular addressing the following questions:

1. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.   
   **Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?**
2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.

**Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?**   
In particular, can you offer feedback on the following:

* 1. Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?
  2. How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

1. **Employment**
   1. What can make  
      i) farming/fisheries/livestock rearing and other forms of food provision and  
      ii) other roles in the food system  
      a more attractive option for youth employment?
   2. Under what conditions should children be allowed to work in AFS when they want to?
2. **Land and other resources**
   1. What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods?
   2. Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics?
3. **Knowledge**
   1. What policies/initiatives could stop the loss of, and support the revitalization of, traditional, ecological and marginalised forms of knowledge in AFS?
   2. What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?
   3. How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?
   4. How can grassroots and youth-driven learning opportunities and knowledge transfer be strengthened and supported?
   5. What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers?
4. Drawing on HLPE reports and analysis in the wider literature, the report outlines several examples of potential policy pathways to address challenges to youth engagement and employment in AFS, and to transform AFS to make them more “youth-friendly”. **The HLPE seeks input on case studies that could illustrate successful policy initiatives that have improved youth employment and engagement in AFS**, and in particular:
   1. Successful implementation of existing policy commitments, including examples of rights-based approaches to youth employment, as well as protection from unemployment, in food systems.
   2. Initiatives to improve equity in access to resources and improved working conditions (including in conditions of informality) for young people within AFS.
   3. Pathways for increased youth agency in AFS policy, including best practices and mechanisms to improve the leadership role of youth, including young women, in their own organizations, and in broader AFS and food policy discussion spaces.
   4. Pathways for equitable use of technology and digitalization, in particular ensuring access to and control of information and data by youth.
   5. Financial instruments and marketing tools that are available to youth within AFS.
   6. Examples of economies of solidarity, collective enterprises and other collaborative initiatives among young people in AFS.
   7. Examples of how consumers and urban actors are involved in working towards a sustainable food system that values and involves youth.
5. **On data and knowledge gaps:**
   1. Do you have additional data or information that could help refine the analysis of the interplay between youth’s characteristics, aspirations, rights, resources and knowledge, AFS sustainability and FSN outcomes?
   2. Is the set of case studies appropriate in terms of the dimensions and issues chosen and their regional balance? Do you have other good practices and examples of policy and interventions that could accelerate progress towards the SDGs by enhancing opportunities for youth?
   3. What are ways to collect better data on the situation of and prospects for youth in AFS? What can be done to improve population and employment data to give a more accurate picture of young people’s multidirectional mobility between places and sectors and multiple income sources?
6. **Are there any major omissions or gaps in the V0-draft?**

Are topics under-or over-represented in relation to their importance? Are there any redundant facts or statements that could be eliminated from the V0-draft? Are any facts or conclusions refuted, questionable or assertions with no evidence-base? If any of these are an issue, please share supporting evidence.

We thank in advance all the contributors for being kind enough to read, comment and suggest inputs on this V0 draft of the report. We look forward to a rich and fruitful consultation.

*The HLPE Steering Committee*

# Contributions received

## Mahesh Chander, ICAR-Indian Veterinary Research Institute, India

Dear All,

The report in the first look, appears to be well drafted, many congratulations! to all those engaged in preparing it. It indeed is a gigantic task given the huge diversity we have in matters of food production systems and youth engagements. It will be my pleasure to go through in minute details to be able to comment or give suggestions. I am not sure whether it is within the scope of this report or not, when we see-

1. Youth are more intersted in agri-value chains like processing and marketing of agriproduce than primary production, unlik old generation farmers who have been toiling in production activities leaving post harvest activites to middlemen, resulting in poor returns from farming.

2. Organic agriculture is attracting youths globally compared to conventional farming including in developing countries. Same is true with use of social media channels. The need is therefore, for engaging youths creatively so that their energies and potential can be harnessed for agricultural transformation in developing countries in particular.

3. Late passing on of land title in the name of children has implications in terms of late entry of youths into farming, consequently financing of innovative projects gets affected.

4. Youth if organize themselves into groups/clusters can pool up resources to do farm production, processing and marketing of produce to make farming profitable, for which they need skills including soft skills, technical guidance and hand holding.

Looking forward for intellectually stimulating discussion on the report.

Regards,

Mahesh Chander

## Paul Rigterink, South Africa

In answer to your question “What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?"

Two hundred years ago an unknown African immigrant imported desert melons from South Africa/Namibia as well as Ethiopia/Eritrea to the New Mexico/Arizona region of North America for use by Native American Indians. Over time, the US Native American Indians developed the growing of desert melons so that it would fit their needs while many Africans forgot about wild melons. South African farmers from Nongoma (center of northern KwaZulu-Natal Province, 300 km north of Durban and 56 km from Ulundi) are trying to regain this lost African desert melon technology by growing a wide variety of sweet melons and watermelons. In this way Nongoma farmers will help regain the African heritage that was lost over time as well as additional income.

I have provided Nongoma farmers with seeds of 18 types of watermelons and 18 types of sweet melons that I obtained from the South African company Livingseeds. I also expect to provide them with Hopi Pueblo melons, Hopi Red watermelons, Cochiti mix melons, and Chimayo melons that are available from Native American seed conservation growers in the US. These seeds were not grown with International export agreements in mind. However, US seed conservation growers have an excellent record in following the best available international environmental practices for producing seeds; These growers are some of the most socially responsible citizens in the US.

Native American melons are rare; Nongoma farmers will have a unique product. Native Americans growers typically only sell these seeds to other Native Americans; The Native American growers are providing the seeds to Nongoma farmers in order to develop a common heritage and bond between Native American Indians and South African Nongoma farmers. Nongoma students will use the Case Methodology and Business Process Engineering principles commonly used at Harvard University to study the watermelon/melon business case and international environmental concerns. Nongoma women will use the seeds to augment their income.

The management rewards for implementing this project are the following: 1) Underserved South African youth and women farmers will be provided with a premium educational opportunity to learn modern business practices and environmental principles using the Harvard Business School “Case Method” and the Hammer and Champy Business Process Reengineering methodology, 2) Poor women farmers will gain an additional source of income, and 3) The South African tourist industry will be able to use Native American melons to show the overlap in cultural heritage between Native Americans and Africans.

## Mafa Evaristus Chipeta, South Africa

Thank you for the opportunity to share my thoughts on the V.0 draft of this important publication on youth engagement in agriculture and food systems. I will comment at MACRO level, being unconvinced that editing can be done by dispersed global participants. The following comes to mind:

1. It worries me that like so much else in development thinking, the document is attracted to emphasising RIGHTS and never RESPONSIBILITIES. Should youth not be encouraged to realise that rights are best exercised alongside taking responsibility for actions and attitudes?. Some toning down of the "rights, agency and equity" package may be useful;

2. Despite many people being despondent in the world today, the reality is that the world and each of its regions still has a lot of OPPORTUNITIES. It would make the document stimulating if each chapter (and the whole document in general) could communicate this sense of hope and excitement about opportunties; it should not excessively focus on problems/ hurdles/challnges. I say this despite writing from Africa, which has its share of hurdles to surmount;

3. Chapter 2 shows that the focus of the publication is on developing countries. Despite this, I cant help thinking that the youth of this very broad category cannot be preached at or preached about as if they are the same. Globally agriculture is practiced in countries where farmers are under 5% of the population to countries where this share is 70% or more - there is NO HOMOGENEITY. In developing countries, this range may narrow to 10%-80%, which is still wide - and would remain wide when engagement higher up the value chain is also considered.

Would it not be better to STRATIFY youths somewhat according to the relative prominence of the agriculture and food sector in the economies and society? In countries with different prominence of agriculture and agro-industry, the opportunities for youth cannot be the same and policies to adopt cannot also be uniform.

4. URBANISATION is very rapid in all developing regions, including my own Africa. This brings considerable and progressive change in links to agriculture (more alienation or distancing); shifts in food habits and the content of diets; transformation to various degrees in extent of pre-processing of food and duration of storage (and need for it). I do NOT see the structural changes of the food sector caused by urbanisation highlighted well enough in the draft.

5. Figure 4 on page 22 on YOUTH UNEMPLOYMENT carries a major surprise for me. If pre-Covid youth unemployment in Africa was 10% and below, governments and society would have been celebrating. Have I missed something?

The numbers we hear daily here are of youth unemployment around 50% or higher for both genders: in fact the 40%+ reported for North Africa would surely apply even more to Sub-Saharan Africa.

I look forward to following the inputs of many others.

Mafa Chipeta

[Malawian]

## David Michael, Australia

I have three suggestions:

1. In the section on 'access to resources' make 'Value Chains' and 'Water' distinct and separate sections to highlight their importance.

2. Resilience could be a a separate section to also highlight the growing importance of capacity to recover from setbacks in a world with growing influence from climate variability and ad-hoc trade distortions.

3. Include a separate section on 'Mentoring' and what could also be termed 'Hand Holding' to make the most use of experience in agriculture and food.

That's all.

## Santosh Kumar Mishra, Population Education Resource Centre, Department of Lifelong Learning and Extension, S. N. D. T. Women's University, Mumbai (Retired: on June 30, 2020), India

Note: (a) Views (inputs) expressed below are personal (and NOT of the S.N.D.T. Women's University, the contributor was employed previously). (b) Contributions presented below are based on data published online. Wherever needed, sources (web links) have been quoted in the text. However, the contributor has made changes in the text in a way that ensures relevance of the information in the context of present online discussion (titled “Inclusive public school food procurement to improve schoolchildren nutrition”).

1. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.

**Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?**

In the V0-draft, the aspect of education, especially non-formal education, should be highlighted. A larger section of the youth population are deprived of school education, most of them drop out from the education in initial days due to various reasons.

Policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved. Children are starting primary school in greater numbers than ever before but drop-out rates are significant and lead to low levels of primary school completion in many countries. In Benin, for example, the primary school completion rate in 2005 was 62 percent, although it increased steadily from 38 percent in 2000. In the Democratic Republic of Congo, the primary school completion rate in 2007 was 51 percent, which was the same completion rate for the country in the early 1990s. In Bangladesh, the primary school completion rate has remained around 60 percent since 2000.

(Source: <https://unesdoc.unesco.org/ark:/48223/pf0000190771>, accessed on December 6, 2020).

Those youth who are out of educational system, can be reached for engagement and employment in agriculture and food systems (AFS) only through non-formal stream of education. This type of education has the component of flexibility.

2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.

**Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?**

In particular, can you offer feedback on the following:

a.    Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?

You are nor over-represented in food systems employment/work in any part of the globe. In terms of intersectional categories, their gender and ethnicity. With regards to gender, girls are assigned less or under paid jobs in agriculture and food distribution systems. Similar trend is reported in case of ethnicity which is part of fabric around which social values are woven.

b.    How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

A range of digital technologies in the food system are already leading to youth employment in AFS (agriculture and food systems). Digital technology has also resulted in: (a) better informed and engaged consumers and producers, (b) smarter farms, and (c) improved public services. These technologies range from simple off-line farmer advisory digital videos to complex systems requiring higher levels of mobile phone and Internet connectivity, such as distributed ledger technologies for value chain traceability and some forms of precision agriculture. Adoption of digital technologies varies significantly across countries, with lower current adoption rates in low-income countries. Increasing adoption of digital technologies in the food system will require addressing supply-side factors (such as rural network coverage and availability of digital applications) and demand-side factors, including: (a) skills and knowledge, (b) trust, affordability, and (c) complementary investments.

(Source: [http://documents1.worldbank.org/curated/en/941601554962010560/pdf/Future...](http://documents1.worldbank.org/curated/en/941601554962010560/pdf/Future-of-Food-Harnessing-Digital-Technologies-to-Improve-Food-System-Outcomes.pdf), accessed on December 06, 2020).

3. **Employment**

a.    What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?

In 21st century scenario, social media can be used to improve agriculture's image mostly across the young generation through sharing of information and experiences between young farmers. Within the framework of in AFS (agriculture and food systems), not only social media, Information technologies can also reduce the costs of business transactions, and increasing agriculture's profitability.

(Source: [https://medium.com/@farmrwanda/making-agriculture-more-attractive-to-you...](https://medium.com/@farmrwanda/making-agriculture-more-attractive-to-young-people-6ee371fc56b6#:~:text=Social%20media%20can%20be%20used,transactions%2C%20and%20increasing%20agriculture's%20profitability:) accessed on December 06, 2020).

b.    Under what conditions should children be allowed to work in AFS when they want to?

In true sense, children should not be allowed to work in AFS, as this is against child labour policies. But ground reality is something else: several children are forced to engage in activities pertaining to agriculture and allied activities, e.g., food distribution system. This is because of low level of income among parents of families. There are many other factors responsible for this situation: inadequate infrastructure needed for educational development, lack of transport facilities (needed in case long distances between schools/colleges and places of residence of children/youth). Malnutrition among children is another contributing factor. Under such circumstances, only those children with satisfactory (or optimum level of health: both physical and mental health) should be allowed to engage in activities pertaining to AFS (agriculture and food systems).

4. **Land and other resources**

a.    What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods?

Small long holdings are always considered as hurdle for gainful farming. This results in poverty situations. Not much can be done by policy makers and other stakeholders to change this scenario. In terms of resource access and redistribution, national governments and ministries of agriculture from lower income countries cannot make much contribution. Under such circumstances, local farmer groups should consider sharing resources. Locally existing NGOs, civil society members, and other interested stakeholders can take a lead role.

b.    Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics?

These models do not envisage differences amongst youth in terms of gender, indigeneity and other characteristics. Programme planners at the micro (or village) levels, need to addresses these issues.

5.**Knowledge**

a.    What policies/initiatives could stop the loss of, and support the revitalization of, traditional, ecological and marginalised forms of knowledge in AFS?

So specific or standard policy (or mechanism) can be suggested to stop the loss of, and support the revitalization of, traditional, ecological and marginalised forms of knowledge in AFS. Only those initiatives designed (by local agriculture leaders or opinion makers) to meet locally prevailing ecological and environmental situations will ensure sustainability in farming and food distribution in the long-term.

b.    What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?

Non-formal education approach will enable to prioritize equity, agency, and rights in AFS and create new opportunities for youth. The concept of agricultural extension can also be envisaged.

c.    How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?

There is not scientific data to support the statement that experiences of young women differ from those of young men in knowledge generation, acquisition and transfer in different regions of the globe. Every individual, irrespective of age, sex, religion and ethnic affiliation, have their own life experiences and opinions. It is important to note that: “every individual is different”.

d.    How can grassroots and youth-driven learning opportunities and knowledge transfer be strengthened and supported?

This will require two aspects: (a) documentation, and (b) dissemination. Dissemination mechanism will help in knowledge transfer. One example of knowledge transfer (or dissemination of information) is launching “agricultural newsletter” in local languages. Such newsletters (frequency of publication of which may be decided by local farmer groups) may carry success stories in AFS.

e.    What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers?

Online platforms are good options, especially in the face of COVID-19 pandemic scenario. However, barriers (such as inadequate infrastructure needed for access to online system) remain a challenge. There are villages with no electricity and internet connectivity with high speed. Improving these situations will require huge spending, along with political commitment. If the national governments have budgetary allocations, some ray of hope can be seen.

6. Drawing on HLPE reports and analysis in the wider literature, the report outlines several examples of potential policy pathways to address challenges to youth engagement and employment in AFS, and to transform AFS to make them more “youth-friendly”. **The HLPE seeks input on case studies that could illustrate successful policy initiatives that have improved youth employment and engagement in AFS**, and in particular:

a.    Successful implementation of existing policy commitments, including examples of rights-based approaches to youth employment, as well as protection from unemployment, in food systems.

One example of successful implementation of existing policy commitments is Economic Cooperation and Development (BMZ) initiative. The broad-based promotion of employment in rural areas is a central concern of the German Federal Ministry for Economic Cooperation and Development BMZ.

The project has two main priorities. Firstly, it directly implements measures to promote employment in Kenya, Burkina Faso, and Malawi. Secondly, it advises BMZ in Germany. In order to improve the employment situation of young people in rural areas in the three countries, the project supports the following three areas with an integrated approach to employment promotion:

* Labour supply: Young people improve their employment prospects by obtaining access to modern, market-oriented agricultural qualifications.
* Labour demand: Micro, small and medium-sized enterprises (MSMEs) and start-ups continue to develop their businesses and business models, thus creating employment prospects for themselves and others.
* Matching: A supportive business environment and needs-based placement services bring potential employers and employees together.

The equal rights and promotion of women, especially young women, are important for the long-term future of rural areas. The project fosters their potential and takes the different roles and needs of young women in society into account. Additionally, the transnational exchange of good practices and learning experiences plays and important role, the implementation in the individual countries.

(Source: <https://www.giz.de/en/worldwide/67975.html>, accessed on December 06, 2020).

b.    Initiatives to improve equity in access to resources and improved working conditions (including in conditions of informality) for young people within AFS.

Continued growth in demand for value-added food and agricultural products in developing countries makes a strong business case to invest further in the development of agri-food value chains for domestic and regional markets. Unlocking this potential will require focused attention on what young people want as well as better provision of infrastructure and services and skills provision, especially in rural areas and for rural communities, through integrated development frameworks. Agricultural value chain development programmes need to apply a youth-employment lens and youth sensitive approaches and purposefully set rural youth inclusion and decent employment as objectives.

None of these initiatives can be successful and sustainable without enabling policies and comprehensive local development strategies. While youth entrepreneurship is a promising approach for certain young people with the right assets and attributes, the majority of youth seeking work will have to find wage jobs. Governments will have to stimulate growth in wage employment in the productive sector in order to address the massive youth employment challenges. This will require greater investment in rural areas to tap into the comparative advantage of these areas and to support access to markets. This will contribute to the creation of on-farm and off-farm wage employment.  
(Source: <https://cgspace.cgiar.org/bitstream/handle/10568/99347/2063_PDF.pdf>, accessed on December 06, 2020).

c.    Pathways for increased youth agency in AFS policy, including best practices and mechanisms to improve the leadership role of youth, including young women, in their own organizations, and in broader AFS and food policy discussion spaces.

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.

(Source: [https://endeva.org/wp-content/uploads/2020/03/giz2020\_eng\_employment\_pro...](https://endeva.org/wp-content/uploads/2020/03/giz2020_eng_employment_promotion.pdf), accessed on December 06, 2020).

d.    Pathways for equitable use of technology and digitalization, in particular ensuring access to and control of information and data by youth.

e.    Financial instruments and marketing tools that are available to youth within AFS.  
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.

(Source: [https://endeva.org/wp-content/uploads/2020/03/giz2020\_eng\_employment\_pro...](https://endeva.org/wp-content/uploads/2020/03/giz2020_eng_employment_promotion.pdf), accessed on December 06, 2020).

f.    Examples of economies of solidarity, collective enterprises and other collaborative initiatives among young people in AFS.

A clear opportunity gap separates rural and urban youth with regard to high-quality education and vocational training. 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. 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.

(Source: [https://endeva.org/wp-content/uploads/2020/03/giz2020\_eng\_employment\_pro...](https://endeva.org/wp-content/uploads/2020/03/giz2020_eng_employment_promotion.pdf), accessed on December 06, 2020).

g.    Examples of how consumers and urban actors are involved in working towards a sustainable food system that values and involves youth.

Technology and the internet are probably the first things that come to mind when you think about the future of work for young people; not agriculture or farming. This makes historic sense, as agriculture sheds labor when countries develop. And the traditional ways of producing food do not look particularly sexy. Yet, technology and the internet are also opening up opportunities for agriculture, and urbanization and changing diets are calling for new ways to process, market and consume our foods.

(Source: [https://blogs.worldbank.org/jobs/can-agriculture-create-job-opportunitie...](https://blogs.worldbank.org/jobs/can-agriculture-create-job-opportunities-youth), , accessed on December 06, 2020).

7. **On data and knowledge gaps**:

a.    Do you have additional data or information that could help refine the analysis of the interplay between youth’s characteristics, aspirations, rights, resources and knowledge, AFS sustainability and FSN outcomes?

I have no additional data.

b.    Is the set of case studies appropriate in terms of the dimensions and issues chosen and their regional balance? Do you have other good practices and examples of policy and interventions that could accelerate progress towards the SDGs by enhancing opportunities for youth?

I do not have good practices and examples of policy and interventions that I can share or present here.

c.    What are ways to collect better data on the situation of and prospects for youth in AFS? What can be done to improve population and employment data to give a more accurate picture of young people’s multidirectional mobility between places and sectors and multiple income sources?

I find need-based survey as best tool to collect better data on the situation of and prospects for youth in AFS.

8. **Are there any major omissions or gaps in the V0-draft?** Are topics under-or over-represented in relation to their importance? Are there any redundant facts or statements that could be eliminated from the V0-draft? Are any facts or conclusions refuted, questionable or assertions with no evidence-base? If any of these are an issue, please share supporting evidence.

I do not find any major gaps in the V0-draft.

## Dr. Amanullah, The University of Agriculture Peshawar, Pakistan

In developing although agriculture is the backbone of many countries. And youth number is also high. Unfortunately the youth is not too much interested in agriculture sector. The youth love to join medical and MBBS and other specializations. Especially the rich youth dont like to join agriculture. Creating good job opportinuties in agriculture could attract youth. There are three major sections on agriculture (universit, research and extension). Most of the talented youth want to join the univesity and the are not intersted to join the research and extension systems. Better to start agriculture subjects at matric and F.Sc level. The youth are unaware the importance and scope of agriculture, thanks

## Dr. Amanullah, The University of Agriculture Peshawar, Pakistan

I checked the document (attached) and found it very interesting and upto the mark. Suggested corrections are marked red. I will suggest to include the list of all abbreviations in the start of the document, thanks.

Amanullah

Attachment: <http://assets.fsnforumhlpe.fao.org.s3-eu-west-1.amazonaws.com/public/discussions/contributions/HLPE_V0_Report_16_youth_engagement_employment.pdf>

## Obinna Obiekwe, BtoB Events, United Kingdom

I Wish to bring the notice of **Food** **Safety** **Testing** **Market** trend in 'Promoting youth engagement and employment in agriculture and food systems'. **Food** **safety** **testing** is referred to as the inspection of food products for disease-causing chemicals, organisms and other hazardous material.

This aspect of global phenomenon consist of innovative technology with expanded outcome capable of engaging youths in aspects of innovative technology, public health practicing and quality products.

Good for consideration.

Obinna Obi  
Safe Food Awareness

## Jessie Fagan, Italy

Dear colleagues,

Thank you for creating this important dialogue in order to support the HLPE draft report.

I would like to make a contribution which relates to both 2. (a) as well as 3. (b) as it is focuses on a vulnerable (under-representated) category of youth that are also children.

I work in the FAO Decent Rural Employment, on issues related child labour in agriculture prevention, youth employment and working conditions. Through this experience, it has come to our attention that the youth age cohort 14-17 or 15-17 (depending on the national minimum age for employment) are a particular vulnerable group with limited representation.

It is the assumption of many that this age group should simply be in school, yet this is not always an option and it is important that the particular barriers experienced by this age cohort for preparing for and accessing decent employment, especially in rural areas, are better recognized and addressed.

Why is the 14/15-17 age cohort is an important age group to recognize?

* It is a stage in life typically decisive in terms of how youth will transition from school to work and children to adults, where decisions are made that will affect their likelihood of transitioning out of poverty.
* The age cohort are typically left out of youth employment programmes as they are still viewed as children yet many are not in employment, education or training
* Youth are legally able to be employed yet when they are involved in hazardous work, it is considered child labour
* They are easily exploited as they as they often do not benefit from the same rights and access to resources as adults, such as signing contracts, and accessing financial services.
* Girls can face additional barriers due to social and cultural norms, such as expectation of early marriage.

In 2016, FAO held an expert meeting on 'Addressing the challenges faced by rural youth aged 15 to 17 in preparing for and accessing decent work'. Kindly find the document results here: <http://www.fao.org/3/a-i6975e.pdf>

Many thanks,

Jessie Fagan

## Mahesh Chander, ICAR-Indian Veterinary Research Institute, India

How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?

To me, this question has significance as young women usually are not considered having knowledge beyond household works. Fishers, like farmers, are not just men. Millions of women around the world work, paid or unpaid, in the fisheries sector. Women are mainly involved in the tasks that come before and after the fish are hauled out of the water, they may also be there for the catch or the harvest. Their preparatory work includes making and mending nets, baskets and pots, baiting hooks and providing services to the fishing boats. They practice their own fishing both for commercial and subsistence purposes, often from canoes and in areas close to their community.

In coastal areas of India, men go out in the seas for fishing-once it is brought home, women take over to process it and market. Here the young women need to improve their capacities further to enhance their income using good practices leading to improved visibility of their contribution. Also, in North eastern part of India, women appear to be more enterprising-running shops, managing sales of agriproduce-fruits, vegetables in particular.

<https://www.youtube.com/watch?v=CB1Vsw3bIwA>

## Lydia Wairegi, Kenya

The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.  
Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?

2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.

Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?  
In particular, can you offer feedback on the following:

Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity? In many SSA countries the youth prefer to work in towns/cities instead of on farms. Both on and off farm, they mostly prefer jobs that are not laborious and are mechanized. Youth also prefer cropping systems that are most profitable and that bring in cash quickly e.g. vegetable production and are not so interested in production of staple crops and export crops like coffee. They also prefer handling produce after production e.g. marketing and processing rather than farming. Female youth are more disadvantaged than male youth-they have even less access of resources and have less time to spend on income generating farm-related activities because they are expected to perform household chores for the family.

How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

In my view, currently, many of the youth that lack resources are more interested in acting as intermediaries between farmers and the produce market, than in farm work. Unlike some farmers who have no knowledge of how to use ICT in agriculture, the youth are very knowledgeable in ICT and hence can readily access market information, and are interested in agricultural activities for profits. Old farmers sometimes farm to keep busy– even when they know they aren’t making profits. Few rich youth have ventured into farming and are using ICT based tools for decision making. Furthermore, there is a large number of youth studying ICT in universities compared with demand for traditional ICT support. A proportion will definitely end up in the agricultural sector.

Participation of youth in agriculture presents an opportunity for improving adoption of good farming technics and for improving profitability and household incomes. They can also be used to train farmers –e.g. they can download short films on farming and show farmers.

In the coming decades, even in poor countries, agriculture will become more mechanized e.g. planting and fertilizer application and increased use of agrochemicals e.g. to manage pests and weeds. There will be need to ensure there are policies in place that discourage misuse of inputs, pollution, and contamination of foods. There will also be increased value addition to agricultural produce, especially if countries put in place policies that support value addition before exporting. Being better educated, the youth are innovative and push for transparency in the markets, and are aware of the benefits on income diversification. They also have small households and hence can have more cash to invest in FSA. Increased participation of youth in FSA will definitely push agriculture in SSA from being merely subsistence, to market oriented.

3. Employment

What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?

Under what conditions should children be allowed to work in AFS when they want to? In SSA, children will without doubt continue to work on farms. But, there is need to educate the parents and government personnel on the conditions under which children should be allowed to work. Priority should be given to attending schools, i.e. children of school going age should not be allowed to work when they should be in school. But over weekends and holidays, they can be allowed to work for a few hours under adult supervision. The children should be categorized according to age and abilities, young should work for shorter hours compared to those that are almost 18 years.

4. Land and other resources

What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods? provision of training, improving access to credit that is attached to non-traditional collateral, supporting youth to own land.

## Nagappan Parasuraman, M.S.Swaminathan Research Foundation, India

**Youth Empowerment and Employment for Sustainable Development**

Dr.N.Parasuraman

M.S.Swaminathan Research Foundation

Chennai – 600113

**Abstract**

The strength of a society is dependent on collective vitality and wellbeing of the people. Youth population contributes major strength of the society. However majority of rural youth lack focus, ambition and self-confidence and lack mentorship unlike urban youth. Education, employment and financial freedom are the major ways through which self-confidence can be attained. Inspite of 65% literacy among the youth, the number of unemployment is in the rise. There are many factors, which can be attributed for this negative growth rate particularly in agriculture and rural jobs. The major factors are highlighted below:

* + Limited job opportunities and most of them are seasonal and low paying
  + Present vocational and technical education, like computer education, are not in tune with the need of the hour, and lack of infrastructure also adds to the agony.
  + In efficient technical education which does not develop or fail to develop professional skills
  + Lack of support and incentives for self-employment.

To develop self-confidence, self-employment is the best source. Hence, confidence building exercise will serve as the key. Education and training needs to be practical and innovative. We, at MSSRF, propose to organize a mix of youth clubs, youth sport clubs, exhibitions, youth summits though schemes to promote self-employment ( micro enterprises), participatory research and field demonstration, inculcate the habit of saving and introduce internal credit system through self help groups and training on skill enhancement, workshop on knowledge in agriculture and horticulture will be imparted.

**1.1 Agriculture as the engine of job-led growth**

Recent media reports suggest that increasing demands for reservation in the public sector may be linked to the stagnation of agriculture and growing agrarian distress. Agriculture promotes job-led growth, if there is integrated attention to on-farm and non-farm employment in rural areas. In the Sixth Five Year Plan (1980-85), I had introduced a sub-chapter on ‘A New Deal for the Self Employed’. Unless opportunities are created for economically rewarding and intellectually satisfying self-employment for youth, competition for jobs in the organised sector will grow, as will the glamour for reservation. At the national level, the share of agriculture to GDP has come down to 13%. However the onus of providing employment rests with the farm sector which caters to the livelihood security of nearly 75% of population in rural India. The National Commission on Farmers has made detailed recommendation on how to serve farmers and thereby save farming. Even in the Punjab nearly 80% of farmers do not want their sons to be agriculturists. The immediate implementation of NCF recommendations in their totality will help. Meanwhile, to minimise the incidence of farmers’ suicides, there is need for establishing of Agrarian Distress

Counselling Centres wherever feasible in Krishi Vigyan Kendras. I hope that the responsibility of safeguarding farmers’ welfare given to the Union Ministry of Agriculture will help to improve the livelihood security of rural families and thereby save their lives and livelihoods.

**2.2 Organic Agriculture : Pathways to Success**

Our Prime Minister in his recent address in Sikkim has advocated the adoption of organic farming methods throughout the country. This will ensure the environmental sustainability of agriculture and thereby help to achieve Goal 2 of the UN Sustainable Development Goals (“End hunger, achieve food security and improved nutrition and promote sustainable agriculture”). Several steps are needed to make organic farming economically viable particularly for small and marginal farmers. These are: The replenishment of soil fertility by giving back to the soil what we take out of it through measures like green manuring, introduction of both grain and fodder legumes in the crop rotation and mobilisation and application of all available organic sources of manure including animal waste and compost. It is also necessary to provide the soil with bio-fertilizers using efficient microorganisms and vermiculture. Most of the farmers of our country have small holdings and may have only one or two farm animals like cows and buffaloes. Therefore, it is essential they have an integrated nutrient supply strategy based on the available organic sources of manure and biological nitrogen fixation. The other aspect of organic farming is plant protection using biological control methods and the use of pesticides of plant origin. Finally, there is need for providing a premium price taking into account the long term benefits to the nation. Integrated nutrient supply, integrated pest management and remunerative pricing and marketing are the three pillars of successful organic farming. Farmers should become familiar with organic certification procedures, thereby spreading knowledge of successful marketing strategies

**Inclusion of UN SDG "Sustainable Agriculture" in educational curriculum**

The initiative of the Avittam Thirunal Government Vocational Higher Secondary School, Moncompu is a path-breaking adventure in education for sustainable agriculture. This school provides courses in different areas of agriculture which are designed to promote training which will help to achieve SDG Goal No.2. A sustainable agriculture course will be introduced at the 10 +2 level. The school is located at the Kuttanad region of Kerala which has been designated by FAO as a Globally Important Agricultural Heritage Site. The additional facilities including new laboratories for soil and plant health were constructed at a cost of Rs. 57 lakhs provided from my MPLAD funds. I hope this will be an example for other schools located in agriculturally important areas, so that sustainable agriculture becomes the norm in Rural India. Dr Bruce Alberts, one of world’s leading biological scientists and former President of the US National Academy of Sciences, has emphasised the urgency of empowering great teachers’ in order to improve the quality of education. I quote from his editorial in Science (15 Jan 2016) “Unless the United States can make dramatic advances in empowering its teachers, the nation will never have public school systems that make the best decisions for their students. Nor will it be able to attract and retain the highly talented teacher corps that every nation needs”. This is what an old Chinese Proverb stresses, “If you are thinking one year ahead, plant rice; if you are thinking ten years ahead, plant trees; if you are thinking a hundred years ahead, educate the people”.

We recently organized the Make in India week (13-18 February 2016). This is a welcome revival of the Swadeshi Approach of Mahatma Gandhi of which the Charka and Khadi became the most powerful symbols. Hence these soil enriching, climate resilient, and nutrition enhancing crops should lead the way in the programmes for Make in India in Agriculture.

**3.3 Technology Approach**

**3.3.1 : ICT and Agriculture**

Farming is an important part of Indian economy and it involves a wide range of stakeholders, of whom the small holder farmers are the largest group. Information sharing on new production processes with the farmers was prominent in the ‘sixties which was the key to the success of the Green Revolution. Apicultural extension, the process of enabling farmers and experts to exchange information with each other, has been institutionalised by now to a high degree and is assessed to be not as effective as it had been generation back. The advent of digital, technology-mediated information and knowledge management was thought to offer significant new opportunities for Indian farming as a whole. These hopes led to the launching of a host of initiatives in different parts of India, which has emerged as the host of the largest number of rural development projects where contemporary information and communication technology play a pivotal role. While analyzing the outputs of such initiatives, many studies have pointed out that farming is not a priority concern of most them. On the other hand, we can notice a non-complimentary strand of ICT in agriculture projects operated by a number of institutions with ICT resources playing a key role in some them.

Almost two decades later, the original hope remains unfulfilled. The availability of digital content in relation to the farming sector is small when compared to equally important development sectors such as public health. This has considerably limited the opportunities for various stakeholders to build viable online services on production, marketing and meteorology for farmers and other stakeholders.

What we know have is a collection of project activities that are fragmented in their overall understanding and approaches. What we need is an approach that can bring together the two strands, namely, of ICT in rural development and ICT in agriculture. Such an effort, however, needs a new IT architecture to be built for aggregation of content and to make services available in multiple modes. Two groups of projects in India, namely, the Agropedia and the KISSAN-Kerala, have built larges prototypes and human capacities using unprecedented innovations in web technology areas and have been able to link these up with different modes of delivery including mobile telephony. With their advent, a wider range of solutions to the challenge of developing a novel architecture for information services for farming in India are now feasible and need to be researched upon.

Given that counties that offered models for extension in farming in an earlier generation do not require innovations for mass outreach for prosperity through farming. India needs to build solutions, processes and structures of its own so that the advantages accruing from its export oriented IT sector can flow to the benefit of its farmers. There is a task to be accomplished, contrary to the prevalent understanding in the leadership of farm education, research and extension sector that all the ICT salutations needed are available.

Technology will drive the future growth in Indian agriculture. In order to push the frontiers of productivity, generation and harnessing the state- of the-art agricultural technology becomes inevitable. India currently uses technology of the first green revolution era which is used fertiliser intensive. Plant breeding techniques have been extensively used in agriculture to develop high yielding varieties for drastic improvement in production. Similarly crop improvement technologies, crop protection technologies and machinery-based technologies are used. The common technology outreach mechanism used still continues to be agricultural extension services of agriculture departments and universities. Recently many states have also introduced IT based outreach mechanisms. The private sector has a vital role in filling up the void of the extension services. Using the technologies developed at the research stations and other agro-research companies, the sector can become the bridge that connects the farmers with the knowledge bodies and the market.

While it is widely agreed that technological innovation is the engine of modern agricultural productivity improvements; however it is important to ensure that socio-economic and environmental impact of technology are not detrimental to sustainable agricultural/economic development. There is an urgent need for evaluation of current agricultural technologies of the country for the externalities generated by them. in view of this understanding, the next revolution must focus on development sustainable technologies that are consistent with the reservation of the environment and promote the socio-economic well-being of both current and future generation.

**3.5 Entrepreneurship in agriculture**

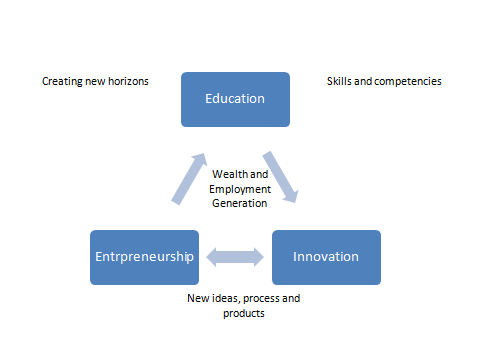
According to the young Schumpeter, entrepreneurship employs “the gale of creative destruction” that will replace in whole or in part, inferior innovations across the market space and industries while creating new business models at the same time. The dynamism generated through innovations and new combinations of editing means of production leads to changes in the status quo. This fosters conditions that will result in increasing employment opportunities (predominantly for skilled labour), creation of more wealth application of new technology, changes in lifestyle, and thereby support growth of the economy.

Indian agricultural sector is full of challenges and opportunities. Agribusiness is one of the solutions to meet the challenges of the sector especially that of falling returns and lack of interest in the rural youth to take up farming as a vocation. In the next revolution, agriculture and its allied sectors should be promoted as a business opportunity; one of that will be provide an active remuneration to the farmer producer which will be supported by certain programmes/entities to meet the risks involved. Agribusiness will also enable a climate of innovations in the sector that can help in not only refining the agro-technologies in the research stations but also evaluating new local technolg8ies that can be scaled –up. There are lot of avenues in the agricultural and allied sectors for agribusiness start-ups and private sector players to operate like seed business, farm ventures like contract farming, organic farming, bio-parks, processing sectors, agro-biotechnology, supply chain management etc. In this section, we look at how these concepts can be applied in the Indian agricultural system and how to overcome the challenges.

**Agribusiness as a vocation**

Agribusiness provides an opportunity for thousand of agricultural graduates who pass out from the State Agricultural Universities (SAUs) in the country with an opportunity to start an own venture. While entrepreneurship culture would help in creation of wealth from knowledge, innovation on the other hand would result in new markets being discovered that promotes Entrepreneurship. A dynamic entrepreneurial environment supported by a vibrant and supporting academia linked to innovation will definitely help in making agribusiness a livelihood option for many (Figure 1)

Figure -1: Dynamic entrepreneurial environment



Source: Entrepreneurship, National Knowledge Commission, Govt of India

The training and curriculum imparted form SAUs need to be modified to include quality vocational training and skill development which will enthuse such graduates to become entrepreneurs, who can then organise farm cooperatives agri-clinics, agro-parks etc and help in improving the efficiency and economics of farming. Earn while you learn and Catch them Young programs help in inculcating the spirit of entrepreneurship in students. The campus can become the breeding ground for innovations. The support of the faculties and the agricultural knowledge of the University would definitely help the would-be entrepreneurs. Grants, as the Youth-to-Youth Fund provided by Youth Entrepreneurship Facility of Africa, can be provided to the selected agripreneurs to help them in starting their venture. Ethics, transparency and governance should be imparted along with regular courses to inculcate right environment for doing business. Linkages with the agricultural industry, incubation centres, business chambers etc. would tremendously help the students in believing in their start-up and its potential. It will also aid in thinking out of the box and coming up with new ideas for meeting the industry requirements.

However, agribusiness ventures face many difficulties due to the complexities involved in dealing with live systems apart from understanding the knowledge of running anagribusiness ventures, motivational and knowledge issues to Government regulations, financial assistance, market development etc. Non-availability of scientific support and skill sets can further derail the venture. To mitigate the problems some steps have already been initiated while some need to be developed.

**Business incubators**

Young start-up companies are particularly vulnerable in their early stages. The business environment is generally prone to risks since there are not many options for testing one’s idea due to lack of funds and support. Studies show that worldwide close to 66% of new start-ups survives after 2 years of starting while it is 44% after four years. OECD study shows that over 70% of the start-ups windup their operations by the seventh year.

Business Incubators like the Agri-Business Incubator at TNAU provide an attractive framework to entrepreneurs (referred to as incubatee/client in incubator terminology) for dealing with the difficulties faced during start-up stages. Incubators provide the backup that small and new firms encounter by providing numerous business support services that are useful in fostering technological innovation and industrial renewal. They can be viewed as a mechanism to :

* Support regional development through job creation,
* Create new high tech ventures, technological entrepreneurship, commercialisation and transfer of technology,
* Deal with market failures relating to knowledge and other inputs of innovative process.

In general, with incubation support, the closure rate of new star-ups has come down to 15-20 percent among incubator tenants. Although there are over 3500 business incubators across the world, most relate with ICT and ITES sectors. In fact, there only about 60 incubators in the world that are in the agricultural sector, of which India has 11, making it the country to have the most number of agribusiness incubators. Business incubators provide the following support for a fledging start-up :

* Scientific and technical backstopping
* Technology transfer from University (TNAU) and Research Institutes(MSSRF)
* Business plan and marketing consultancy
* Infrastructural facilities like office space, conference rooms and communications
* R and D lab space
* Mentoring assistance
* Access to funding agencies
* Training to incubates
* Promotional support through exhibitions, conventions, workshops etc
* Reduction of operational costs
* Networking with industry, research bodies, commerce chambers etc.
* Assistance in getting clearances form Government regulatory bodies and Licensing bodies
* IPR management

Business incubators also help in generating benefits for the society and its parent institutions, if associated with it. Incubators have evolved over the years since the inception of the first incubator in 1957. The stages in business incubation mirror that of the agri start-up and can be described as given below :



**Startup Expansion Maturity**

Agri start-up ventures can be incubated at any of the stages mentioned earlier. Pre-incubation stage can be offered for helping individuals who have an innovative idea. These incubators are usually attached to Universities and Research Institutes and have easy access to scientific and technical support. The risk factor will be high at this stage and can be mitigated by the incubator.

**Conclusion**

As per the above guidelines, it is proposed to train more than 1000 participants who will become skilled trainers during one-year period. In turn, they would train another 1000 in the second year and this chain will continue in the subsequent years. As a result of macro-enterprises supported by mircocaeshf there are opportunities for 10 micro enterprise with different activities including one or two on nursery development, 5 on production, 2or 3 on processing units with the financial support from different sources.

Enhanced livelihood for the rural poor in the villages around the district would be benefited. And nearly 5000 families would be the beneficiaries of the project. The Unemployment crisis will be reduced drastically if we launch a Youth for Sustainable Development movement, involving all NCC, NSS and other cadres of youth. They can vitiate in need areas programs like the following

* Land Care and Soil Health enhancement
* More income per drop of water
* Improved post harvest technology and value addition
* Renewable energy insisting solar, wend, biogas and biomass

Professionally sound youth community for socially, environmentally and economically Sustainable Development movement will be an important outcome of this program.

## David Michael, Australia

In regard to development the V0 Draft asks about suitability of the framework addressing youth engagement and employment. There is a lot of information in V0 but it's not really organized in a framework that is likely to be easily used by stakeholders including those responsible for youth employment and engagement. I suggest some value could be created by:

1. Creating a set of principles that are likely to enhance youth engagement and employment. For example, one principle could be to 'improve the likelihood of achieving the program objectives'. Another could be to improve capacity and skills of youth. Another could be to encourage local adaptation to the user circumstances.

2. Generate a schematic/graph to show the relationship between framework components to enable users to follow through the steps to achieve what's intended including the objectives and engagement.

3. Identify some best practices for users to follow to achieve youth engagement and employment. For example, creation of workshops to engage the target youth audiences.

That's all

## Larbi Toumi, Secrétariat General, Department of Agriculture, Morocco

**1.Conceptual framework of the report:**

We believe that the conceptual framework for the analysis of youth participation in sustainable food systems is based on the 3 pillars: Rights, Agency and Equity largely encompass issues facing youth, including access to resources, knowledge and employment. However, this framework must take into account the territorial dimension: urban or rural and the urban-rural interrelations where the problems and challenges differ according to this dimension. The problems of young people in rural areas are different from those in urban areas, particularly in developing or underdeveloped countries.

In the case of Morocco, the rural exodus has seen a massive movement of young people because of the territorial and social disparities experienced by rural areas in Morocco, particularly in terms of the lack of educational infrastructure and health in landlocked areas. This is the case, for example, of the young population which is stagnant due in particular to the rural exodus (95% of Taounate migrants go mainly to Fez, where they represent 38% of the inhabitants of the city) and the decline in the birth rate (urban population continues to grow while rural population declines).

A national program to reduce territorial and social disparities in rural areas has been implemented in Morocco since 2018 to reduce the impact of these disparities on the economic and social development of landlocked areas.

**2. Main trends in youth participation in agriculture and food systems**

a. Through the pillar II of the Green Morocco Plan, initiatives of young job-seekers were created where support from the Department of Agriculture in terms of training and technical assistance to young people to become rural entrepreneurs. We share the example of 2 projects in the Haouz region (Marrakech):  
- Project to build a Unit of preserved table olives through the creation of a youth cooperative (10 persons) with an annual turnover of:1,270,000 DH;

- Construction project of two units to upgrade the apple through the creation of a youth cooperative (18 persons) with an annual turnover of:2,280,000 DH;

These initiatives exist in other regions in Morocco but in terms of young beneficiaries, the average is 10 to 20 people per project, which is insufficient in relation to the number of young people per region Indeed, young people are underrepresented in terms of work and employment. With regard to youth entrepreneurship projects in Morocco, there is no distinction to be made for gender, location or ethnicity.

b. At our level of knowledge, there are no studies of a national nature, which deal with the impact of agriculture 4.0 and digital technology on youth employment in the agricultural sector. But, youth initiatives in agricultural projects show an openness to digital technology in business management and sometimes the adoption of digital technology in their project. But it remains limited in terms of projects and investment volume.

**3. Employment**

a. What Making agriculture and food systems more attractive to young people, it is a mode of governance of agricultural and food policies that is participatory and inclusive of young people and that trusts them and takes into account their needs in terms of technical, professional, managerial and entrepreneurial capacity building. Also, food systems where the actors of the sector accept young people and facilitate their integration into the links of the value chain and contribute to the performance of the sector. In addition, policies to encourage young people to have access to resources, particularly financial resources, are crucial for young people’s participation in agriculture 4.          0 and food systems. At this level, the new program launched by Morocco “Intilka” (Departure of young people) with access to credit facilities should be highlighted. This program aims to grant credits of up to 1.2 million dirhams at rates capped at 2% for the urban world, and 1.75% for the rural world and 0% for startups.

b. Morocco has ratified two international conventions, namely ILO (International Labor Organization) Convention 138, which prohibits child labor under the age of 15, and Convention 182, which prohibits the worst forms of employment for minors aged 15 to 18. The 2011 Constitution enshrines the rights of the child as constitutional rights. The Domestic Workers Act, No. 19.12, is an important step forward. This law includes several other rights which contribute to improving the conditions of domestic workers by fixing the trial period, working hours, weekly rest days, annual leave, paid leave and redundancy pay, the introduction of a minimum wage of 60% of the monthly minimum wage or 1,542 dirhams and the generalization of the registration of domestic workers in the National Social Security Fund (CNSS).

**4. Land and other resources**

a. In Morocco, as everywhere else in the world, the problem of access to land is a constraint on investment. For rural youth, some succeed in benefiting from public funding, such as the National Initiative for Human Development or Pillar II of the Green Morocco Plan, to carry out their agricultural projects. To overcome the constraint of land tenure in Morocco, the law n° 62-19 aims to broaden the scope of agricultural investment to all categories, including young people, while promoting the emergence of an agricultural middle class and making agricultural land more accessible to productive investment through the gradual provision of an additional million hectares of collective land for the benefit of rights holders. Also, the access to financial resources adopted by Morocco will encourage young people to propose agricultural projects and seize this opportunity to access land.

b. This land accessibility law does not differentiate between youth in terms of gender and ethnicity

**5. Knowledge**

a. As regards the acquisition of knowledge, Morocco has an integrated national strategy for youth (2015-2030), the education-training axis of which is one of the central axes of this strategy. In Morocco, education policies have undergone an accelerated reform process since the late 1990s, which stipulates that training must be integrated into its socio-professional environment and meet the needs of businesses. In the agricultural sector, training and knowledge acquisition are part of the “green Morocco Plan” agricultural strategy and aim to develop technical and managerial skills for the integration of young people into working life. It is also part of the national vocational training strategy. A training program for young people with special educational needs in rural areas has been launched since 2001 with the aim of training young people in job-creating agricultural occupations and adopting local and short-term apprenticeship training with little more than year to reduce the training deficit for out-of-school rural youth. This program is carried out in partnership with agricultural businesses and professional associations operating in rural areas to ensure all the conditions for its success.

b. Apart from the traditional agricultural training programs for young people offered by the State in partnership with the private sector, Continuous training in food systems should be strengthened through the various links in the agricultural value chain as part of a partnership between training institutions and value chain actors. Also, through financial enablers such as the “Intilaka” program, it is appropriate to encourage future laureates of agricultural training to move towards self-employment by creating very small businesses that contribute to the activities of the agricultural value chain.

d. Learning opportunities and knowledge transfer from the grassroots and youth-focused can be further strengthened through the development of public-private partnerships and with NGOs that open in the agricultural field. This partnership will make it possible to diversify resources and at the same time will meet the real training needs of businesses and young people and will enable young people to be rapidly integrated into working life.

6.

e. the ‘Intilaka’ program in Morocco is an example of financial support for young people to invest. However, training programs must encourage young people to become entrepreneurs and to accompany them from the idea of a project to its implementation. As such, we present to you the example of local association “''Initiatives de Rabat'' which finances small projects whose loan is repayable after the start of the young person’s business and all the support is given by experienced professionals to the young person entrepreneur to refine his project idea to be enterprising, as well as in the installation and implementation of its project. These kinds of initiatives need to be strengthened and created in other regions with much greater funding resources.

d. In Morocco, there is a national program for the creation of agricultural cooperatives also intended for young people and rural women and all the support is given by the structures of the Department of Agriculture to build the creation of these cooperatives around an agricultural project. Likewise, the Green Morocco Plan provides financial incentive tools to invest in the agricultural sector and finances solidarity agriculture projects under pillar II of this plan for the benefit of rural youth.

**8. Are there any significant omissions or gaps in the draft version?**

The theory of change presented in Figure 2, on which the approach to promoting youth participation and employment in agriculture and food systems is built, needs to be further explained and show the link between food systems and the different forms of youth participation and engagement: Further details should be given in Figure 3, which is limited to presenting the dimensions of youth engagement. Figure 2 shows that strengthening youth employment and engagement in sustainable food systems depends on the three fundamental pillars of Agency, Equity and Rights. However, it is preferable to show or give indications of the participation of young people and their roles in the different links of food systems from production to consumption in order to contribute to sustainable food security

## Amin Abu-Alsoud, Farm Management and Extension Expert, Palestine

**Promoting youth engagement and employment in agriculture and food systems - HLPE consultation on the V0 draft of the report**

Greetings,  
  
I checked carefully the contents of the above-captioned report. It is my pleasure to take part and contribute to the online consultation pertaining “the Youth Engagement and Employment in Agriculture and Food System”. To download the PDF file “a contribution from Palestine”, please click the download link below.

Best kind regards,

Amin ABU-ALSOUD

Farm Management and Extension Expert

Palestine - Ramallah

**Promoting Youth engagement and employment in Agriculture and Food Systems**

**(Case study: Palestine)**

**Prepared by: Amin ABU-ALSOUD Date: January 3, 2021**

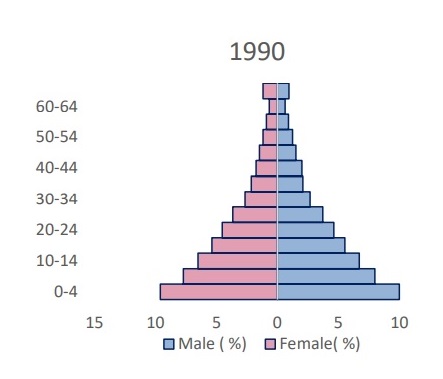
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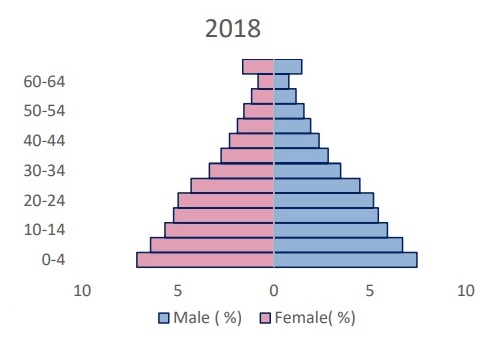
**(1). Employment:**

In 2018, around 4.9 million people lived in the occupied Palestinian territory, up from 3.1 million in 2000. Of those, around 60% lived in the West Bank and 40% in Gaza. Over 2000-18 the Palestinian population grew by 59% making Palestine one of the fastest growing societies in the Arab region. Over 2000-18, population grew by 50% in West Bank and almost 74% in Gaza. Annual population growth averaged around 2.55% in 2000-07 [(Click here)](https://www.un.org/unispal/wp-content/uploads/2019/12/E.ESCWA_.EDID_.2019.CP_.2.pdf)

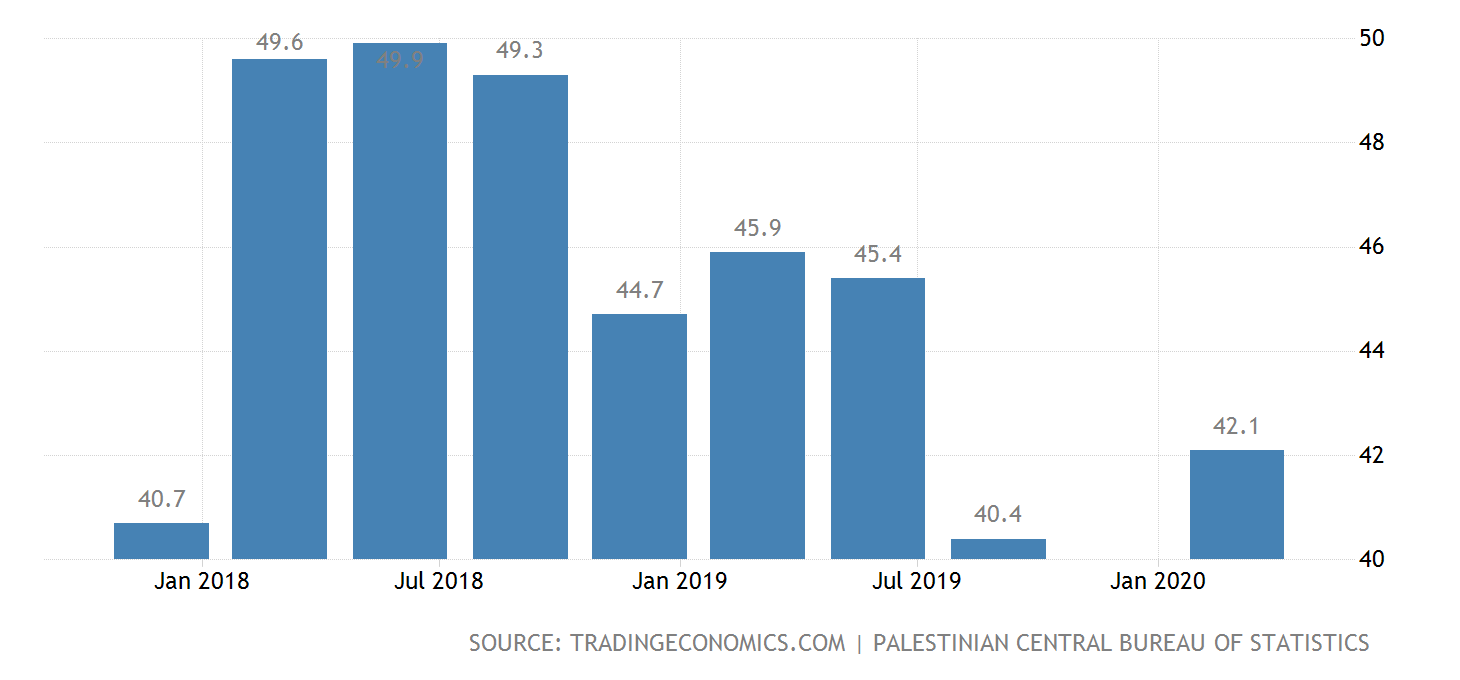
After 2007, it increased at a rate of 2.85% per annum, driven by high population growth in Gaza, which reached a peak of 3% in 2012. In 2018, 69% of the Palestinian population is below 30 years old, and 50% is below 20. This makes Palestine one of the youngest societies world-wide. This youth bulge has been driven by a high fertility rate: 3.942 births per woman over 2000-17.

This has been slightly decreasing in 2015 as seen in the age pyramids below. These age pyramids (Figure 1) reflect the demographic transformation in the occupied Palestinian territory between 1990 and 2018. In 1990, the shape of the pyramid shows the high share of the young population in accordance with the high birth rates. In 2018, the decrease in the number of births resulted in a narrower base of the pyramid, while older cohorts became more populous especially those in the working age group bracket (15-64).





In the absence of sustainable growth mostly due to the Israeli occupation employment opportunities have become severely restricted due to the blockade, military offensives, and to lesser extent the internal Palestinian divide. All these constraints created socio-economic challenges (for instance exacerbating political instability), especially in Gaza, where employment opportunities are significantly scarcer. As a consequence of the below demographic trends and the lack of opportunities, Palestine ended up with a large working age population, however, as will be noted below, there was no significant increase in the labor force.



Palestinian youth continue to face social and economic challenges resulting in high unemployment rates amid increasing numbers of graduates from local universities & youth-headed households: Youth Unemployment Rate in Palestine increased to 42.10% in the first quarter of 2020 from 40.40% in the 3rd quarter of 2019.

**Child Labour:**

**Child Labour:**

***Definition:*** Child labour, as defined by the ILO, is work that obstructs a child’s physical and mental development as well as robs them of their childhood, potential, and dignity.

***Child Labour in the Palestine’s labour force:*** The latest data (2018) from the Palestinian Labour force survey indicates that 2.9% of children aged 10-17 in the oPt are employed, with most of them classified as unpaid family workers. Over the 2013-18, the percentage of employed children has grown negligibly. Past trends from the PBCS indicate that most child workers are categorized as unpaid family members, with over 60% employed in agriculture, and the remaining are employed in commerce services, and periphery jobs.

***Reasons for Child Labour in the oPt:*** Child employment in the oPt is affected by the conditions resulting from the Israeli occupation and measures, including physical destruction of homes and structures and restrictions on mobility, construction, access to services and resources, all of which force families to put in additional labour hours to maintain their income. Research has shown that, although income decreases cause an increase in child employment, a later increase in income level is not associated with a reduction in child employment, with the conclusion being that child workers are a complement to the adult labour force. In the oPt, 71% of children’s work is due to economic need. Parents consider that the usefulness (utility) of education is lower due to the poor performance of the economy and labour market, and as such they choose to have their children work instead.

***Child Labour in GS:*** About 68 per cent of households in Gaza experience severe or moderate levels of food insecurity, and the unemployment rate increased from 44 per cent in 2017 to 52 per cent in 2018. In an increasingly destabilized economy and weakened social fabric, families’ resilience capacities are increasingly eroded, and the vulnerability of certain groups, particularly children, is exacerbated. Child labour, including children engaging in hazardous occupations, has become a commonly used mechanism to alleviate poverty and secure daily expenses.

According to the Palestinian Central Bureau of Statistics (PCBS), approximately 4,840 out of 372,600 children aged 10 to 17 were involved in full-time labour in Gaza in 2018. Additionally, 1,490 children aged 10 to 17 were working while attending school. In total, two per cent of Gaza children aged 10 to 17 were employed on a full-time or part-time basis in 2018. The true percentage is expected to be higher, given that the number of children under the age of 10 engaged in child labour is unknown.

The majority of families with working children live below the poverty line. Such families have a higher-than-average number of family members, and have high unemployment rates among both parents. Working children in Gaza are mainly employed in commerce, restaurant services and agriculture. Children are also engaged in more dangerous occupations such as collecting gravel, spraying pesticides and in construction/demolition work. Most child workers work five hours a day for an average of NIS 100 (US$28) per month.

The deteriorating socio-economic situation in Gaza has a negative impact on children’s rights and their ability to access education at school and in the home, manifested in school drop-outs. According to PCBS, two per cent of students dropped out of school in Gaza in the 2016/2017 school year. These children are at heightened risk of child labour and/or of participating in life-threatening activities, thereby increasing the demands on protection services that are already overstretched in Gaza[[1]](#footnote-1).

**(2). Conceptual Frameworks:**

The equity, agency, and employment seem to be a good conceptual framework for studying and promoting youth employment in Agriculture and food system. However, in the occupied Palestinian Territories (oPt), we may consider additionally the aspect of “the Israeli occupation measures” which have been negatively affecting Youth employment in agriculture and food system. Some measures and constraints are going to be highlighted briefly in the subsequent sections.

**(3). Access to resources:**

**(A). Limited Access to the Lands:**

In 1993, the Palestinian Liberation Organization (PLO) and Israel signed the Declaration of Principles (DoP), Oslo Accord II, to solve the Palestinian case based on a two state-solution, however, the final status negotiations were not yet completed. Accordingly, the West Bank (WB) and the Gaza Strip (GS) were divided into different jurisdictions: Area A (18 per cent) under Palestinian jurisdiction, Area B (22 per cent) under mutual jurisdiction, and Area C, representing 60 per cent of the WB, under Israeli control. Area C represented the area of the settlements and around 90 percent of the Jordan Valley.

As it can be noted, Area C is the largest administrative division of the West Bank as designated by the Oslo II Accord, which is critical to the spatial integrity of the WB and rich in natural resources, including fertile agricultural lands, water resources, and natural minerals, controlling and harnessing these resources is crucial to the development of the WB and thus a point of serious contention between Israel and the State of Palestine. The importance of Area C for Palestinian development cannot be understated; Area C holds the most significant land reserves available for Palestinian development, as well as the bulk of Palestinian agricultural and grazing land. It is also the only contiguous territory in the West Bank; therefore, any large-scale infrastructure projects (roads, water and electricity networks, etc.) also involve work in Area C[[2]](#footnote-2). As such, Area C is a priority region for the achievement of attainable development and for a contiguous and viable State of Palestine.

The Oslo Accord stipulated that Area C would initially be under Israeli control before being transferred gradually to the Palestinian Authority over the course of five years, however this never materialized. Instead, Area C remains under total Israeli civil and military control and is subject to extensive restrictions seen to hamper Palestinian development while simultaneously facilitating Israel’s exploitation of Area C’s resources. This includes the exclusion of Palestinians from their own farmlands, and the extraction and exploitation of resources including water, Dead Sea minerals, and mined commodities. Israel’s refusal to allow the Palestinian government to operate as a separate trade entity or control its own borders is disastrous for Area C, where development potential is concentrated in primary commodities like agricultural products or mined rocks and minerals that are reliant on export.

The large-scale and ongoing construction of Israeli settlements in Area C have fragmented the West Bank, thus preventing Palestinians from utilizing their own natural resources, as well as undermining the viability of a Palestinian state. Despite being overwhelmingly condemned by the international community as constituting an illegal population transfer under international law, settlement expansion continues unabated, resulting in the eviction of Palestinian communities from their homes and agricultural lands. Ultimately, the failure of the international community to bring measures or exert significant pressure has resulted in continued settlement expansion, at a severe cost to Palestinians, and ultimately, the possibility of a two-state solution. Settlement expansion, combined with efforts by the Israeli government to force Palestinians to leave the area, have resulted in a situation where there are now more Israelis than Palestinians living in Area C.

By retaining the power to control building and planning in Area C, Israel has strictly curtailed Palestinian construction. In 70% of Area C, there is no formal process through which Palestinians can even apply for construction rights, as this land has been designated by Israel as state land, survey land, firing zones, nature reserves and natural parks, or incorporated into illegal Israeli settlements or regional councils. In the remaining 30% of Area C, where Palestinians can apply for the right to construct through Israel’s Civil Administration, severe restrictions on building are nevertheless imposed. 90% of villages have been denied any kind of building permission. Even rudimentary structures like tents and fences require permits.

For instance, only 1.5% of permit applications were approved by Israel between 2010 and 2014, meaning many residents of Area C no longer even bother to submit applications. Denied a legal avenue to construct dwellings or commercial buildings, Palestinians living in Area C are left with little choice but to build illegally, forcing them to live in rudimentary conditions and under threat of Israeli demolition. From 2006 to August 2016, Israel demolished at least 1179 Palestinian homes in the West Bank (not including East Jerusalem which 1706 homes were demolished between 2000-2017), making 5469 people, including 2784 minors, homeless. Israeli demolitions in Area C have increased by 60% in 2016 compared with the same period in 2015. As the occupying power, Israel is responsible under International Law for the welfare of residents of Area C; Article 53 of the Fourth Geneva Convention states that ‘any destruction by the Occupying Power of real or personal property belonging individually or collectively to private persons, or to the State, or to other public authorities, or to social or cooperative organizations, is prohibited, except where such destruction is rendered absolutely necessary by military operations. It is not credible that the destruction of simple dwellings, agricultural buildings, fencing, or water storage constitutes a military necessity in Area C. Israel continues to obstruct or oppose development initiatives in Area C.

As Area C holds the overwhelming majority of Palestinian fertile farmland, agriculture is a crucial industry that provides a backbone to the Palestinian economy, bolsters food security, and employs 6.5% of the Palestinian labour force in WB and 5.7% in GS, (PCBS Statistics, 2018). Yet obstructive Israeli policies, coupled with the effects of climate change, have led to agriculture contributing a decreasing share of the State of Palestine’s GDP, down to just 3.7% of the WB economy in 2018.

**Restrictions on collective Lands use and management:** Inspired by Ottoman and British law, Israel very strictly implements the law known as the "three years’ law.” Indeed, under Ottoman rule, most of the land belonged to the Sultan. Arable land could be sold or loaned to individual farmers and grazing lands were mostly used collectively. However, to avoid speculation on land prices and maintain agricultural labor and production, the Sultan could requisition and redistribute farmland if it remained uncultivated for more than 7 years. At the administrative level, these lands were considered “state land.” British occupation authorities kept this regulation while encouraging farmers to apply for individual land titles and they recognized the collective rights on grazing lands, particularly essential to the Bedouins. The State of Israel recognizes only individual ownership of land. Therefore, all collective land automatically became "state land." In addition, the vast majority of farmers did not have individual titles and the newly created state of Israel systematically refused to grant these documents to Palestinians. They also lowered the amount of time before land reverted to state land from seven to three years. Finally, given the numerous restrictions on agricultural activity (access to water, checkpoints...) and the difficulties farmers face living off their production, it is not uncommon for land to remain uncultivated for three years, becoming de-facto property of Israel. However, it is important to keep in mind that when land is coveted by settlers or the army, Israel does not bother to comply with the rules it itself proclaimed.

For the collective lands “or Waqif lands” owned by the Palestinian government “PNA” in Area B, we can generally say that it is limited in terms of area and size, however, the government could apply certain measures or policy to rent it to the Palestinian youth for the sake of agriculture at a reasonable rental fee, however, water in most cases is unavailable. In the past 15 years, the Palestinian Government was able to successfully rent some government lands “Waqif lands” in Jericho for certain Palestinians entrepreneurs for the purpose of dates cultivation and production, which is in my opinion as a good model for lands effective uses and jobs creation in the agri-food system.

**(B). Limited access to Water Resources:**

According to Article 40 of the Interim Arrangements of Oslo Accord, the arrangements on water and sewage include the division of groundwater in the WB into three aquifers basins: the Eastern Aquifer situated mainly under the Jordan Valley and uphill reaching Nablus, Ramallah, Bethlehem, and Hebron, and extending to the Negev; the North Eastern Aquifer underneath part of Tubas and Jenin, and extending beyond the Green Line into Israel; and the Western Aquifer under Qalqilia, Tulkarem, and Salfit, and extending into Israel.

The allocation of water was limited to these aquifers and excluded the Jordan River, which was considered part of the border and part of the permanent status negotiations. Gaza was quasi- mentioned in Article 40 of Annex III of the Agreement concerning the Protocol of Civil Affairs[[3]](#footnote-3).

The allocations provided Israel with 85 per cent of its water yield but only 15 per cent for Palestinians. The Palestinians were allocated 54 MCM from the Eastern Aquifer (springs and wells), while Israel was allocated 40 MCM for their settlers in the Jordan Valley. Palestinians were allocated 42 MCM from the North Eastern Aquifer while Israel was allocated 103 MCM. Palestinians get 22 MCM from the richest source, the Western Aquifer, while Israel is allocated 340 MCM. Palestinians were allowed to develop an additional 78 MCM from the Eastern Aquifer and other agreed resources during the five years of the interim period but this has not happened 25 years later.

Thus, Article 40 maintains Israeli control of all water resources and related infrastructure projects via the Joint Water Committee (JWC) regardless of the jurisdiction status of the WB areas. A construction permit must be obtained from the Israel Civil Administration for any development to take place in Area C, which constitutes 60 per cent of the West Bank.

The interim allocation of water resources is deeply inequitable and unreasonable. Gaza was quasi-neglected as it is located downstream. The Coastal Aquifer runs underneath Gaza where it faces problems of seawater intrusion, over-abstraction, and sewage pollution.

Through the mechanism of the JWC and the Civil Administration (CA), Israel holds the power to veto any Palestinian project and has hindered development of the Palestinian water sector. This was acknowledged in a 2009 World Bank report and an Amnesty International 2009 report[[4]](#footnote-4). The French General Assembly mission described the water situation in WB as water apartheid.

Israel has continued its settlement expansion without any respect for the interim agreement obligations and understandings, nor has it respected its obligations under the 2003 Road Map. Israel has succeeded in keeping the Jordan Valley for its colonial activities, army training, settlement construction, agricultural activities, tourism, and natural resources development.

**(4). The Challenges of Market Access:**

Palestinian farmers are also victim to classic dumping implemented by countries that have subsidized agriculture as is the case in Israel, most of all in the settlements. Indeed, in the case of settlements, Palestinian farmers not only undergo unfair competition with settler-farmers for markets, but also for the use of their own resources.

On the other hand, Israeli products literally flood the Palestinian market at lower prices than the Palestinian non-subsidized production. In addition, the small Palestinian farmers cannot compete with the Israeli industrial agriculture when it comes to off-season produce. Taking the example of grapes, there are Israeli grapes on the market at the end of May while Palestinian grapes will not be ready until mid-August. In consequence, the price of Palestinian grapes is much lower because the demand is higher early in the season and these grapes arrive in already-saturated markets.

In addition, given the clauses of so-called "economic cooperation" introduced by the Paris Protocol (an economic extension of the Oslo Accords), Israeli goods enter more or less limitlessly in the oPt, while in the opposite case, Israel imposes quotas changing according to its own needs. It is therefore almost impossible to predict the selling price of a product at the time of sowing.

Furthermore, all the borders being controlled by Israel (including the Jordanian border), Palestinians have difficulty exporting their surplus production elsewhere, particularly as Jordanian farmers produce the same products in the same seasons. This is also true between the WB and GS. The majority of products exported by the West Bank go through Israeli companies. This rule can be extended to all agricultural products.

**(5). Knowledge:**

At present youth intend to leave rural areas and live in the main cities, and since working in the agriculture sector in the oPt is not much attracting to the Palestinian Youth, they prefer to work in different sectors in the main cities (i.e., working in the public sector, private sector and Israel). It has different impacts, for instance, those who don’t work in Agriculture, they miss the opportunity to learn agriculture and necessary know-how from their parents, neighbors and friends and that impede the intergeneration transmission of knowledge and the agri-food system development efforts. On the other hands, the workers, who employed by the agricultural farms and enterprises in Israel, used to be exposed to a new agricultural technology and good farming practices. They gain new knowledge and good know-how, that would be beneficial to the Palestinian workers if they decide to work in agricultural when they come back to their towns, if the above-mentioned resources and market are guaranteed.

The Israeli work permit system was first introduced in 1991 during the Gulf war. It requires every Palestinian wanting to work in Israel to have a permit. Work permits are granted to Palestinians who get a security clearance and have in advance a request for employment from an Israeli employer. The conditions for the security clearance are bound to personal status criteria. At the height of the second Palestinian uprising (2001–2004), the criteria required the Palestinian worker to be married with children, and aged ***more than 35 years*** ([Etkes, 2012](https://content.sciendo.com/view/journals/izajolp/10/1/article-20200008.xml?language=en#j_izajolp-2020-0008_ref_022_w2aab3b7c70b1b6b1ab2b2c22Aa)). As of 2014, the main criteria became to be married and aged ***more than 24 years*** ([CoGAT, 2014](https://content.sciendo.com/view/journals/izajolp/10/1/article-20200008.xml?language=en#j_izajolp-2020-0008_ref_017_w2aab3b7c70b1b6b1ab2b2c17Aa)). That means, not all youth Palestinian can get access to the Israeli job market, which further exacerbate the youth employment in the oPt and knowledge transfer.

The Palestine’s MOA through a project funded by JICA called “EVAP2” has promoted a new extension approach entitled “Farmer-to-Farmer extension approach”, the main objective was to share knowledge, experiences and know-how between concerned farmers from all West bank and Gaza Strip Districts. At first, the MOA has identified, surveyed and prepared a list of good practice farmers (more than 60 GPF) and shared their information and stories with target beneficiary farmers (including new and young farmers). By doing so, farmers can share information and lean from each other’s in a more effective and sustainable manner[. (Click here).](https://ershad.moa.pna.ps/EVAPdatabase/GPF/EN/)

The technical knowledge of female farmers in general poor and usually don’t receive training and agricultural extension services, that would level up their farming skills through out all the value chain. For instance, JICA Project (EVAP2) realized this important point and accordingly elaborated and adopted closely with the MOA the following Policy and gender considerations (i). Equal access to training opportunities (iii). Providing appropriate training to right persons (iii). Facilitating target female farmers to participate in the project activities including training (iv). Enhancing work efficiency and decrease workloads in consideration of actual situation of division of works/ responsibilities by gender. The female farmers shouldn’t only receive training and technical assistance on food processing only, as they involved in all farming stages. We should know their performed tasks, constraints and needs and then offer a demand-driven training program.

***The digital methods*** would contribute in enhancing the knowledge and skills of part timer farmers (who are mostly young farmers) through extending online technical information and advices. Those segments of farmers are often public employees and have no time to attend in persons and in class training workshops and field visits. The digital methods also would solve the issue of social constraints faced by female farmers. Additionally, the male and female farmers both can attend the online training session at their time convenience. According to the data of the Household Survey on Information and Communications Technology conducted by PSBS on 2019, approximately 97% of Palestinian households have at least one cellular mobile line, with a wide use of smartphones. Also, data showed that the percentage of male internet users reached 72% compared to 69% of females. It is also noted that 96% of individuals (10 years and above) used the internet via a smartphone, whereas the percentage of individuals (10 years and above) who used the internet via a computer (desktop or laptop) is about 22% and 10% used the internet through a tablet. Furthermore, about 73% of individuals have basic ICT skills. And about 8% of Internet users purchased goods or services online.

**(6). Some Interventions to promote Youth employment in the agri-food sector:**

**1. First initiative:**

**“Harnessing the potential of Palestinian youth to contribute to the agri-food sector”.** It is a national program aimed at creating green jobs in the agri-food sector for Palestine’s university graduates. The program is a partnership between FAO Palestine Office and Denmark in cooperation with the Ministry of Agriculture and local universities in Palestine. For further information please [click here](http://www.fao.org/neareast/news/view/en/c/1302209/#:~:text=Palestinian%20youth%20continue%20to%20face,to%2040.1%20percent%20in%202019.)

**2. Second Initiative:**

**Solve it initiative:** it’s a youth inclusive Agri-food value chain challenge launched by the Prime Minister’s office in cooperation with UNDP/PAPP as part of the response to the socioeconomic effects of COVID-19. It focuses on innovation for sustainable social impact. Please check out: <https://solveit.ps>. [Click on this video.](https://www.facebook.com/Palestinian.Ministry.of.Agriculture/photos/a.323747141062984/2705028209601520/?type=3&theater)

**(7). General conclusion:**

we can say that job creation in the agri-food system in Palestine is extremely difficult due to the above-mentioned factors (the occupation measures pertaining lands, water, markets, limited agricultural income and profits, poor inter-generation transmission of knowledge, limited knowledge of would-be farmers, poor technical skills of female farmers, etc.) as well as strong influence and attractiveness of higher wages offered to the Palestinian workers by the Israeli market. Under such circumstances, it seems that maintaining or and creating new jobs in the agri-food system in Palestine are difficult.

By keep sharing knowledge and accumulative experiences of different world countries through your current program, we may get useful information, tips and then come up with innovative models and initiatives through which the youth employment can hopefully be enhanced and addresses effectively.

It is impossible to conceive the concept of food sovereignty as an objective in the context of a complete lack of sovereignty of the Palestinian National Authority (PNA) or the Palestinian people on anything!

<< The Ends >>

## Abid Hussain, PARC, Pakistan

The report is much needed and timely, as the food systems are changing rapidly due to technological advancement, changing farm sizes, youth aspirations etc. In many developing countries including Pakistan disguised unemployment in the farming sector is reported. Similarly, mobility between places, sectors and income sources is not reported appropriately. There is always undue time lags in transfer of resources to youth from elderly. Sometimes, they get access to resources after the demise of their parents. As in eastern culture, parents hesitate to transfer production resources due to the joint family system. Youth can play a major role in the food utilization aspect through active participation in practicing food hygiene and sanitation. This aspect of their potential role in the era of technological innovation and better access to knowledge needs to be emphasized in the report. Labour in farming in general and youth in specific are vulnerable to health risks due to injudicious use of agro-chemicals in farming and processing industries.

One aspect which requires to be emphasized in the report is educational programs to encourage youth to opt for farming. In school educational programs, including nursery raising and hands on training in school gardens should be proposed for rural and peri-urban areas. Similarly, at middle and high school levels, basic livestock husbandry, crop and seed production should be included in the curriculum.  In urban areas, vegetable and fruit production for kitchen/ rooftop gardening along with preliminary education in processing and packaging of agricultural produce should be taught. This would help in capacity building of youth and incline them to adopt farming as livelihood.

Best Regards

Abid Hussain (PhD)(Principal Scientific Officer)

PARC-National Agricultural Research Center,

Park Road, Islamabad, Pakistan.

## Norbert F. Tchouaffe Tchiadje, University of Dschang, Cameroon

Dear All,

Focusing on knowledge gaps, it is necessary to bridge the gaps between old Generation and young generation, particularly in Africa where lands are owned by old generation with know- how in agricultural production who exploit the majority of lands while Youth.a are skillful new technologies

The new paradigm will consist of building a win- win model between the two generations based on. 4 indicators:

Awareness for opportunity for youth, capacity building for youth, change attitude for both and participation in intergenerational framework

I do think transdisciplinary and intergenerational capacity building are assets for youth's employment.

Happy new Year 2021

Dr Norbert TCHOUAFFE

University of Dschang, Cameroon

## Elvis Njabe, Consultant, Côte d'Ivoire

Dear Colleagues,

Point 5, Knowledge; In the case of Africa which I understand better. More value is needed both to the farmers by capacity building and their produce by transformation. Ways to reduce the level of post harvest lost. More knowledge is needed to limit post harvest losses at different levels of the value chain.

Elvis NJABE

Consultant.

## Francesca Dalla Valle, FAO, Italy

Dear All,

Thank you for opening such a dialogue and for the opportunity to contribute to the report.

Please find attached the general comments from the Decent Rural Employment Team (DRET) at FAO.

Kind regards,

Francesca Dalla Valle

Programme Officer (Rural Youth Employment)

General comments Decent Rural Employment Team in ESP at FAO

* The report offers a lot of information on indigenous people. Given the heterogeneity of youth, we suggest referring to - and elaborating on, the needs and challenges of other vulnerable youth groups, such as youth with disabilities, youth affected by HIV and AIDS, young refugees, etc.

Section 2.1

* P. 24 reference could be added to FAO dedicated [FAO Framework on Ending Child Labour in Agriculture.](http://www.fao.org/3/ca9502en/CA9502EN.pdf)

Section 2.3 / Additional references that may be of interest:

* FAO, 2018. Regulating labour and safety standards in the agriculture, forestry and fisheries sectors <http://www.fao.org/3/CA0018EN/ca0018en.pdf>
* FAO, 2016. Assessment of international labour standards that apply to rural employment <http://www.fao.org/3/a-i5957e.pdf%20>

Section 3 Access to resources

* We agree on the socio-economic importance of smallholder farming, yet sentences like on p. 32 “*Reports by authoritative panels of international experts have confirmed the economic, social and ecological superiority of small-scale farming and other small and medium food systems enterprises (SMEs) in terms of their resilience and adaptive capacity*” or 34 “*Given the better performance of smallholder farming over large-scale industrial agriculture in both economic and social terms*,…” seems too generic to me and would demand better referencing. Much more effort is put in the knowledge evidence-base assessing whether youth are more innovative than adults or not than on this very critical dimension, which seems to demand at least some recognition of differentiated views and of the fact that not all smallholder farming might lead to youth productive engagement and overall rural poverty reduction. See for instance FAO work on [*Sustainable food value chains - Guiding principles*](http://www.fao.org/sustainable-food-value-chains/library/details/en/c/265156/) which seem to be in disagreement. See pp. 17-18: *Fallacy 1 Small is beautiful; urbanization is a problem; smallholder farming should be preserved.*
* Supporting the conclusions of this chapter, see FAO, 2020. [Coffee value chain analysis. Opportunities for youth employment in Uganda](http://www.fao.org/3/cb0413en/CB0413EN.pdf) where it emerged also clearly that while young people are involved in all stages of the value chain, most currently take on seasonal jobs as casual labourers with low pay. At the production level, most youth do not own coffee gardens, but simply provide help to family farms or wage labour in activities such as planting, weeding, spraying and harvesting. The marketing and selling of coffee, and the resulting profits, are controlled by middle-aged and elderly men. This is because of lack of access to land and start-up capital, and a general negative attitude towards agricultural activities in perennial commodities. Youth involvement in farmers’ organizations is still limited and there are not many specific youth groups. Similarly, in aggregation, processing and distribution, as well as the provision of support services (e.g. seedlings, agro-inputs), the majority of youth participate as employees and not as owners of businesses.

**On Section 3.2.1**

* See analysis for Guatemala on *Diagnóstico participativo de comunicación para el desarrollo con jóvenes rurales de Guatemala (2018)* [*http://www.fao.org/3/CA0719ES/ca0719es.pdf*](http://www.fao.org/3/CA0719ES/ca0719es.pdf) *which assessed that “*Clear weaknesses were recorded in terms of dedicated and personalized services that respond to the needs of rural youth: professional guidance services are in an incipient phase, while the extension system allocates few resources and attention to young people, who do not recognize extension workers as credible sources of information, and they trust them less than their neighbors and friends or the internet itself. Despite these limitations, young people generally maintain a positive attitude towards rural employment, considered dignified but not very profitable, and a desire to continue working in their communities, possibly starting their own business.” (p. vii). This analysis led to the development of the digital platform, [ChispaRural.GT](https://chisparural.gt/)
* On the same section, aspects pf peer-to-peer knowledge transfer and support could be emphasized. Kindly find attached attach forthcoming FAO Issue brief, 2021 on Youth-To-Youth Mentorship in Agripreneurship Development -Lessons learned from the Youth Inspiring Youth in Agriculture (YIYA) Initiative in Uganda- (currently with designer for layout). It could also be relevant for section 4.4. 4.4. *Horizontal knowledge exchange: grassroots and intergenerational networks*
* On the same, the role and employment opportunities for youth as service providers in extension services could be mentioned. See links to some articles or videos: Rwanda <https://www.agrilinks.org/post/rwandan-youth-engagement-private-extension-and-advisory-services>; Uganda and Rwanda <https://www.youtube.com/watch?v=Vcy8DLd9Jhw>; Youth infomediaries in the Philippines - <http://www.infomediary4d.com/>

**On section 3.2.2. Credit and finance**

* Related to access to finance, the emergence of digital finance lowered the access barrier to finance including for youth, see FAO’s 2020 [Agricultural finance and the youth. Prospects for financial inclusion in Kenya](http://www.fao.org/3/cb2297en/cb2297en.pdf) for cases of digital services to improve youth access to finance.
* A similar assessment has also been conducted in Uganda, FAO. 2020. [Agricultural finance and the youth Prospects for financial inclusion in Uganda](http://www.fao.org/3/ca7873en/CA7873EN.pdf)

**On section 3.2.3. Markets**

* Table 4. I would specific better what is meant by *food empire*. We agree on the potential of alternative markets (see also FAO publication on Innovative markets for sustainable agriculture <http://www.fao.org/family-farming/detail/en/c/472555/>), but indicating that “Most linkages between food production, processing, distribution and consumption controlled by food empires” seems on over-simplification and we invite the authors to better nuance.
* Linked to the above, opportunities to make *conventional supply chains* more responsible should be emphasized. <https://www.oecd.org/daf/inv/investment-policy/rbc-agriculture-supply-chains.htm>

**On section 3.2.4 Supporting institutions**

* **More examples of youth networks from Africa could be mentioned, which are playing already an interesting role and have already “accessed a seat at the decision-making table”. See below a few:**
* **Uganda:** [Young Farmers Champions Network (YOFCHAN)](https://www.yofchan.org/) and [Young Farmers’ Federation of Uganda (UNYFA)](https://unyfa.org/)
* **Rwanda:** [Rwanda Youth in Agribusiness Forum (RYAF)](http://ryaf.rw/)
* **Senegal:** [Collège de jeunes of the Conseil national de concertation et de coopération des ruraux (CNCR)](http://www.cncr.org/fr/qui-sommes-nous/nos-penc/colleges-des-jeunes) and [Réseau Africain pour la Promotion de l'Entrepreneuriat Agricole (RAPEA)](https://rapea.africa/le-reseau/#page-content)

**On Section 4.5. Digitalization, knowledge management and information-sharing,**

* **See example of FAO-supported** [ChispaRural.GT](https://chisparural.gt/), which emerged based on the assessment *Diagnóstico participativo de comunicación para el desarrollo con jóvenes rurales de Guatemala (2018)* [*http://www.fao.org/3/CA0719ES/ca0719es.pdf*](http://www.fao.org/3/CA0719ES/ca0719es.pdf)The platform enables rural youth to access up-to-date information, otherwise dispersed, to uplift their productive, marketing and networking activities. Users can find youth-friendly digital content on agriculture and entrepreneurship, including information on training and funding opportunities, [success stories of young agripreneurs](https://chisparural.gt/category/agentes-de-cambio/), practical tools and learning resources such as webinars.

**On section 5. Policy frameworks and processes to support youth in the context of food systems**

* Within **Table 6: Examples of policy instruments that focus on youth rights, equity, and agency** (pages 59 to 61), the below instruments should be added:

Under UN declarations:

* **UN 2250 Resolution on Youth, Peace and Security** (<https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250(2015)&referer=/english/&Lang=E)> – The resolution majorly highlights the need to use youth employment as part of prevention and disengagement and reintegration programmes in UN Member Countries.

Under Initiatives and Networks:

* **UN Strategy on Youth** (<https://www.un.org/youthenvoy/youth-un/>), there is mention to the Youth-SWAP but that has completed its work 2 years ago and has been replaced by the Strategy.
* **FAO COAG Rural Youth Action Plan** (<http://www.fao.org/3/nd385en/nd385en.pdf>) – Although the report is not necessarily FAO-centred, this section collects different instruments also from the different entities, and the RYAP as a major instrument requested by Member Countries could fit in it.
* **Youth and United Nations Global Alliance, YUNGA** (<http://www.fao.org/yunga/home/en/>)

Under the specific section of the CFS (within the same table), there should be an inclusion of the below:

1. **CFS-FAO-IFAD-WFP Developing the knowledge, skills and talent of youth to further food security and nutrition**

(<http://www.fao.org/fileadmin/templates/cfs/Docs1415/Events/youth/CFS42_Youth_Talent_Background_EN.pdf>

**On section 5.2. Policy principles to improve rights, agency, and equity for youth engagement and employment in food systems,**

* **Employment section:** something seems missing on the demand side, which is about promoting private sector development, investments, value chain development that is more conducive to generating more and better jobs for the youth. This link to inclusive value chain development and responsible investments for instance. FAO is finalizing a guide for youth-sensitive value chain analysis and development which aims to provide insights in this regard. Pilot studies have already been conducted in Uganda ([coffee study](http://www.fao.org/policy-support/tools-and-publications/resources-details/en/c/1333979/)), Rwanda and Kenya (forthcoming). Focus on influencing the demand-side seems limited in this section to public works and job-rich technological innovations. However, also investments/value chain upgrading strategies etc. can be more or less conducive to youth engagement and employment generation.
  + **See also Policy Framework for Rural Youth Employment Analysis in** IFPRI, 2019. Youth and jobs in rural Africa: Beyond stylized facts <https://www.ifpri.org/publication/youth-and-jobs-rural-africa-beyond-stylized-facts> **Chapter 3** [**https://www.ifpri.org/publication/policies-youth-employment-sub-saharan-africa**](https://www.ifpri.org/publication/policies-youth-employment-sub-saharan-africa)

## David Michael, Australia

In regard to case studies here is a summary of commentsfrom Clare Peltzer, Nuffield Australia Farming Scholarship holder, on the matter of how to attract young people to agriculture, the subject of her research:

1. There is a need for industry bodies to align their work to ensure secondary students are exposed to the vast array of career opportunities in agriculture.

2. Future-proofing begins early in the student's educational life. Young people need exposure to high quality interaction with agriculture between 12-16 years of age. I suggest even earlier.

3. Young people may be discouraged from pursuing a career in agriculture if the career prospects are not well understood. There is often not a clear line of communication to help young people learn about agriculture.

4. There are benefits in letting young people know agriculture is not 'just farming'. The support services parts of agriculture are as important or more important than the on-farm opportunities. Clare refers to work by Dr Hiami Ngwenya in South Africa who identifies in addition to on-farm activities the subjects of Policies; Education & Training; Research; Finance and farming; Entrepreneurship-extension-advisory services; Communication; and Technology-trade. I also add the importance of applied trades in agriculture as machinery and equipment is increasingly digitalized.

5. Continue to bridge the gap between producers and consumers.

I also add the growing importance of the food-health link in all secure food supply chains.

## Ibikunle Olaleru, Farming systems Research Program, National Root Crops Research Institute, Umudike, Abia State, Nigeria

Thank you for the opportunity to share my thoughts and views on the V.0 draft of this important publication on youth engagement in agriculture and food systems.

The V.0 drafts contain valid information on food systems and youth involvement in agriculture but this information is disaggregated and may not be readily accessible to the relevant stakeholders who are saddled with the responsibility towards achieving youth development and engagement across various regions of the world. Furthermore, the conceptual framework adopted in organizing the established information in a harmonized manner would enhance youth engagement and employment

For instance, one proposition could be to build up the skillset for youth towards achieving improved likelihood. Similarly, another principle could be to encourage local content and adaptation to the immediate youth community.

## Erli Ribeiro, Conab, Brazil

O grande problema enfrentado no Brasil em relação ao engajamento do jovem na Agricultura é a falta de continuidade das atividades rurais desenvolvidas pelos pais.

Persiste a ideia de que a agricultura de pequeno porte, agricultura familiar, não traz ao pequeno produtor rural e para os jovens boas condições de sobrevivência a sua família. Asim os jovens agricultores das pequenas propriedades, migram para cidade em busca de trabalho, e estudo.

Depois que conseguem estudar, não retornam mais ao campo para repassar os conhecimentos adquiridos com sua formação, os pais envelhecem e sem condições de continuar, as pequenas propriedades são vendidas para especuladores.

A grande saída proposta em governos anteriores, foi a capacitação dos jovens no campo em parceria com instituições não governamentais e governamentais, como forma de motivar a sua permanência no campo e o seu pleno desenvolvimento no meio rural.

O documento DAP jovem, possibilita que o filho do produtor familiar possa a partir de um contrato com seu pai proprietário da propriedade, acessar aso recursos disponíveis para o desenvolvimento do Programas de Aquisição de Alimento – PAA no Brasil. Este programa tem fomentado os jovens brasileiros ao desenvolvimento da atividade na agricultura familiar.

O projeto PAA, tem a possibilidade de adquirir alimentos dos produtores familiares, entre eles os jovens agricultores e mulheres agricultoras e simultaneamente proceder a doação para as entidades sociais e famílias em situação de insegurança alimentar.

## Charles Ssekyewa, Uganda

1. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.      
Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?

Response:  
Partly Yes. However, the three pillars of rights, agency and equity do not lead to a sustainable involvement or attraction of youth to agriculture. The most important issue is making AFS attractive as a business. As long as agriculture will remain insecure/uncertain, will low and long term returns, youth shall emigrate to find faster/quick turn over business. Therefore, the V0-Draft must ensure that agriculture is transformed and the attitude that it is not a viable business in turned round. This entails skilling Youth in the area of agriculture using proven skills and knowledge that makes AFS a viable business. For example, in one acre of land, one may plant about 10,000 cabbage plants. With good and affordable agronomic practices, each plant forms a head that would go at about 0.25 of a dollar ($). In a season of 3 months given an early maturing variety (Copenhagen), the farmer would produce cabbage heads worth 2500$ gross, and probably with 2000$ as net benefit. In case of vegetables like Amaranthus, together with phased planting and a good supply chain, the youth farmer would make about 2500$ gross and possibly 2000$ net benefit. This sort of knowledge and related skills need be shared with the youth and youth farmer field schools established to disseminate related skills and knowledge. Current youth training sessions on AFS seem to be less focused on show casing AFS as a viable business. Note that with productive systems, both income and food can be derived. Though the placement programme in Israel is exposing youth to very high level technology, it empowers youth well with knowledge, skills and even startup capital for them to put knowledge into practice when back to their home countries. This is a case to emulate for the AFS.

The other point is the appreciation of AFS as based on Systems Science. This would clearly position AFS in the ecosystem and make it a pivot to improving youth livelihoods. This approach to AFS has been researched and shared among communities by the Agroecology Best Practices Project funded by Sida at Uganda Martyrs University, Mekelle University and the SLU-Uppsala and Urnap in Sweden.  
   
2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.

Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?     
In particular, can you offer feedback on the following:

a.    Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?

Response:  
The youth are mostly engaged in AFS as labourers. A small percentage own their personal AFS based businesses. Females are more affected than males who emigrate to urban and peri-urban based non AFS trades. Where female youth are involved, they participate in the lower value chain segment as well as upper level segment. Overall this is a result of poor national planning which sometimes lacks equity. Youth from the ruling ethnicity tend to always have more opportunities than those from other ethnicities, as far as Africa is concerned. It is more true in Uganda and Kenya than is the case in Tanzania with a socialist governance background. May be the capitalistic approach to governance escalates the situation!

b.    How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

Response:  
For Sub-Saharan Africa, the use of IT in AFS is still limited though on an increasing trend. IT is more in banking, marketing and information sharing than any other area of AFS. Most use have access to a phone and so use it to network and access money sources. This is an opportunity for AFS.  
Nevertheless AFS technologies are still less automated and allow use of human labour. In a few cases and especially large scale agriculture, use of modern technologies has reduced on the demand for labour. Otherwise AFS is at completion with other trades for labour as most youth emigrate to urban areas for petty trades which fetch them a daily income for hand to mouth survival. This has made labour to AFS very expensive and less affordable, hence justifying the need for better technologies to substitute human labour, paradoxically to the disadvantage of the youth.

3. Employment

a.    What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?

Response:  
Availing a viable market option would make a big difference for attraction and engagement of the youth.

b.    Under what conditions should children be allowed to work in AFS when they want to?

Response:  
Child labour should not be allowed. However, the youth should be allowed in agriculture to learn and gain the necessary experience, knowledge and skills. This is true in case of internships and exchange visits or even youth camps. This must be well planned to strategically benefit the youth.

4. Land and other resources

a.    What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods?

Response:  
In countries like Uganda, the youth should be assisted to acquire personal land in order their AFS activities to be long term and sustainable. Individual ownership is more viable than group ownership, for individuals feel more obliged to develop and conserve their land resources than is the case with groups.

b.    Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics?

Response:  
Yes, but there is room for improvement towards more inclusive approaches.

5. Knowledge

a.    What policies/initiatives could stop the loss of, and support the revitalization of, traditional, ecological and marginalised forms of knowledge in AFS?

Response:  
Embracing Agroecology/Organic Agriculture enables use of traditional and ecological knowledge.  Therefore, UN member countries should be advised to embrace Agroecology. This must be guided by both international and regional policies. For example, the SDGs are silent about the role of Agroecology in achieving them, and so countries signatories to the SDGs do not necessarily foster agroecology yet it would enable achievement of SDGs. Consequently, a global policy on Agroecology is long overdue if AFS is to build on existing traditional and ecological knowledge. Currently, the African Union Heads of State passed a decision (2014) to have Organic Agriculture practiced by member states on the continent. This decision is implemented as the Ecological Organic Agriculture Initiative (EOAI). However, full implementation is still limited to a few Eastern, Southern, and West African countries due to limited funding. ECOWAS fully embraced EOAI while the EAC has not followed suit! Hence the need for a guiding broader policy that encourages member countries and economic blocks to implement EOAI.

Furthermore, principles of EOA clearly align practitioners to use traditional and ecological knowledge.

b.    What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?

Response:  
In Africa, the Agenda 2063 and the Malabo Declaration (2014) bring on board aspects on equity and inclusiveness especially of the Youth and women. The continent policies are also aligned with the SDGs (2015). So, member countries ought to implement such policies and plan based on these policies. The biggest problem in Africa is that actual operationalization and implementation of policies get over taken by other selfish interests hence producing no expected policy driven results.  
On the other hand, education systems in Africa have a missing link. Children receive hands on training as they grow up at home, to find a completely different form of education at school which is predominantly theoretical and aligned to state interests other than enabling the youth to live in their environment well. This has far reaching consequences, which include the underrating of agriculture as inferior to other engagements. Yet, as youth grow up, they appreciate benefits of agriculture and food systems and fully participate in it. After attending school, the youth start considering agriculture to be inferior to commerce and other trades. So, the form of education curriculum through which we mold the youth is wrong

c.    How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?

Response:  
Both would have similar or related experiences, but cultural backgrounds make a difference. Thus culture has a direct effect on role play in society even when women emancipation is fostered today. Female youth still tend to undertake certain roles especially on the upper side of the value chain while males are more engaged at the lower level of the value chain (when available).

d.    How can grassroots and youth-driven learning opportunities and knowledge transfer be strengthened and supported?

Response:  
The funding model for AFS must change. Let funding be demand driven and contributing directly to improving quality or quantity. Thus, youth in AFS who have a pest challenge that limits their access to the market could be supported to overcome this challenge such that they are able to improve quality and quantity to meet an existing market. As such, the funding translates immediately into an economic benefit of the affected AFS. This supported intervention may be knowledge generation or dissemination.

e.    What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers?

Response:  
Access to social media or online platiform provided knowledge is very good. However, the youth must be able to decipher what is true. They must also put in effort to customize the knowledge which is in most cases ecology specific.

6. Drawing on HLPE reports and analysis in the wider literature, the report outlines several examples of potential policy pathways to address challenges to youth engagement and employment in AFS, and to transform AFS to make them more “youth-friendly”. The HLPE seeks input on case studies that could illustrate successful policy initiatives that have improved youth employment and engagement in AFS, and in particular:

Response:  
In general, for Africa, the Malabo declaration (2014) if implemented by member states would make a difference. Rwanda and Madagascar (among others) are some African countries performing well in regard to the Comprehensive African Agriculture Development Programme which implements the Malabo in AFS. Such countries have made strides in improving youth livelihoods and should be emulated by other states.

a.    Successful implementation of existing policy commitments, including examples of rights-based approaches to youth employment, as well as protection from unemployment, in food systems.  
Response:  
In Uganda the National Organic Agriculture Policy guide this very well. However, it is yet to be law.

b.    Initiatives to improve equity in access to resources and improved working conditions (including in conditions of informality) for young people within AFS.

Response:  
All policies related to resource sharing guide the process and prevent the would be “Survival of the fittest” However, to the best of my knowledge, policies remain general and not specific to the youth, reason why emphasis on inclusive growth was put in the Malabo Declaration (2014).

c.    Pathways for increased youth agency in AFS policy, including best practices and mechanisms to improve the leadership role of youth, including young women, in their own organizations, and in broader AFS and food policy discussion spaces.

d.    Pathways for equitable use of technology and digitalization, in particular ensuring access to and control of information and data by youth.

e.    Financial instruments and marketing tools that are available to youth within AFS.

f.    Examples of economies of solidarity, collective enterprises and other collaborative initiatives among young people in AFS.

g.    Examples of how consumers and urban actors are involved in working towards a sustainable food system that values and involves youth.

7. On data and knowledge gaps:

a.    Do you have additional data or information that could help refine the analysis of the interplay between youth’s characteristics, aspirations, rights, resources and knowledge, AFS sustainability and FSN outcomes?

Response:  
No, but would be willing to participate in research towards generating such data, where necessary.

b.    Is the set of case studies appropriate in terms of the dimensions and issues chosen and their regional balance? Do you have other good practices and examples of policy and interventions that could accelerate progress towards the SDGs by enhancing opportunities for youth?  
Response:  
I totally believe that a systems approach to AFS would ensure its best contribution to achieving SDGs.

c.    What are ways to collect better data on the situation of and prospects for youth in AFS? What can be done to improve population and employment data to give a more accurate picture of young people’s multidirectional mobility between places and sectors and multiple income sources?  
Response:  
Youth should be looked at and analysed as components of a the agroecosystem who act, impact other components, and are also affected by them. It is this generated data and mental picture that would rightly position the youth in AFS

8. Are there any major omissions or gaps in the V0-draft? Are topics under-or over-represented in relation to their importance? Are there any redundant facts or statements that could be eliminated from the V0-draft? Are any facts or conclusions refuted, questionable or assertions with no evidence-base? If any of these are an issue, please share supporting evidence.

Response:  
Nothing is ever perfect, and hope that my few suggestions or contributions above will add value to the V0-Draft.

Charles Ssekyewa  
Visiting Professor of Agroecology with Uganda Martyrs University-Uganda   
University Secretary, St Lawrence University, Kampala, Uganda  
Chair of the East African Region Ecological Organic Agriculture Initiative (EOAI) of the African Union Steering Committee  
Member of the AU-EOAI Continental Steering Committee

## Dr. Sazzala Jeevananda Reddy, India

V0- Promoting youth engagement and employment in Agriculture and Food Systems: Suggestions or Proposals

Dr. S. Jeevananda Reddy

“A food system includes all processes and infrastructure involved in feeding a population: growing, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items. It also includes the input needed and output generated at each of these steps.”

Theoretical exercises lead nowhere in answering issues affecting youth engagement and employment in Agriculture and Food Systems (AFS). This needs to take in to account practical issues such as:

Existing and changing AFS scenarios of states and central governments;

Issues pertaining to interactions of multinational companies/local business houses with governments with reference to AFS;

Issues related to interactions of black-marketers in AFS with governments;

Issues pertaining to governments policies of imports and exports;

Issues of local food processing sector versus role of governments;

Issues on storage & transport facilities; etc. versus role of governments & private bodies;

Local/regional/national weather and climate scenarios in terms AFS;

I am here with present in brief relating to these issues with practical examples.

General

Under traditional system of Agriculture Animal Husbandry was part in which youth was a part of agriculture and food systems as the entire family used to participate. With the population growth-urban growth slowly this system of youth participation in family based agriculture activities were affected. This was severely affected with chemical input technology – the so-called green revolution technology [though in reality it is not green but it is blue]. This is primarily a mono crop system and thus slowly animal husbandry was weakened under agriculture. They varied from country to country, region to region within the country based on the availability of natural resources and weather & climate soil conditions.

Agriculture Systems

For example in India, states and central governments followed their own approaches as part of vote bank politics wherein incentives/populistic schemes played major role. Centre played major role in providing input subsidies and food subsidies. With all these 30-40% of food produced is going as waste. Multinational companies and local black-marketers have been thriving. Multinational companies are dumping illegally seeds that are affecting the local seeds.

Now, there is a severe fight between central government and farmers on the three Agic Bills. As the present central government is favouring privatize-corporatize everything that are functioning well. In agri sector with around 65-70 % of rural population were engaged in agriculture [directly & indirectly – more youth engaged in this sector]. When Agri Bills say “anywhere you can sell to anybody”, which means bills not only dumped minimum support price (MSP) but also automatically indirectly follows that no government role in procurement. When Agri Bills say “contract farming”, means agri bills have not only dumped MSP but also automatically no procurement by government. These not only affect farmers but also all citizens of India.

Also the present central government is encouraging multinational seed corporates to grow Genetically Modified (GM) Food Crops hitherto this was not permitted in India. Once this formalizes, automatically Indian markets will be flooded with GM food imports.

All these factors in an interactive way rural employment in agri sector will be drastically come down. Here youth are the main victims. They have to move to urban areas. The present day governments are encouraging real estate in urban areas by killing environment – creating environmental degradation with severe urban flooding.

processing industry at village/mandal levels based on the local production systems help creation of employment opportunities to youth instead of migrating to urban areas. Under corporate/contract farming this is a big question but under cooperative farming that links agriculture with animal husbandry similar to traditional agriculture; under organic inputs provide better employment opportunities. However multinational companies black-marketers pressurising governments not to encourage such system.

Weather & Climate

Weather and climate play major role in Agriculture. They vary with country to country, region/state to region/state with in a country; location to location within the region/state. Before making any attempt to come up with policies, it must be mandated to make this clear. In fact I made such studies for Mozambique and Ethiopia. Some of these reports are now available online – some western organizations have created them on line.

Tropics where majority of developing countries are located temperature is not an important factor in agriculture. UN agencies have been dumping the concept of global warming and harming the agriculture sector in those countries. The concept of global warming is misleading climate change and is helping to pocket money by some institutions, organizations, individuals. In tropical warm countries crops/varieties have been selective for the season. In middle latitudes the onset and withdrawal of winter plays the important role.

However, rainfall plays the major role in agriculture. Rainfall presents natural variability a major component of climate change wherein organizations, institutes including UN agencies misleading the farming by saying extremes are associated with a fictitious global warming. In India all India Rainfall presents a 60-year cycle wherein river water flows following this pattern. However, in the south rainfall is received not only in southwest monsoon but also northeast monsoon and as well from cyclonic activities. The height number of severe cyclones have been occurring in May [Summer – pre-monsoon] and November [winter – post-monsoon]. Some of these are discussed in the following three recent books and an article.

Reddy, S.J., (2019a): Agroclimatic/Agrometeorological Techniques: As applicable to Dry-land Agriculture in Developing Countries [2nd Edition]. Brillion Publishing, New Delhi, 372p.

Reddy, S.J., (2019b): Workable “Green” Green Revolution: A Framework [Agriculture in the perspective of Climate Change]. Brillion Publishing, New Delhi, 221p.

Reddy, S.J., (2019c): Water Resources Availability over India. Brillion Publishing, New Delhi, 224p.

Reddy, S.J., (2020a): AGROMETEOROLOGY: An Answer to Climate Crisis, Brillion Publishing, New Delhi, 242p.

Reddy, S.J., (2020b): Hypocrisy they Name: “Colorado River flow Shrinks from Climate Crisis, Risking Severe water Shortages” -- A Note, Journal of Agriculture and Aquaculture, 2(2): 14pages

Dr. S. Jeevananda Reddy

Formerly Chief Technical Advisor – WMO/UN & Expert – FAO/UN

Fellow, Telangana Academy of Sciences

Convenor, Forum for a Sustainable Environment

## Kouramoudou Berete, CSAYN/Guinée, Guinea

Merci pour cette opportinuté pour parler de l'agriculture et la jeunesse;

Je site deux(2) facteurs qui contribuent à la migration, la geurre , le banditisme, ou l'exode rurale, qui sont:

1- L'emploi jeunes

2- La famine.

selon mes analyses, l'agriculture est le garant de tous ces maux car:

L'agriculture est le moteur de l’économie africaine et le premier employeur.

Selon la Banque africaine de développement, elle est la principale source de revenu pour la plupart des ménages africains.

Comme l’a dit Norman Borlaug, le père de la révolution verte :  
 « La nourriture est le droit moral de tous ceux qui viennent au monde. »

Vu toutes ces importances et les consequenses liées, moi en tant que jeune Africain, je suggère:

1- De demontrer, expliquer vulgariser toutes les opportinutés au long de la chaine de valeur agricole

car Tout produit a une chaîne de valeur unique, et dans le secteur agricole africain, il y a des opportunités d’apporter des améliorations et d’ajouter de la valeur, dans l’intérêt de toutes les parties prenantes.

Pour determiner une chaine de valeur, voici quelques questions qu'on se pose:

1-  Qui sont les principaux acteurs le long de la chaîne de valeur ?  
2-  Quelles sont leurs forces et leurs faiblesses dans la chaîne de valeur ?  
3- Quel maillon de la chaîne de valeur génère le plus d’argent ?  
4- Qui sont les bénéficiaires ?  
La réponse à ces questions peut vous aider à définir le cadre qui vous permettra de repérer l’occasion idéale d’améliorer la chaîne de valeur

Donc:

´Il y a de nombreux points le long de la chaîne de valeur agricole où les jeunes professionnels peuvent avoir un impact durable et transformer leurs communautés.

 Pour trouver ces opportunités entrepreneuriales, il faut être passionné et déterminé à traiter ses partenaires et ses clients de manière éthique, connaître son secteur d’activité et être disposé à innover et à remettre en question le statu quo.

Je m'engage a oeuvrer auprès du HLPE dans ce cadre pour aider mes collègues, amis jeunes de l'Afrique et du monde pour qu'on puissent se tourner vers la terre( l'agriculture) car c'est  la seule qui peut nous employer et elle ne nous trahie jamais.

## Mahtab S. Bamji, Dangoria Charitable Trust, India

Today youth has become disillusioned with farming, because it is no longer remunerative. Input costs have gone up. For political reasons in India the minimum support price (MSP) for purchase of agricultural produce by the government for distribution through Public distribution system (PDS) is not increasing, to keep the MRP low. Vagaries of climate  due to global warning is adding to the problems of the farmers. The need of the hour is to increase productivity in a resource efficient way. This demands support for agriculture research as well fellowships to attract youth particularly from farming families  to research.  Biotechnology including genetic engineering to improve the nutrient content  of food is an area which needs greater attention to combat the resistant problem of  malnutrition.

## Eng Yusuf Lare, Livelihood Relief & Development Organization, Somalia

As you may know there are lots of Somali Riverine Monity community Farmer who have been badly affected by Floods, post conflicts & discrimination within last 30 years

My proposed  solution of Covit-19- Crisis on Somali Minority community , stigma or  discrimination acts against them

Somali Country is facing a multitude of challenges that must be addressed to prepare for and respond to COVID-19 while maintaining other essential health services across the life course. Key decisions and actions must be informed by accurate and timely data on health service delivery and utilization throughout all phases of the COVID-19 pandemicc. As such, WHO is coordinating efforts to support countries to strengthen continuous health system and service monitoring in the context of COVID-19 & A robust and diverse food supply is an essential part of the health and nutrition response to COVID-19. WHO, together with partners, is providing nutrition and food safety guidance and advice during the COVID-19 pandemic for governments, food businesses, health workers and the general public, to maintain good health and prevent malnutrition in all its forms ,these challenges are over loading on Minority Community Socially, Physically & Economically for sure

Target roadblocks

1-Social injustice

2-Discrimination

3-Stigma  or stereotypes

4-Inequality acts to access to humanitarian Aid services Delivery  & Protracted  Cases of  Gaps of Food Security,  Livelihood , Nutrition , Wash  & General protection & Child protection  lack of MCHs , OPDs  & other Health centers that allotted for minority Geo-areas

Stigma and Social Connection

the Blockage or  barriers  of Access to Healthcare and Service Delivery

What's the problem?

The mostly affected people are Minority women , old people , & their children so our organization is doing the following activity

1- Social distance practice

2-personal protective training

3-staff protective training

4- advocacy activities on local radios

5-community risk protective engagement The Harmonized health service

6- Funding  awards of small or Large grants either

capacity assessments in the context of the COVID-19 pandemic is a suite of health facility assessment tools to support rapid and accurate assessments of the current, surge and future capacities of health

facilities throughout the different phases of the COVID-19 pandemic. The suite consists of The Harmonized health service capacity assessments in the context of the COVID-19 pandemic is a suite of health facility assessment tools to support rapid and accurate assessments of the current, surge and future capacities of healthfacilities throughout the different phases of the COVID-19 pandemic. The suite consists of two sets of modules, to assist our minority community

How does the solution addresses the problem?

we have a problem with Livelihood , Food security, Heath services & Nutrition service in Somalia because it goes bias & favoritism of Some Clans To get budget from international Donors

To advocate minority Rights & Responsibilities in Somali Societies

To motivate or Mobilize other Four major Community to allow minority to get their rights of humanitarian aid access delivery

To sensitize other all stakeholders of gate keepers of Humanitarian aid services delivery in Somali to keep the dignity of Minority to the same of others

To minimize stigmatization or Discrimination of the Color & Culture of Minority Groups in Somalia

To get Funds , training & skills for our People

To get job opportunities equally

Integrated technologies

Big Data

Biotech

Other

we need to get more training of IT though we have some Professional people in our Minority Community

What's the impact?

Project Goal Statement will have a clear picture view of what is to be accomplished by the project. It is a formal document to be created at the Initiation Phase showing the project context, including the project purpose, the quality focus, and the viewpoint. The project goal  statement document should clearly and unambiguously point at the benefits that the sponsoring organization will gain in case the project will be successfully completed in order to Covit-19 affected Vulnerable minority women community to assess hospital preparedness and response planning as well as COVID-19 case management capacity. It includes in-depth modules on the availability of essential medicines, diagnostics, supplies, and essential biomedical equipment for COVID-19, and COVID-19 safe environment and infection prevention and control. Maintaining essential health services: operational guidance for the COVID-19 context recommends practical actions that countries can take at Regional & national  Level ,

In addition  to  the information  above , please see & read through protracted  terror information below that is being imposed clans living in Somalia  & Somaliland  
As you may know or not  Somalia’s society is made up of clans.  Clan relationships are critical in all economic, social and political matters.Somalia’s clans are grouped into 4 major clans. 1/3rd of Somalia’s population don’t belong to clans, we are minorities.  Minorities are discriminated against.Clans divide up aid and opportunities while minorities are left aside. We are poorer, we get half the seats of others in parliament, we can’t get justice.Minorities can’t hold authorities accountable. We are vulnerable if we speak out. People insult minorities, they trick them out of their pay.  During Covid-19, aid didn’t reach everyone.  Just one out of 33 minority settlements surveyed was in receipt of any WFP support, that’s 1.5% when the WFP is supporting almost 8% of Somalia’s population when we are the poorest. Minorities live on daily wages, during Covid-19 they couldn’t work or ignored confinement advice because they had no food at home

This type of solution has only been tested where rule of law is in place.  We take learning from para-legal activism and apply it in a context where legal redress is rarely effective.

To create Somalia Moderators or Mediators will log each intervention they make and the discrimination circumstances, allowing evidence set to be built up over time.  We will support them to analyse patterns and trends in this data and present the materials in convincing ways to decision makers within Somalia in local and national government as well as international service providers and influencers in Somalia and internationally. This data set and linked influencing will bring about lasting change beyond the individual families supported to ensure that systems are changed to ensure minority participation and inclusion in Covid-19 response, but also way beyond this.

To create new  methodology that can  prove or improve the current  difficulties or risks  of context or challenges imposed on minority communities through their  minority Organization  like this organizations of minority owned & Minority led like   LRDO, PMWDO & DYDO-Organization  in Somalia & Somaliland , to get  potential  roles of involvement in  benefit for Minorities unless the this thing will be continue for  many more minority  communities excluded from  services and aid distributions, even in contexts where justice doesn’t operate well but Donors  & all Somalia Clusters can make rapid changes  towards equality, dignity & equal support for every human living heads  in Somalia & Somaliland and para-legals can’t function.  This could be the beginning of something big and important.

Even we established Community groups (self-help groups, farmer groups, saving groups, etc.) are some of the most important platforms for local economic development (LED). Focusing on LED strategies is key to ensuring longer-term local economic recovery and resilience. Such approaches entail investing in entrepreneurship of community/women groups, linking community institutions to value chains, investing in productive infrastructure, supporting financial institutions, and developing public-private partnerships. This session explores how community/women groups are coping up with COVID-19 and discusses strategies to support women's groups and collectives for the transition to economic institutions and longer-term local economic recovery

This type of solution has only been tested where rule of law is in place.  We take learning from para-legal activism and apply it in a context where legal redress is rarely effective. Mediators will log each intervention they make and the discrimination circumstances, allowing an evidence set to be built up over time.  We will support them to analyse patterns and trends in this data and present the materials in convincing ways to decision makers within Somalia in local and national government as well as international service providers and influences in Somalia and internationally. This data set and linked influencing will bring about lasting change beyond the individual families supported to ensure that systems are changed to ensure minority participation and inclusion in Covid-19 response, but also way beyond this.

This methodology once proven in a difficult context like Somalia, has the potential to be rolled out to benefit many more communities excluded from services and aid distributions, even in contexts where justice doesn’t operate and para-legals can’t function.  This could be the beginning of something big and important.

Now we need minority professional or expert Mediators such Mediators who report confidence, knowledge and backing to challenge discrimination = 100

Mediators who are actively identifying and supporting at least 2 cases a month but not  supporting interventions  given the real minority group though supports given to some Gatekeepers who always make minority community invisible  & not accessible to the donors on the ground of Somalia

Individuals supported to challenge discrimination from 216 up to 2020 now there  three real NGO owned & led  by Minority people & trying to advocate the prior needs of humanitarian aid service  to the donors though have been overlooked by donors themselves under the consultation of staff those recruited from majority clans   but 1991 up to 2006 were red days for minority communities of living condition & protection or safety issues so minority women  & girls have been rapped  & men have tortured or killed for nothing then called them no one cry or revenge for them in Somali Language socaaled (Looma ooyaan) &  the most vulnerable groups were women & children of  farmer Riverine farmer , sea fishery ,hunters & blacksmith communities

Decision makers or service providers who become aware of discrimination (5,000) and pledge to change discrimination within their service  from Zero to 33% out of 100 in related to  draft constitution in Somali  federal government & its establishment  in Arta DIJABUTI 2007-2008

Changes in systems to allow for minority participation to decision making to ensure fair access to education, health, aid, income generation, training, protection = 2%

Success will look like

From 2006

Description: As a result of our advocacy, 10 minority representatives are now attending WFP FAO & SHF -Somalia  started to  Coordinate the  Committee Meetings to discuss the allocation and distribution of food  security  & livelihood aid and to ensure that minority community geographic areas, Gaps  & Prior needs, though minority inclusion is not official announced yet

Minority clans are no longer afraid to make complaints

Minority clan members are supported to stand up for their rights

Minority clan members know that they are entitled to equal treatment

Discriminators know that they will get noticed and called out

Discriminating organisations know that their donors will ask questions

Solution

Show how that the expansion of advocacy on the impact for our solution and its ability  here request donors  to scale up our dignity, rights , responsibility  & our Self-determination within our independent Organizations by getting recognition  from donors in the worldwide as human being living in  this planet

These could include  the increment minority technological milestones, investments received, awards, key customers and partners acquired or revenue growth rates

Solution designer

Organisation Details

Livelihood Relief & Development Organization ( LRDO) Led By Minority

community

Somalia, Africa

[https://lrdo.org](https://lrdo.org/)

Operating model:

Region

Africa- Somalia

Mr Yusuf Abdi lare

CEO-of LRDO- Organization

## Sittana Abdel Rahman Siddig, QUITE, Sudan

Power and flourish and quick work great imepitoin is created by youth engagement but they need to be qualified well trained to be followed and help by experts and fund research center support and marketing efforts you may face problems of the kind of food population need, poor land fertility or other constraints there should be abroad risk assessment according to area, places plan of changes should be considered. Society welfare may be increased through export what country crop could be exported and to where, this crop may be used to help another poor country by a reasonable price.

## Eugene Bortieh, FAMSMAT LIMITED, Ghana

What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?

The egg and the chicken, which came first? so as in planting and the market.

FAMSMAT Limited is a youth driven start up which has been able to sell just about half acres of their two acres ginger farm. FAMSMAT Limited is green label certified, partner for Kumasi Institute of Tropical Agriculture, member of Ghana agro industries commodities and Ghana vegetarian association partner but cannot cut it to sustainable business yet.

The problem:

Youth don't see agriculture as a sustainable profitable business because there is no structured organisation the agric value chain Ghana.

The few organised companies should include start ups and all business should be legal binding as recommendation.

## Pathawit Chongsermsirisakul, Panyapiwat Institute of Management, Thailand

In my opinion, I think we should set a teaching course to promote this concept because students at the university are also young people who will enter the professional world after graduation.

And in Thailand, the population has a core occupation as the farmers. Because of the advantage of weather, land and water, which is suitable for rice cultivation and food crops planting.

The current problem of interconnected transportation from restrictions follows the measures to stop the spreading of the COVID 19 virus, which impacted the food system directly. People have to consume the local food to survive the communities.

The new generation or youth is the most important factor of labor work of the agricultural for food system. They will be replacing the labor that engages in agricultural work in the food system such as in production, transportation, distribution to deliver the safe food to the consumer in local or communities in outbreak crises and in the future.

It would be great if they have their mindset to aim into the participation in agricultural work in food systems. Therefore, we should encourage those young people to realize the benefit and cognitive; the strengthen knowledge of the employment in agricultural engagement or return rural to run their own farming to develop the fields of their parents, deliver this concept to their mind by studying.

We should find ways to motivate and encourage to deliver this cognitive concept into their mindset to create long-term memories through their education. It might be set as the special curriculum of this concept for students in universities, which can be applied into the online learning to avoid the global food shortage crisis from the epidemic crisis of Covid19 pandemic right now and in the future to achieve zero hunger in SDG2030.

## Joy Muller, Geneva Centre of Humanitarian Studies, Switzerland

Thank you for the opportunity to share my thoughts.

I went through the draft, all the elements mentioned are sensible. In my opinion, one dimension has been left out, which is the public perception of youth engaging in farming and agriculture.

Our society does not place enough importance in agriculture and farming, though these are the most essential and important professions. How many parents say with pride that their children are farmers, for instance?

Governments must consider using State media and social media to promote the image of young people engaging in farming and agriculture, show public support to them, share their success stories, and praise their contribution to the society. In this way, the public will understand better these professions and the importance of youth engagement. In addition to appropriate conditions provided by public authorities, the whole environment will become more encouraging. Young people engaged in farming and agriculture will increase their self-esteem, be proud of their profession in their entourage and become more motivated. This social recognition is crucial for youth engagement. Without it, youth will not invest and their engagement will not be durable.

I hope that a part of the document can provide suggestions on ways to promote social recognition. If one day parents can be proud of their children being farmers in the same way as they are proud nowadays of their children being lawyers or doctors etc., then we are getting on the right track to engage young people in farming and agriculture.

Thanks for your consideration.

## Dr. Siripen Iamurai, SiPa Research Organization, Thailand

Games-based learning to promoting youth engagement and employment in agriculture and food systems

By

Siripen Iamurai, PhD1

SiPa Research Organization, Bangkok, Thailand

Pathawit Chongsermsirisakul2,

Panyapiwat Institute of Management, Nonthaburi, THAILAND

Game based-learning is one of the efficient tools of educational technology, the suitable tool for support learning for children, because all children like to play games. According to our researches of games-based learning concepts:

(<https://www.unipo.sk/public/media/13614/UNESCO_Nairobi_Programme.pdf>, Games-Based Learning Model - PDF Free Download (docplayer.net) ;

we found out that this media capabilities can influence to develop the learning behavior of the student into positive ways in every ages and educational levels.

Especially for the applied game content with the subject to teach students have the effectiveness and achievement for students in university, who is also the youth that will graduate and enter to the career in professional to take action to develop the economic, cultural, social and spatial transformations in the future.

For the concept to promote youth for the engagement and employment in agriculture and food systems should be delivered by games. To encourage them to be interested in agriculture and food systems participation in terms of employment or entrepreneurship, which are engaged in all modules of the food system such as food production, food processing and distribution, food loss and waste prevention, and food consumption by sustainable ways. The duties of work in a career in food systems will be designed as the content of the games.

We emphasize in real-life workplace situation scenarios of production of agricultural work such as the farmer work function such as rice planting, food cultivation, harvesting, gardening or farming, delivery and together with the scenarios of opportunities and constraining factors, which is engaged in employment or entrepreneurship in agriculture of food systems. The games have simulated to help the student to develop their skills through fun and easy step-by-step instructions via their favorited media to encourage them for developing their mindset in the long-term memories by the reinforcements.

Attachment:

<http://assets.fsnforumhlpe.fao.org.s3-eu-west-1.amazonaws.com/public/discussions/contributions/1Abstract%20of%20games%20base%20of%20SiPa%20in%20pdf.pdf>

## Guillermo Spika, Representation of the Argentine Republic to FAO, IFAD and WFP, Italy

**COMENTARIOS DE LA REPÚBLICA ARGENTINA SOBRE EL BORRADOR V0 DEL INFORME GANESAN:**

**“PROMOCIÓN DE LA PARTICIPACIÓN Y EL EMPLEO DE LOS JÓVENES EN LA AGRICULTURA Y LOS SISTEMAS ALIMENTARIOS”**

Comentarios generales:

A modo de introducción, en primer lugar, queremos aprovechar la oportunidad para agradecer la elaboración de la versión 0 del Informe en tanto pone en el centro de la escena a la juventud, grupo de gran importancia para impulsar el desarrollo de manera sostenible en sus tres dimensiones. Por ello, subrayamos la importancia de la elaboración de un documento que se focalice en detectar y abordar los desafíos que ese grupo enfrenta, al tiempo que se favorece su arraigo en zonas rurales para aumentar la producción de alimentos y alcanzar la seguridad alimentaria, especialmente en contexto del COVID-19.

Coincidimos en que las relaciones entre el arraigo y el involucramiento de la juventud en la actividad agrícola y las características de los sistemas alimentarios son múltiples y muy complejas, dificultando el diseño de soluciones únicas. Por ello, entendemos que se necesitan herramientas variadas, que se adapten a los diversos contextos y necesidades y que se amolden a las diferentes características de la juventud en las diferentes regiones productivas del planeta.

Comentarios particulares:

1.-En en la introducción, página 3, se utiliza la frase “with a failing food system as its main driver (Amiot, 2020)” para hacer referencia al impacto de los sistemas alimentarios en los distintos esquemas productivos. En este sentido, entendemos que deviene necesario reflexionar sobre si es el sistema alimentario el que falla o si fallan los incentivos, la estabilidad u otros aspectos políticos sobre los que también se debe hacer foco en un análisis integral de la situación. Atento a ello, sugerimos que sean considerados todos los elementos que contribuyen a que los sistemas alimentarios presenten deficiencias, de modo tal de poder generar soluciones que aborden de manera efectiva tales desafíos.

Igualmente, en la misma página, se incluye la frase *“at the level of intellectual and policy discourse the vision of fundamental transformations towards more agroecological, smallholder-based modes of supplying the world’s food needs has made significant progress in the past decade”*.

Al respecto, cabe señalar que, si el sector agropecuario y los sistemas alimentarios pudieron acomodarse y responder frente a la crisis del COVID, no resultan claros los fundamentos y premisas de base científica que sustentan la necesidad de una transformación exclusivamente agroecológica, basada en pequeña escala.

Al mismo tiempo, interpretamos necesario reiterar que **la agroecología es una de las alternativas valida de enfoque productivo, pero no existe fundamento suficiente para la posición adoptada por el documento de abrazarlo como única opción productiva a futuro**, o como una única receta para los sistemas productivos y alimentarios y las realidades diversas de los Países Miembro, ni para hacer frente a la necesidad de proveer de alimentos a los más de 7500 millones de habitantes del Planeta.

2.- También en la introducción, página 4, se indican los objetivos que deberían alcanzarse en términos de derechos, “*agencia*” y equidad de los jóvenes, mencionando, especialmente, “*la agencia*” como un pilar de la seguridad alimentaria, adicional a los cuatro ya reconocidos. Al respecto, **resaltamos la importancia de evitar la inclusión de términos o conceptos que no han sido debatidos o acordados por los miembros de CSA**, así como tampoco dar por sentado el acuerdo en torno de nuevas dimensiones de la seguridad alimentaria que no han sido discutidas por la membresía.

Relativo a **la mención del término “*agency*”, reiteramos que no es una es una dimensión de la seguridad alimentaria reconocida por los Países Miembro** (ni está integrada dentro de la definición de seguridad alimentaria de la FAO) y, definitivamente, "respectful and empowering" no son cualidades que hacen a los sistemas alimentarios sostenibles, siendo difusas en su interpretación y de alcance indefinido.

En la misma línea, pero en referencia a las frases “*The report draws on a broad range of ideas and literature” y “in doing so, the report draws inspiration from indigenous perspectives and philosophies of well-being or the ‘good life/buen vivir*’”, estas menciones específicas nos generan un interrogante sobre los insumos y la bibliografía utilizada a lo largo del reporte, dado que debería tratarse de **bibliografía científica e indexada, y estadísticas oficiales, y no emplearse bibliografía denominada gris**.

A su vez, agradeceremos tener más información sobre el sentido y el alcance de la referencia “*Western science*”, contenida en la página 10 del documento, por cuanto desconocemos su significado y alcance.

3.- Punto 1: aquí el documento utiliza la definición del GANESAN sobre “*food systems*” y “*food environments*” (página 6, último párrafo). Si bien es cierto que en otros textos del CSA se hace referencia al concepto “*food environments*”, entendemos que sería apropiado que se expliciten las diferencias conceptuales entre ambos términos.

4.- Punto 1.1: el documento señala que el logro de los ODS debería facilitar las transiciones y las transformaciones de los sistemas alimentarios hacia “*economías del bienestar*”, concepto este último que no resulta claro y que no ha sido acordado a nivel multilateral.

Dada esta circunstancia, apreciaríamos contar con mayores precisiones respecto de los parámetros que compondrían tales economías, así como sus objetivos y principios rectores, de manera tal de poder evaluar sus implicancias, en particular, con relación al concepto de “*soberanía alimentaria*” también mencionado en este borrador.

Igualmente, la mención del término “healhty environments” nos resulta confusa, toda vez que las definiciones brindadas anteriormente en el documento (en el último párrafo de página 6), donde, por ejemplo, "*environments*" no se refiere a ambientes biológicos, podrían dar lugar a interpretar que el “*ambiente*” podría integrar aspectos que modelan preferencias de consumo y las dietas.

5.- Punto 1.2: se nota la introducción de los conceptos “*generational sustainability*” y “*generational social landscapes*” cuyos significados y alcances se desconocen. Por tal motivo, agradeceríamos nos pudieran brindar clarificaciones al respecto.

6.- Punto 1.5: se encuentra la afirmación según la cual la elección de un “*estilo de vida verde*”, caracterizado por una dieta libre de OGM, compuesta de productos localmente producidos y con bajo impacto ambiental, puede estar motivada por preocupaciones relacionadas con la salud. Al respecto, **no se comprenden las razones por las cuales una dieta libre de OGM y producida localmente sería más sana, con lo cual se agradecerá conocer los fundamentos científicos detrás de tales afirmaciones**.

Asimismo, sobre este punto, y en referencia a distintas afirmaciones que contiene el apartado, nos gustaría destacar que:

-**La generación local de un producto o alimento no necesariamente garantiza un impacto menor derivado.**

-La asociación entre “*health concerns*” y la remoción de OGM o “*chemicals*”, entre los cuales se integran elementos fitosanitarios y fertilizantes de manera indistinta y desconociendo los requerimientos regulatorios de los productos y las buenas prácticas agropecuarias involucradas en su aplicación y manipulación, carece de fundamento científico.

-Se insiste en que, para alcanzar un futuro más sostenible y más saludable, todos los cambios propuestos apuntan exclusivamente a modificaciones en el sector productivo de alimentos,**como si la sostenibilidad no dependiera simultáneamente de un consumo responsable de todos los bienes y** servicios de la economía, y de un esfuerzo transversal a todas las producciones y actores sociales y económicos.

7.- Punto 2.3: con relación a la frase “*in addition, agriculture is the third most hazardous sector (after mining and construction) and the highest in terms of fatalities, due to chemicals exposure, use of hazardous tools and machinery and contact with wild animals (ILO, 2010)*”, es imperioso especificar que el uso inadecuado de agroquímicos y de la maquinaria agrícola es lo que deriva en lo referido, para lo cual existen buenas prácticas agropecuarias. De igual forma, nos gustaría conocer la posibilidad de utilizar una cita que se refiera a la temática, pero que sea más actualizada.

En lo que concierne a la referencia de “*Fears of job destruction due to nascent technologies, such as those in the suite of Agriculture 4.0, have yet to be confirmed*”, entendemos que la afirmación puede resultar tendenciosa en tanto **la innovación y la tecnología son parte de la solución para una agricultura más productiva y amigable, que impulsa la mayor producción de alimentos y con menos recursos naturales.**

8.- Punto 2.4: hacemos notar que la primera oración del tercer párrafo de la página 30 puede resultar sesgada, en especial el ejemplo detallado entre paréntesis, de entre todos los que se podrían haber mencionado. Por ello, se sugiere no realizar tales puntualizaciones.

9.- Punto 3: Con relación al contenido de este punto, entendemos que se debe considerar que una política que promueva el acceso a la tierra de los agricultores de baja escala necesita ser acompañada con herramientas o programas que permitan la sustentabilidad de la actividad agropecuaria y el desarrollo socio-económico local.

10.- Punto 3.1: se identifica la siguiente frase “*reports by authoritative panels of international experts have confirmed the economic, social and ecological superiority of small-scale farming and other small and medium food systems enterprises (SMEs) in terms of their resilience and adaptive capacity*”. Al respecto, solicitamos contar información sobre la bibliografía utilizada, de modo tal de poder corroborar los datos afirmados.

Por otra parte, con relación al concepto "land-grabbing" y las adquisiciones de tierras a gran escala, se debería estudiar el contenido del concepto ya que podría involucrar adquisiciones de tierras asociadas con glaciares o acuíferos, o bien, destinadas a la minería, etc., y no únicamente para destino agropecuario.

11.- Punto 3.1.2: quisiéramos conocer mayores detalles sobre el sentido y alcance de la referencia al concepto “*the Anglo-Eurocentric view of land*”, debido a que desconocemos su significado. Por otra parte, con relación a la frase “*land tenure based on private heritable ownership is a key to the high and persistent levels of inequality seen in societies practicing intensive agricultura*”, entendemos que refleja la opinión de los autores del documento y no el contenido de elementos científicos indexados. Por esta razón, sugerimos que se remueva del texto, atento es una generalización que podría no verificarse en todos los casos.

12.- Punto 3.1.3: en entendemos que la referencia a “*ecological agricultura*”, es inadecuada por el contexto del párrafo, y que debería reemplazarse por el término “*sustainable agriculture*”.

Por otra parte, en la página 40 del documento, se hace mención al acceso a la tierra para grupos jóvenes, a través de asociativismo y “*short-term land leases*”. Al respecto, quisiéramos indicar que esto último tiene sus aspectos negativos en tanto que los arrendamientos cortos no estimulan necesariamente un uso sostenible de los recursos involucrados en la producción, especialmente del suelo, ocurriendo que en muchos casos se reducen los muestreos de suelo y diagnósticos generales, y se puede ver perjudicada la planificación de rotaciones.

13.- Punto 3.2.3: se hace referencia a cadenas cortas de producción y abastecimiento que buscan ofrecer alimentos saludables y sostenibles de forma local. Al respecto, no comprendemos el sentido del término “*alimento sostenible*”, ni sus implicancias en términos productivos o de organización de las cadenas de producción.

Además, bajo este apartado se señala que “*shortening supply chains limits negative environmental impact, food losses and packaging*”, siendo que no se comprende la base científica que respalda esta afirmación. Al respecto, no se considera pertinente realizar este tipo de generalizaciones atento a que **cadenas largas de suministro también pueden producir con limitado impacto ambiental y bajos niveles de pérdidas y desperdicios de alimentos, además de contribuir de manera sustancial al logro del desarrollo y la seguridad alimentaria de muchos países alejados de los grandes centros de consumo**.

A su vez, quisiéramos agregar que el hecho de que la cadena de suministro sea corta o el alimento local no necesariamente hace a la calidad nutricional, inocuidad del alimento o que sea saludable y que los niveles de sustentabilidad habría que evaluarlos caso a caso, entendiendo que la idea apunta a las emisiones de gases de efecto invernadero. Por otro lado, se señala que cuestiones vinculadas al impacto ambiental y las pérdidas y desperdicios dependerán del caso a caso, dado que pueden generar impacto pérdidas y “*packaging*” también en una producción local, y en cantidades o niveles variables, dependiendo de cómo se produzca, distribuya y conserve esa producción.

Igualmente, con relación al contenido de la Tabla 4, mucho agradeceremos nos puedan proveer de mayores precisiones respecto del término “*food empires*”, así como especificaciones sobre el alcance y sentido de la referencia al concepto “*economies of solidarity and well-being*”.

14.-Punto 4: con relación a la frase “*at the same time, the transition to more sustainable food systems also requires a democratization of knowledge production, allowing the construction of technical and policy related knowledge for food sovereignty, agroecology and biocultural diversity to be more actively shaped by food producers and consumers*”, marcamos la conveniencia de **no utilizar el término "sovereignty" toda vez que no se encuentra validado a nivel multilateral la referencia a “soberanía alimentaria”.**

15.- Punto 4.2: quisiéramos recibir información y detalles respecto a qué se entiende por “*nuevos programas educativos sobre sistemas alimentarios sostenibles*” y qué aspectos se considera deberían ser abordados en los mismos. En ese sentido, **se resalta que algunos de los temas sugeridos como parte de los programas educativos no gozan de consenso multilateral respecto de su sentido y alcance** (por ejemplo: soberanía alimentaria, o justicia alimentaria).

16.- Punto 4.3: a luz del contenido del apartado, entendemos que no existe, como tal, un conocimiento ecológico que pueda ser disgregado como tradicional o no, siendo la Ecología, como ciencia y disciplina biológica, una sola.

17.- Punto 4.5 (tabla 5): en este apartado llama la atención la inclusión del concepto “*circular and solidarity economy*”, toda vez que su contenido y alcance no ha sido acordado a nivel multilateral. Asimismo, **a priori parece extraño que se contraste la digitalización en la agroecología con la “agricultura convencional” y no, en todo caso, con “agricultura sustentable”**.

18.- Punto 5.2: en este apartado se invita a priorizar las innovaciones tecnológicas “*job-rich*” y, al mismo tiempo, se desincentivan las soluciones tecnológicas que tienen impacto en los trabajos a gran escala. En tal sentido, quisiéramos conocer ejemplos del tipo de innovaciones que caen bajo estas categorías, de modo tal de comprender el alcance de la recomendación sugerida por el GANESAN.

Asimismo, bajo este apartado el documento reconoce a la agroecología como una herramienta que puede ayudar a los jóvenes en tanto implica experimentación y adaptación continuas, permitiendo a ese grupo la adopción de un rol activo en el desarrollo de alternativas para una agricultura sostenible. Sobre el particular se desea resaltar que, si bien valiosa, **la agroecología no es la única herramienta innovadora que permite a los jóvenes desenvolverse de manera activa para la adopción de una agricultura sostenible, por lo que no se comprende la necesidad de puntualizar a este enfoque por sobre otros**.

## Franck Da Ros, SGAE, France

Veuillez trouver les réponses de la France à la consultation du HLPE du rapport Vo visant à promouvoir la participation et l’emploi des jeunes dans le secteur agricole et les systèmes alimentaires -

Avec nos salutations distinguées,

**Promoting youth engagement and employment in agriculture and food systems**

**FRANCE COMMENTS**

During its 46th Plenary Session (14 – 18 October 2019), the UN Committee on World Food Security (CFS) requested its High Level Panel of Experts on Food Security and Nutrition (HLPE) to produce a report entitled “Promoting youth engagement and employment in agriculture and food systems”. The overall aim of the report, as articulated in the CFS Multi-year programme of work, is to “Review the opportunities for, and constraining factors to youth engagement and employment in agriculture and food systems”, including examining “aspects related to employment, salaries, and working conditions”; “rules, regulations and policy approaches […] aimed at addressing the complexity of structural economic, cultural, social and spatial transformations”. The report was also tasked to “explore the potential of food systems and enhanced rural-urban linkages to provide more and better jobs for women and youth.”

The report will be presented at CFS 48th Plenary session in October 2021. As part of the process of elaboration of its reports, the HLPE is organizing a consultation to seek inputs, suggestions, and comments on the present preliminary V0-draft (more details on the different steps of the process, are available here). The results of this consultation will be used by the HLPE to further elaborate the report, which will then be submitted to external expert review, before finalization and approval by the HLPE Steering Committee.

HLPE V0-drafts of reports are deliberately presented early enough in the process - as a work-in- progress, with their range of imperfections – to allow sufficient time to properly consider the feedbacks received in the elaboration of the report. E-consultations are a key part of the inclusive and knowledge-based dialogue between the HLPE Steering Committee and the knowledge community at large.

This V0-draft identifies areas for recommendations and contributions on which the HLPE would welcome suggestions or proposals. The HLPE would welcome submission of material, evidence- based suggestions, references, and concrete examples, in particular addressing the following questions:

1. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.

**Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?**

France has adopted and promotes a rights-based approach in its external action, and therefore supports the choice of "rights" as one of the fundamental pillars.

The rights-based approach is a very important point for France. The principles of protection, nondiscrimination and participation are indeed essential. France would like to reiterate its commitment to a universal vision of human rights, applicable to all individuals. This is one of the reasons why France abstained from the UNDROP vote. France would therefore like the references to UNDROP to be deleted from the text. This declaration cannot be included at the same level as the texts that were adopted by consensus.

We also support the choice of "equity", as the conceptual framework must take into consideration the specific needs and categories (gender or level of education for example) in order to offer an inclusive and equitable approach to the engagement and employment of young people in agricultural and food systems.

Youth employment in the AFS program is critical to supporting vibrant rural areas and reducing poverty, food insecurity and malnutrition. But young people's aspirations for education, health, recreation and social activities also need to be addressed. Employment is not the only thing that young people need/want for their future. The notion of "the right of young people to employment", which is not clearly consensual, should be removed in its formulation, while of course retaining the idea that youth employment should be promoted and that young people have the same labour rights as others.

Territorial approaches should be taken into account in the framework of youth engagement in the AFS program. Territories need to be attractive to young people, which requires a wide range of policies and factors related to employment, food security and nutrition as well as adequate provision of public goods and social services.

In general, we appreciate that this study is conducted with a broad approach to the food system, along commodity chains and also at the interface between urban and rural areas.

However, one of the limitations of the report is that it does not consider a scenario if transformations of the food system do not take place.

Furthermore, the structuring of the report around the three pillars of "rights, agency and equity" allows for a comprehensive approach to the factors limiting the engagement and employment of young people in agriculture and food systems, but still raises questions. Indeed, the concept of agency is very theoretical, little known by the general public and decision-makers, and is therefore neither clear nor "explicit". The introduction of this concept therefore does not bring any added value and, on the contrary, adds unnecessary complexity and debate. It seems to us that it could advantageously be replaced by the clearer term "empowerment". The dimension of empowerment is essential because it makes it possible to make young people the actors of their own engagement and employment, but also to underline the importance of creating an enabling environment, which implies including governments, the private sector, local and regional institutions and communities, the education and training sector.

Having made this important semantic distinction, we appreciate the report's emphasis on the place of young people as agents of change, whose role and place are necessary to recognize, demonstrate their capacity to act and insert themselves into changing food systems, within the framework of the decade for family farming, which includes the renewal of generations.

2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.

**Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?**

The outline and trends analyzed appear to be comprehensive and exhaustive.

We appreciate the fact that the analysis focuses on the reasons or limitations for the involvement (broadly defined and not just restricted to employment) of youth in food systems.

Mobility/migration are well taken into account, allowing young people to have several careers, to combine different types of activities in relation to food systems or even more broadly and to make the link between city and countryside, according to the different phases of their lives and their aspirations (pluri-activity and pluri-locality)=> approach through a lifelong trajectory.

The problem of sharing resources and the need for two-way intergenerational transfer solutions are well addressed. (generational sustainability"-i.e. intergenerational collaboration and the balance between generations) cf p17

Although the final version will include a summary, we consider the report to be very long and regret that certain formulations are sometimes too complex to help public authorities make decisions, an exercise in pedagogy of terms is no doubt to be undertaken.

In particular, can you offer feedback on the following:

2.1. Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?

The G7 food security working group worked on a G7 Framework on decent job creation for rural youth in the Sahel in 2019, during the G7 French Presidency. In this document, we had identified some promising on-farm and off-farm sectors such as: production and distribution of seeds and inputs; small-scale mechanization and irrigation development; technical assistance for animal health and food safety through the One Health approach; livestock, including small livestock, in addition to other opportunities along value-chains. In West African countries, women tend to be over-represented in the sales market and in transformation of agricultural products. The report must include a mainstreaming approach to gender and/or other intersectional categories.

In France, the under-representation of young people is quite marked on farms, especially those that practice livestock farming. As far as the food industry is concerned, young people tend to be over-represented, regardless of gender.

2.2 How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

Digital technologies enable the development of jobs related to agricultural consulting in particular and facilitate the entrepreneurship of young people based on the startup model.

To a certain extent, digital technology and automation have made it possible to save working time and reduce drudgery, making employment more attractive to young people.

1. **Employment** 
   1. What can make

i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?

First, as identified in the HLPE report, decent jobs opportunity is key to attract youth and improve the image of these employment sectors. Employment in AFS and especially in the primary production is often not so decent. Secondly, fair price, good income, working conditions and social security are key to attract youth, and resolve land tenure issues in areas where this is problematic. Finally, social recognition is also important, farming is usually seen as an occupation only for those who do not succeed in school. As mentioned in the report (section 1.3), most youths express an aversion to agricultural futures. Living environments must be conducive to the installation of youth workers in food systems, notably in rural areas. In order to make these areas more attractive, rural areas must offer decent places to live, and decent public services such as health structures, schools and education services, transports and other services (Internet, banks…).

* 1. Under what conditions should children be allowed to work in AFS when they want to?

In the respect of children’s rights, children should be allowed to work in AFS when they want to under the conditions defined by the Convention on the Rights of the Child and its second protocol, the Minimum Age Convention (C. 182) and the Worst forms of Child Labour Convention (C.182) of the the International Labour Organization (ILO), the latter having been universally ratified in August. A focus on girls and the most vulnerable categories of children could be necessary.

Only under these conditions, Child labor in agriculture is both a necessity for many families in terms of availability of labor, but also a form of knowledge transmission. It must be practiced under the conditions (working hours, remuneration, dangerousness) set by ILO.

This work must also be given value in the form of apprenticeship within a global framework of vocational training.

In this respect, the section on training lacks elements on vocational training through apprenticeship and mentoring.

1. **Land and other resources**

4.1. What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods?

France is very sensitive to intergenerational transmission, not only of farms, herds or other means of production, but also of know-how. In France, a program on Support for setting-up &Transmission in Agriculture (AITA) enables the development of integrated approaches to support candidates for farming activities coupled with the transmission of farms by people about to retire.

The AITA program brings together 19 aid schemes and is structured around 6 components: (1) Reception of project leaders - Installation Reception Point, (2) Advice to set-up , (3) Set-up preparation, (4), Monitoring activities with the new farmer, (5) Incentives for transmission, (6) Communication - animation. Training, advice, communication and information actions for transferors and new farmers are the main areas of intervention.

Through this system, project leaders are put in contact with farmers preparing for retirement in the form of sponsorship. For their part, future retirees are also supported in passing on their assets under good conditions.

France also has a well-developed agricultural education system, which trains young farmers, taking into account the changes and challenges they will have to face. Educational programs have thus evolved to accompany the agro-ecological transition.

The young people thus benefit from advice and training to develop a business plan to generate a decent income and produce in a sustainable manner, which enables them to obtain loans and grants to settle in good conditions.

1.1. Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics?

In France, set-up aid is granted not on the basis of gender or membership considerations, but according to criteria of economic profitability of farms, environmental sustainability, product quality and food safety.

French agricultural education trains 45% girls and 55% boys, thus ensuring a good gender balance.

Another characteristic of the French agricultural education system is that it allows for a good inclusion of young people to whom the general education system is not adapted. Indeed, the small size of the cohort allows for close supervision. Moreover, the content of the courses combining practice and theory allows young people to express their potential outside of the academic skills generally required.

1. **Knowledge**

2.1. What policies/initiatives could stop the loss of, and support the revitalization of, traditional, ecological and marginalised forms of knowledge in AFS?

In France, general public education and training policies are open to all forms of innovation.

For example, the action plan "teaching to produce differently", (<https://chlorofil.fr/fileadmin/user_upload/epa2/epa2-plaquette012020.pdf> and video <https://agriculture.gouv.fr/le-plan-enseigner-et-produire-autrement-explique-en-video>), aims to set up actions in agricultural education institutions to promote agro-ecological transition. This action plan revisits the curricula and pedagogical practices of agricultural education institutions. Associated pedagogical farms and technological workshops are also reformed, in their pedagogical component, but also as a tool for demonstration and experimentation. The plan also includes actions to train the trainers needed for the transition towards more sustainable production systems.

Another example is the European Partnership for Innovation (EPI) which aims to bridge the innovation gap by encouraging the formation of multi-stakeholder partnerships to facilitate knowledge exchange (interactive innovation model) and the incorporation of knowledge from practice (bottom-up innovation). The Operational Groups (GOs) are groups of actors that are set up within this framework to bring together professionals, researchers and students to share scientific and traditional knowledge at the territorial level.

Cf <https://agriculture.gouv.fr/le-partenariat-europeen-pour-linnovation-pei-agri>

A third example, is given by living labs that bring together public and private players, companies, associations and individuals, with the aim of testing new services, tools and uses "full-scale". The aim is to take research out of the lab and to test it in everyday life. The living lab is a methodology of cooperation between local authorities, companies, research laboratories and potential users, all of whom are considered key players in the research and innovation process.

These last two examples are spaces for exchanges on practices and technological innovations that involve all stakeholders. The aim is to promote open innovation, share networks and involve users from the very beginning of the design process. This enables better adoption and ownership of innovations (technological or organizational) and knowledge sharing. Since 2018, both GOs and living labs tend to invite agricultural education institutions so that young people in training can participate.

2.2. What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?

2.3. How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?

2.4. How can grassroots and youth-driven learning opportunities and knowledge transfer be strengthened and supported?

Example 1 : Some French local authorities, in collaboration with the diasporas of the countries concerned, can benefit from financial support to carry out international cooperation projects.

The "Youth and Volunteer" component helps to develop the civic and solidarity commitment of young people by putting them in the position of actors in the implementation of SDGs in their territory. It also allows and reinforces the capacities in terms of public youth policies of the partner countries.

The "support to basic education" component contributes to supporting and enriching the local public policies of the partner communities (school pick-ups, school meals, organization of extracurricular and out-of-school time, establishment of youth municipal councils, raising awareness of resource management for sustainable development, citizen consultations, etc.) in order to promote access for all to primary and secondary education without distinction of gender in all territories. Actions are also implemented to develop exchanges between young people and teaching staff through training mobility programs.

The "vocational training for young people" component aims on the one hand to encourage the mobility between training establishments located in the territories of the partner communities of apprentices and young people in vocational training, teachers and trainers, as well as that of young job seekers in the year following the end of their vocational training course. On the other hand, some activities aim to support the dynamics of exchanges, creation and/or reinforcement of vocational training offers in the territories.

<https://www.diplomatie.gouv.fr/fr/politique-etrangere-de-la-france/action-exterieure-descollectivites-territoriales/appels-a-projets-et-fonds-en-soutien-a-la-cooperationdecentralisee/appel-a-projets-jeunesse/>

Example 2 : In France, apprenticeship is a hybrid training tool that allows young people to learn from more experienced people directly in a company or a farm while benefiting as well from an academic part taught in a training center. In Europe, the Erasmus+ program promotes apprenticeship training by allowing young people to travel abroad in order to discover other pedagogical practices and other innovations. This mobility abroad is considered an asset on their resume. In addition, on their return home, these young people form networks called "Erasmus communities" which exchange information, support each other in fundraising, business creation, and exchange of addresses to find apprenticeship teachers and jobs.

Example 3 : Some agricultural educational centers have (i) "Labs" (example: Agrilab Unilassale http://agrilab.unilasalle.fr/presentation/), to put the creativity and innovative capacity of young people at the service of professionals, or (ii) Junior-enterprises that operate on the model of a consulting firm entirely managed and administered by student volunteers ([https://agroparistechservice-etudes.fr/, https://www.jema-supagro.fr/](https://agroparistechservice-etudes.fr/,%20https:/www.jema-supagro.fr/) ).

2.5. What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers?

The report clearly highlights the facilitated access to information and knowledge via the Internet and digital technologies. These assets are well presented as potentialities without denying the differences or even inequalities of access to these technologies and the resulting risks.

Technological innovations are clearly exposed, in a balanced way between the potential they can represent for young people (in terms of creating new jobs, improving knowledge and therefore working conditions, reducing costs), without forgetting to also present the harms/disadvantages (loss of work related to automation, deterioration of working conditions, informal "selfemployed" work without social protection) and the risk of exclusion of some young people with less training or in remote areas.

The issues of source control and the quality of this information, as well as infobesity (information overload) could be further explored.

Regarding, education, agricultural and rural training, there is a need for large-scale skills development programs as an important number of young people still don’t have access to it as well as more specific training that matches employment opportunities and youth aspirations.

The renovation of existing agricultural and rural training (ART) systems is also important. In most developing countries, ART are inadequate to the needs and constraints of the rural population, both qualitatively and quantitatively. Such renovation requires the implementation of an integrated ART approach adapted to the realities of each country and territory. This approach must take into account basic skills, initial and continuing vocational training, apprenticeships, higher education and research. These measures must target all agricultural sector sectors, from upstream services through production to processing and marketing, both in the formal and informal sectors, as well as all the rural occupations necessary for the proper functioning of these sectors. They must also integrate the training-installation continuum for young people, as well as all the support mechanisms for family farms and their groupings (information, capacity building, agricultural advice, etc.). These renovations must be supported consequently by coordinated interventions of technical and financial partners, from public policy dialogue to field support, and sized to meet the challenges raised. These actions could, in particular, be supported by the G7 donors, who called for more dedicated actions to strengthen efficient and effective TVET activities at the G7 development and education ministers’ meeting of July 2019.

The intersectoral nature of this issue implies, in the countries concerned, the need to define common strategies in the design and implementation of public policy on ART. This implies coordinating the policies, strategies and interventions of the different national actors, promoting inter-ministerial approaches (Ministry of Agriculture, Vocational Training, etc.), as well as involving the agricultural profession and civil society at all levels. In order to implement such programs, France is supporting the ART network, which has given itself the mission of promoting and acting in favor of a quality ART, anchored in the territories, responding to the needs of the countries and oriented toward rural employment.

In order to ensure the transition to sustainable food systems, the contents of agricultural technical education and general public material should be reviewed in order to fully include sustainability objectives and agroecological practices. Such thematic should be included in formation for farmers as well as farms advisory and producers’ organization.

Drawing on HLPE reports and analysis in the wider literature, the report outlines several examples of potential policy pathways to address challenges to youth engagement and employment in AFS, and to transform AFS to make them more “youth-friendly”. **The HLPE seeks input on case studies that could illustrate successful policy initiatives that have improved youth employment and engagement in AFS**, and in particular:

2.6. Successful implementation of existing policy commitments, including examples of rights-based approaches to youth employment, as well as protection from unemployment, in food systems.

2.7. Initiatives to improve equity in access to resources and improved working conditions (including in conditions of informality) for young people within AFS.

2.8. Pathways for increased youth agency in AFS policy, including best practices and mechanisms to improve the leadership role of youth, including young women, in their own organizations, and in broader AFS and food policy discussion spaces.

2.9. Pathways for equitable use of technology and digitalization, in particular ensuring access to and control of information and data by youth.

2.10. Financial instruments and marketing tools that are available to youth within AFS.

In France, the Young Farmers' Grant (Dotation jeune agriculteur-DJA) is granted on condition that the applicant (1) holds a professional agricultural capacity degree (i.e. that he or she has undergone specific training), and (2) has designed a 4-year business plan for an economically viable set-up project that will generate sufficient agricultural income. This subsidy is 80% financed by theEuropean Common Agricultural Policy and 20% by the French State. This aid can be increased if it takes into account difficulties linked to the conditions of the set-up (outside the family framework, in a difficult area, with important investments) or if it requires efforts to adapt the project in response to societal expectations (project with an agro-ecological commitment and/or creating added value and/or employment).

2.11. Examples of economies of solidarity, collective enterprises and other collaborative initiatives among young people in AFS.

2.12. Examples of how consumers and urban actors are involved in working towards a sustainable food system that values and involves youth.

1. **On data and knowledge gaps:** 
   1. Do you have additional data or information that could help refine the analysis of the interplay between youth’s characteristics, aspirations, rights, resources and knowledge, AFS sustainability and FSN outcomes?
   2. Is the set of case studies appropriate in terms of the dimensions and issues chosen and

their regional balance? Do you have other good practices and examples of policy and interventions that could accelerate progress towards the SDGs by enhancing opportunities for youth?

* 1. What are ways to collect better data on the situation of and prospects for youth in AFS? What can be done to improve population and employment data to give a more accurate picture of young people’s multidirectional mobility between places and sectors and multiple income sources?

1. **Are there any major omissions or gaps in the V0-draft?** 
   1. Are topics under-or over-represented in relation to their importance?

The section on innovation starts on a good note with a broad definition of innovation.

However, this part remains rather disappointing because technological innovations (GMOs, connected equipment), but also social innovations are only mentioned, without specific examples being developed (whereas it is well done in the part on access to land).

For example, on page 61: biofertilizers are considered as biotechnologies and digital agroecology is mentioned: both notions deserve to be developed and clarified.

More emphasis could also be given to the question of promoting the image of farming related activities, on how make those jobs more attractive for young people.

In the list of youth networks (page 65), YPARD (https://ypard.net/fr) could be added.

Concerning the role of new technologies for young people in agriculture, many references and expertise are available from CTA's Ardyis project (http://ardyis.cta.int/) and by contacting Ken Lohento (lohento@iafric.net).

4.2. Are there any redundant facts or statements that could be eliminated from the V0- draft?

4.3. Are any facts or conclusions refuted, questionable or assertions with no evidence- base?

The following sentence needs to be either supported by evidence or deleted : *Given the better performance of smallholder farming over large-scale industrial agriculture in both economic and social terms p 39*

4.4. If any of these is an issue, please share supporting evidence.

Some elements that could be added or further detailed:

* A paragraph early in the report should stress that difficulties faced by young women are generally even more exacerbated and that this needs to be taken into account in youth policies.
* The policy principles mentioned in the last chapter regarding “legitimize, value and pay for care work” is really interesting but could be further detailed in the report.
* The G7 food security working group worked on a G7 Framework on decent job creation for rural youth in the Sahel in 2019, during the G7 French Presidency. In this document, we also identified that creating decent jobs for youth can also help tackle opportunities that
* constitute a fertile ground upon which crises and conflicts may arise. Moreover, and as identified in the HLPE report, security of employment for youth has an impact on distress migration.
* A wider mention (a paragraph) of children rights and child labor could be added, presenting the principles of the Convention on the rights of the child and on the ILO conventions 138 and 182, and on examples of laws, policies and best practices to fight or regulate child labor in AFS, in the respect of children’s rights.
* The tables, though not definitive, should present disaggregated data by gender.

We thank in advance all the contributors for being kind enough to read, comment and suggest inputs on this V0-draft of the report. We look forward to a rich and fruitful consultation.

The HLPE Steering Committee

## Madeleine Kaufmann, Federal Office for Agriculture FOAG, Switzerland

Dear HLPE-Secretariat

Please find enclosed the Swiss Contribution to the HLPE consultation on the V0 draft of the report on promoting youth engagement and employment in agriculture and food systems.

Please do not hesitate to contact us if you should have any questions.

Best regards

Madeleine

**Swiss Contribution to HLPE consultation on the V0 draft of the report on Promoting youth engagement and employment in agriculture and food systems**

How can you contribute to the development of the report?

This V0 draft identifies areas for recommendations and contributions on which the HLPE would welcome suggestions or proposals. The HLPE would welcome submission of material, evidence-based suggestions, references, and concrete examples, in particular addressing the following questions:

|  |  |
| --- | --- |
| **Question HLPE** | **Answer Switzerland** |
| 1. The V0-draft is structured around a conceptual framework, which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.  **Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?** | We welcome the **agency pillar** that underlines that the world’s young people are not simply objects or instruments of development and economic growth, but are active citizens and a potentially powerful political, social and economic force in the shift towards more sustainable food systems.  In our view, the **intergenerational relations** – described in the conceptual framework – are key when it comes to youth as agents of change of the current food systems. The average age of farmers is on the rise and there is little prospect for younger generations to replace ageing farmers, resulting in what is referred to as "**generation gap**" in the food and agriculture sector. |
| 2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.  **Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?**  In particular, can you offer feedback on the following:   1. Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity? 2. How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades? | General comment:  **Few young people see a future for themselves in agriculture or rural areas.** This trend can be explained by both subjective perceptions and objective constraints. On the one hand, young people are reluctant to consider agriculture as a viable livelihood option and associate it with low returns, hard work and low social status. On the other hand, young entrepreneurs wishing to succeed in agricultural and food value chains face numerous challenges, in particular inadequate access to land, credit and markets. Chapter 2 highlights several trends, while chapter 3 highlight the important question of Access to Resources and chapter 4 illuminates aspects like knowledge, learning and innovation.  The structuring of these topics (and therefore also chapter 2 to 4) could be improved along the mentioned subjective perceptions and objective constraints. A better grouping would be desirable, as part of the aspects in chapter, 2-4 are hurdles while other aspects are solutions.  The question how to address the mismatch between two groups of young people (the ones having the possibility to take over a farm but not willing to do it and the ones willing to farm but without resources to do it) should be highlighted more. In Switzerland, one way to overcome this issue is the “Kleinbauervereinigung” (= “Small Farmers’ Association”) which helps to link up farm seekers to farmers without a successor and raises awareness on this topic.  All in all, the issue of attractiveness should be better and more widely addressed in the report. |
| a) The **Swiss National FAO Committee (CNS-FAO) is a consultative body of the Swiss Federal Council** for questions relating to food security and sustainable food systems. The committee is made up of 15 members from different organisations. For many years, the CNS-FAO has been active in the field of youth in agriculture and has drawn up broad-based recommendations on the subject. Most recently, in collaboration with the FAO, the CNS-FAO was involved in the development of [Strategic Planning Tool](http://www.fao.org/3/cb1367en/cb1367en.pdf) for catalysing young agro-entrepreneurs’ investments and ensuring their sustainability. Another important report in this context is [FAO’s Policy Recommendations based on lessons learned from eleven African countries on empowering young agri-entrepreneurs to invest in agriculture and food systems](http://www.fao.org/3/cb1124en/cb1124en.pdf). Currently, the CNS-FAO is elaborating a one-pager highlighting the main levers to make agriculture more attractive to young people: 1) income, 2) social status, trends and sustainability, 3) decision-making to become a farmer, 4) Gender, 5) Finance, 6) Policies and Institutions. |
| b) **Consumers are becoming increasingly involved in the political debate** on the production and processing methods of the food they consume. In Switzerland, for example, over the last five years, more than 10 agricultural initiatives have been voted on. More than ever before. People are placing more and more demands on agriculture. A digital ecosystem for the food industry would be one possible approach to increase transparency in the area of the origin of raw materials and ways of production. |
| 4.**Land and other resources**   1. What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods? 2. Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics? | a) **Concrete example Switzerland: Start-up aid for young farmers** - The start-up aid will be granted as an interest-free investment loan on a one-off basis to young farmers up to the age of 35 who manage their own farm or a leased farm outside the family. Until the age of 35, the establishment of a generational community or the lease of a farm within the family is also possible as a transitional solution.  **New Zealand model sharemilking:** A percent of the herd belongs to the next generation so that a % of milk income is then allocated to the next generation. This allows a gradual buyout of the farm overtime or saving of money to purchase an own farm. This enables entry into the agricultural sector or handover of farms  **Chinese model:** Government owns all the land and allocated 60-80% of the land every 15 years to the people living there. Those in agricultural sector use it, the others can lease out the land use rights. The remaining 20-40% of the agricultural surfaces is leased out by the village to finance itself as well as ensure that farmers have sufficient land to make a living. It is also used as a safety net for people who list their livelihoods. |
| b) **Youth -** **Access to financing** may play a key role, since young farmers typically have limited financial resources, specifically access to mortgage loans to acquire the farm and land. In addition, less developed countries may have an issue with the land registry. No formal mortgage financing can be obtained if land rights are not clear and formally registered and are therefore pledgeable as security to obtain a mortgage loan. Access to finance may be further limited to female farmers or indigenous persons.  **Gender - Land rights**: In a lot of countries there is an issue with regards to legal clarity of land rights for women. This issue has repercussions on the ability to be financially bankable. |
| **5. Knowledge**   1. What policies/initiatives could stop the loss of, and support the revitalization of, traditional, ecological and marginalised forms of knowledge in AFS? 2. What policies/initiatives could integrate traditional and modern knowledge’s (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth? 3. How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer? 4. How can grassroots and youth-driven learning opportunities and knowledge transfer be strengthened and supported? 5. What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers? | a) **Dialogue platforms between young and old generation:** Dialogue platforms between young and old generations are needed so that experiences can be passed on and exchanged. The generation gap in the agricultural and food industry means that an enormous amount of knowledge is being lost.  All in all, **the complexity of intergenerational relationship in transmitting practical and theoretical knowledge should be highlighted more.** The type and quality of such relationships can hamper or favor the transmission of knowledge. A specific focus should be put on the “hinge” between both generations: what makes transmission attractive or not for the one who transmits and for the one who receives? For instance, the old generation should be “made aware” of their crucial role and “moral duty” in transmitting their expertise and knowledge to younger people. Another aspect is the transmission of knowledge outside the family: much knowledge is transmitted from parents to children or among members in an extended family. In some contexts (for example in Palestine) skilled elderly people prefer not to pass on their knowledge and skills to outsiders, for fear of losing their competitive advantage and business. |
| b) **One successful example:** In **Nigeria**, a project financed by the Swiss State Secretariat for Migration and implemented by 4 Universities and 2 Agricultural colleges with support from School of Agricultural, Forest and Food Sciences (HAFL) introduced student’s projects in the agricultural value chain curriculum. Students develop a project around a specific agric. product of their choice. This enhances their entrepreneurial skills, technical knowledge etc. |
| c) N/A |
| d) N/A |
| e) N/A |
| 7. **On data and knowledge gaps:**   1. Do you have additional data or information that could help refine the analysis of the interplay between youth’s characteristics, aspirations, rights, resources and knowledge, AFS sustainability and FSN outcomes? 2. Is the set of case studies appropriate in terms of the dimensions and issues chosen and their regional balance? Do you have other good practices and examples of policy and interventions that could accelerate progress towards the SDGs by enhancing opportunities for youth? 3. What are ways to collect better data on the situation of and prospects for youth in AFS? What can be done to improve population and employment data to give a more accurate picture of young people’s multidirectional mobility between places and sectors and multiple income sources? | a) **FAO’s** [**Strategic Planning Tool**](http://www.fao.org/3/cb1367en/cb1367en.pdf) target exactly these fields and wants to identify gaps and limitations with the ultimate goal to make agriculture a more attractive activity/business for young farmers. |
| b) **Agriculture requires to transition** from a high chemical input and ecological mining approach to a regenerative agricultural approach. Youth can bring the new thinking, the energy but require training and the ability to take over the farm (see previous points). They will also only do this, if they see a decent financial future. This agricultural transition is an opportunity for AFS and Youth. It requires: 1. identification and trials of the new farming system 2. Simulating financially, 3. Identifying and resolving bottlenecks for the transitioning of farming systems 4. Execute and track. (Examples in China, Pakistan, Indonesia, Brazil, Mexico, Colombia, …)  **Swiss Example for extra-familial farm handover:** Since April 2014, the Smallholders' Association has been in charge of the "Contact point for extra-familial farm handover". The contact point refers farm seekers to farmers without successors and raises awareness of the issue. Promoting access to land and the generational transition in agriculture is a major concern for the Smallholder's Association. Every day, three Swiss farms still close their doors for good. At the same time, many young, well-trained farmers often spend years looking for their own farm. For this reason, the Smallholders' Association launched the "Contact point for extra-family farm transfers" in April 2014. This office places farm seekers with farm managers without successors. The Smallholders' Association offers the services of the contact point to all farms free of charge, regardless of the size of the farm or membership of the Smallholders' Association. |
| c) N/A |
| 8.**Are there any major omissions or gaps in the V0-draft?** Are topics under-or over-represented in relation to their importance? Are there any redundant facts or statements that could be eliminated from the V0-draft? Are any facts or conclusions refuted, questionable or assertions with no evidence-base? If any of these are an issue, please share supporting evidence. | In many places around the world, rural youth face a crisis of employment. Agroecology provides a promising solution as a source of decent jobs. Agroecology is based on a different way of agricultural production that is knowledge intensive, environmentally friendly, socially responsible, innovative, and which depends on skilled labour. Meanwhile, rural youth around the world possess energy, creativity and a desire to positively change their world. What they need is support and opportunities. As a bottom-up, grassroots paradigm for sustainable rural development, agroecology empowers people to become their own agents of change, without neglecting the importance of the economic viability.This should be well reflected in the report. |

## Frantz Seide, CARE USA, United States of America

Dear HLPE Forum Moderator,

It is my pleasure to submit my initial feedback on the draft HLPE report on youth engagement and participation in Agriculture and Food Systems.

I appreciate the opportunity to read the initial draft and to share my comments on some of the topics that were addressed in this document.

I look forward to keep engaging with your team and all the contributors as we seek viable pathways for greater engagement of youth people in the Agriculture and Food systems.

Feel free to contact me for further discussions or clarification.

Best regards,

Frantz

1.The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.    

**Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?**

**COMMENT 1:**

**Framework:** The three pillars of youth engagement that are highlighted revolves around a right-based approach to youth participation to AFS considering it potential as a critical national sector with great prospects for youth employment and inclusive growth in some contexts. The framework should reflect the debates on the policy side as well as the state of young people vis a vis the Agriculture and Food sector in their specific context. The notions of Agency, Equity and Rights are necessary pillars and preconditions to secure youth participation, but they won’t satisfy exclusively the range of issues and constraints that are primarily derived from market conditions and other socioeconomic determinants of youth unemployment and poverty. They ought to be accompanied with corollary pillars/ preconditions such as access to productive assets/resources and markets (labor, money, goods and services etc.). The framework should touch on the key aspects that has the potential to mobilize youth and sustain their interest and engagement in Agriculture and food sectors as viable pathways for social and economic inclusion in the pursuit of viable livelihoods and wages employment.

While youth demographics are entitled to the economic value of the productive resources including Agriculture and food systems, they often lack the means and skills to participate in the decision-making process that concerns the allocation of resources, particularly in the domain of land use. The complexity of their economic participation in the Ag and Food sector are often derived from the complexity of the food systems framework itself including the wide range of systemic constraints that limit their reach at the resources to score on the potential of agriculture and food markets, particularly for young women. In addition to promote rights-based interventions that will improve their agency, there must be realistic avenues that improve their access to the much-needed assets and resources such as land, inputs, knowledge. That requires a continuum of interventions to bring the conditions to a level that ensures youth benefit from Agriculture and Food Systems as an appealing pathway to achieve their economic aspirations and livelihoods goals.

**Gender**: Alike any pathways for sustainable livelihoods, Gender should be addressed with special attention and considerations to ensure women needs are prioritized in light of the gender inequality in the Agriculture and Foods systems and the long lasting effects of their low economic participation, limited access to skills and resources, lack of options for mobility and livelihoods alternatives, and household work burden. The feminization of some agriculture activities is not necessarily a positive indicator if it is the sign of increasing gender inequality and the evidence that women move into an activity whenever men disinvest their time, money and labor to seek other profitable agriculture or non-farm ventures. Women tend to work on poor quality land and lack of alternative livelihoods to supplement farm-based income in most instances. In regards of mobility, evidence shows that young women are more likely to depend on land as their main sources of livelihoods while young men have greater flexibility to migrate and practice seasonal jobs in peri-urban settings and non-farm livelihoods. The connection and expertise of women with the Agriculture and Food sector should be leveraged to unleash their know-how, build their skills and business acumen to boost their entrepreneurial impetus in making agriculture bring the expected dividends for themselves and their households.

**Positive Youth Development approaches and resources:** Youth participation in Agriculture and Food systems is contingent upon their abilities to build their agency, develop competencies and nurture adequate skills set thanks to an enabling environment and appropriate resources. Irrespective of youth profiles and country context, such preconditions call for the ensuring positive youth development assets and resources toward their participation and economic inclusion to fully contribute and succeed in such pathways. The sector of Agriculture and Foods systems often view youth and children as cheap labor force with a utilitarian focus. In addition to being a last choice sector for our youth due to the hard work and hardship, one must admit to the facts that youth are often unprepared to beneficially engage in economic participation and contribute to Agriculture or any industry. The disadvantageous context in which youth usually thrive are often characterized by inadequate skills, unfavorable social norms, economic exploitation, and longstanding constraints that are not conducive to developing a positive identity, self-confidence, skills development for meaningful participation. The lack of support and the hierarchy of interests of the agriculture sector may limit the opportunities for youth to fully engage in an overwhelming adult dominated sector that only answer to economic imperatives of productivity and cost control. Youth and children are mainly viewed and employed as free or cheap labor force. The Agriculture and Foods systems need to develop principles that ensure positive youth development values and opportunities that help youth people engage and benefit from inclusive and skill building. The fact that agriculture occupations are often perceived as the fall back sector for uneducated and out-of-school or migrant youth does not help in that regard. That perception needs to be addressed by integrating farming skills as art of learning curriculum while improving access to educational and health services for the professionalization of youth and women.

**2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.**

**- Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account**? In particular, can you offer feedback on the following:

**- *Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?***

**COMMENT 2:**

Trends of youth employment in AFS could include indicators of participation by gender, educational status et at-risk conditions including NEET youth, migrant youth, unemployed and under-nourished urban dwellers (Rural returnees). Also, the effects of rapid urbanization on food supply and farming will have direct implications on food security and employment given the imbalance and declining ratio of food producers vis a vis food consumer and the age disparities of their participation in the agriculture and food labor force.

In the context of sub-Saharan Africa, a recent IFAD publication by **Prof.** Kwame Yeboah and a team of researchers on the intersection of youth access to land, migration and employment opportunities explain the state of youth participation in sub-Saharan countries:

***Read Excerpts below*** *:*

Sources

Yeboah, F.K., Jayne, T.S., Muyanga, M., Chamberlin,J. (2019). Youth Access to land, migration and employment opportunities. *Papers of the 2019 Rural Development Report.*

*A salient observation from the figure is the high levels of engagement in farming among the youth population. In all countries, economically active young people in the youth age brackets (15-19 and 20-24) are associated with the highest levels of engagement in farming. In the aggregate, between 54 per cent of total work time among males in the 15-19 age cohort in Zambia and 83 per cent in Tanzania is devoted to farming. Likewise, farming’s share of total FTE among females in 15-19 age cohort ranges from about 43 per cent in Ghana to about 75 per cent in Uganda. In rural areas, over 80 per cent of total labor time for this age cohort is devoted to farming in most countries (Figure 2a). Individuals in the lower age bracket of the youth population (15-19, 20-24) tend to be more dependent on their parents’ decisions and preferences. Hence, the high levels of farming engagement among the youngest age cohort perhaps reflect their contribution to parents’ agricultural activities. It could also be explained by farming’s low entry barriers (particularly on family farms) and the lack of alternative employment options for this age cohort, who typically lack the required skills, experience and network to secure off-farm employment (McCullough, 2017; Filmer and Fox, 2014).*

1. **How has digital technology, agriculture and automation affected youth employment in AFS? What is their likely impact in the coming decades?**

It is premature to establish the long-term implications of technological innovations on youth employment particular in food and water system. There are clearly some warning signs as most industries including Agriculture and Food are moving from a labor-intensive model towards the automatization of their logistics to cut cost. The trends in employment of low skills jobs in harvesting, handling and quality control may likely be reduced with the adoption of EV equipment and AI capabilities. In the horizon of 2029, large farms will likely side with digital technology at the expense of youth employment with the transition to swarms of small and cheap robots, the rise of driverless autonomous equipment and robotic fresh fruit harvesting. Such development will likely pose a serious concern and challenges for job security and raise the barriers to entry in the industry. At the same time, there are some opportunities for youth with the right skills to provide value-added services.

The widespread growth of information technology, especially in remote rural areas of developing countries, offers new opportunities to address the particular constraints affecting youth, who are the key initial adopters of digital technologies (IFAD[[5]](#footnote-5), 2019). Technology has the power to access to extension services and information[[6]](#footnote-6) for on-farm, off-farm and non-farm opportunities, connect young people to their first job, including apprenticeships and cooperative programs. It enables faster, more efficient access to public and private information, access to capital, talent and business support for entrepreneurs and *agri-preneurs* ; improve access to training, potentially improving skills acquisition; and improve access to markets and financial services, especially through mobile money (Aker, 2017.)

With the rapid growth of technology platforms, fintech services and mobile finance, there are significant opportunities for transformative change among youth through the use of mobile phone, internet and social media platforms to access knowledge, markets, and financial services. The trends in phone ownership and patterns of use among young men and women indicate a disparate level of access and use of such technology to access and share information, informal learning, business transactions, and networking Only two out of three women own a cellphone and barely one in three use their data regularly. The mobile Gender Gap is currently 41% are concerns over the lost opportunities in the common use of mobile phone and internet platforms. (GSMA 2019). Social restrictions around the early adoption and use of productive technologies such Mobile phones and internet services will further hinder young women educational development and economic empowerment. Such technologies are powerful instrument of positive change among youth when used with proper guidelines and a sense of purpose among youth to better themselves. There are clear rationale and applications to overcome the lost opportunity resulting from the lack of access as well as the detrimental use of the technology among youth. The GSMA estimates that if as many women as men used mobile internet worldwide, global gross domestic product could rise by $700 billion (€628 billion). Through purposeful use and targeted applications, mobile phones may become a central tool for transformative change that will sustain better educational outcomes, women empowerment and livelihoods opportunities.

1. **Employment**
2. What can make farming/fisheries/livestock rearing and other forms of food provision and

other roles in the food system a more attractive option for youth employment?

**Employment in all sector alike farming, fisheries and livestock** are a matter of needs as part of livelihood strategy that value all sources of IGAs that can improve youth economic status. That starts with the financial education of youth and their awakening to their specific economic challenges and the immediate pathways that are available to become productive and entrepreneurial. Farm-based activities have the potential to employ youth provided that they are incentivized by accessing adequate level of resources and inclusive markets. As the digital economy increases access to knowledge and marketing techniques, Youth are gaining more knowledge and skills to engage in Agriculture and food System in an entrepreneurial way rather than just as a household activity of subsistence. A better understanding of the potential of the Agriculture and Food market and the prospects of successful production and decent income will likely catch the attention of young people in search of viable ways to earn a living in their immediate rural settings. The professionalization of youth to conduct specific farm-based and value-added activities in that field will contribute to increase skills, self-worth, community perception and greater buy-in into the promises of the Agriculture and food sector. Youth needs to have the correct information on their prospects and be told the truth about the economic conjuncture of their country by involving in participatory reflections on community visioning and local economic development exercises. Such activities may instill a better sense of their economic status and their potential through a better understanding of markets and trade dynamics including the implications of their economic decisions and personal choices. By allowing youth to become economically savvy at an early stage of life, they will likely make better decision to advance their aspirations and economic needs. At the same time, the promotion of investment and employment opportunities in non-farm sectors are to be encouraged for labor diversification in order to keep the agriculture viable and appealing to youth as part of livelihood strategy. Agriculture and food systems may be regarded with greater appreciation as occupational and livelihoods pathways as they diversity their participation to the labor markets. Lastly, Agriculture occupations are likely to remain inescapable for the rural youth as urban dwellers are increasingly return to the land given low investment in other sectors of the economy.

**Wage and self -Employment:** the transition from education/training to the on-farm, off/non- farm labor market is critical in young people’s lives and can have long-lasting consequences on individual well-being. A critical gap is the ability of young people to demonstrate the life and work readiness skills needed in on-farm, off-farm and non-farm wage and self-employment. A combination of education, knowledge and information on life skills, vocational and technical training, work and livelihood readiness, entrepreneurship and agribusiness skills empower aspiring youth by introducing them to the basic principles needed to successfully a) engage with wage labor markets and b) launch, lead, and scale up on -farm, off-farm and non-farm micro-enterprises and employment opportunities. This means designing and promoting initiatives that strengthen youth/adolescent capacities, confidence and skills, create an environment for more equal relationships and social norms, and influence formal and informal institutions and structures

**4. Land and other resources**

a) What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods?

b) Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics?

**Access to Land and Productive Assets**: Access to land and subsequent security of tenure are fundamental for young women and men to engage in farming and will significantly shape their livelihood options. Usually land tenure laws, customary laws and practices, and social norms favor older male inheritance and ownership of land. This limits access to financial services due to collateral constraints. Furthermore, increasing land scarcity is changing the way in which youth acquire land, the cost of doing so, and hence the calculus of remaining in farming or shifting to other off-farm sources of employment (Jayne et al., 2014). As such, advocating for similar approaches in the report that promote secured land tenure, redistribution of idle land, reclaiming of degraded land will increase access to land for youth and women.

The strategy calls for greater advocacy on issues of land reforms including an inclusive community envisioning on land use and ownership through a favorable legal system that eases access to land for the most disadvantaged groups including youth. Access to viable land and security of tenure are essential conditions to fully engage young people in farming in order to tackle rising unemployment and hopeless migration. Such effort will include access to legal information and training for youth and women on their basic rights around laws and customs related to land ownership and inheritance entitlement. In sub-Saharan Africa, women comprise 48.7 % of agricultural labor, but only 15% of agricultural land owners (USAID 2016) [[7]](#footnote-7). In that regard, the priority actions will aim at strengthening the capacity of civil society and community-based organizations to advocate for inclusive decision-making for land use and promote the rights of small-scale farmers and pastoralists households, including young women and men. The interventions will favor approaches that foster constructive dialogues to hold the government and private sector sensitive and accountable on the needs for sustainable and equitable laws and practices in areas of land use and tenure.

**7. On data and knowledge gaps:**

a. Do you have additional data or information that could help refine the analysis of the interplay between youth’s characteristics, aspirations, rights, resources and knowledge, AFS sustainability and FSN outcomes?

b. Is the set of case studies appropriate in terms of the dimensions and issues chosen and their regional balance? Do you have other good practices and examples of policy and interventions that could accelerate progress towards the SDGs by enhancing opportunities for youth?

c. What are ways to collect better data on the situation of and prospects for youth in AFS? What can be done to improve population and employment data to give a more accurate picture of young people’s multidirectional mobility between places and sectors and multiple income sources?

**Sources of data and evidence**

Yeboah, F.K. and Jayne, T.S. (2018). Africa’s evolving employment trend. *Journal of Development Studies,* 54(5), 803-832.

Yeboah, F.K., Jayne, T.S., Muyanga, M., Chamberlin,J. (2019). Youth Access to land, migration and employment opportunities. *Papers of the 2019 Rural Development Report.*

## Dhananjaya Poudyal, Nepal Nutrition Foundation, Nepal

*Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?*

Based on the three fundamental pillars for engagement and employment for the youth they have rights of employment for their subsistence. It is almost a universal truth that the youth have rights to work in the field to produce the foods for their families. Therefore it has to be considered as an important pillar in this regard. Accordingly, equity is quite justified having quality of being fair and impartial among the youth. There will be no discrimination between the youths based on dwelling in one region or locality and based on colour and gender too. Accordingly, agency is also a strong pillar for the employment opportunities of the youth. There are growing so many agencies/institutions with the aim of providing employment opportunities especially for the youths. However, the youths can be employed in their own or rented farming with or without the supports from their family members too.  At that moment no agencies established in private or public sector will be required for the engagement of the youths.

Regarding the trends as mentioned above that these are some critical issues raised in the process of employment opportunities for the youths. However the youths are developing such concept in the society that farming is the job of their parents or elders. They do not want to work in the field rather work in manufacturing and in supermarkets. They want to have easy money within a night without getting trouble and without waiting for a long time. It is going to be serious problems in the society. Therefore, it has to be addressed by authorized national or international agencies to attract the youths towards agriculture farming. Youths are automatically the crowd of unemployed members of the society who do not have enough resources for their jobs in agriculture. Many youths have left their jobs due to lacking of resources though they might have skills and knowledge of farming, and motivated too towards farming. Therefore credit / loan facilities should be managed for the youths easily. Regarding knowledge it is necessary to provide them both theoretical as well as practical knowledge (demonstration) of farming with projection of production of the foods to the youths.

*Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?*

All the three trends are relevant with respect to youth’s engagement in AFS. It would be enough to get high production of food from farming if all these trends are equally applied for them. I have just mentioned above that the youth are fleeing from the farming which will alarming situation in future if it persists. Therefore it is suggested to be taken motivational factor too in the account.

*In particular, can you offer feedback on the following: Where are youth currently under- and over-represented in food systems employment/work?*

The youths are under-represented in hard work and time taking jobs like rice plantation, preparation of the muddy land, showing the seeds, weeding the growing plants, harvesting the crop, and carrying the products to home or market / dealers. There are many steps to be completed from farm to kitchen to eat cooked rice by a family. Therefore the youths are escaping this type of job. The over-represented jobs are farming of cash crops and vegetables which do not require such hard works rather get money immediately. Accordingly livestock and aquaculture are examples of over-represented.

*How does this change when considering intersectional categories such as gender, place, ethnicity?*

Motivational factors can bring changes with the intersectional categories like gender, place and ethnicity.

*How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?*

It is not known exactly at the moment. But such digital technologies might have positive impacts in coming decades.

*Under what conditions should children be allowed to work in AFS when they want to?*

The children should be allowed only with their parents or guardians only for observing the farming system, and for their enjoyment for playing with mud and clays to increase immunity.

*What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods?*

Ownership of land should be kept with the young people. If they do not have their own land for farming there should be available rented land in cheaper rate for them. Similarly, credit and loan facilities should be available w/o interest for long period.

*Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics?*

Yes. But it is not applicable forever. Changes should be done based on the situation.

*What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?*

Formal education on agriculture farming should be included even from primary level to post – secondary too. But there should be provisioned of informal education like training, workshop/seminar, observation visits (demonstrations of farming) and so on.

*How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?*

Women are more inquisitive to learn the techniques, labourious and productive than the young men. Women are concentrated more than the men.

*What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers?*

Social media might be positive in sharing knowledge and experiences of AFS. But some time they are dong exaggeration which should be filtered by the readers.

## Kudzie Chimhanda, Zimbabwe

It has been long overstated that agriculture offers varied opportunities for youth, but how can we make it more attractive for them? Agriculture requires hard work, dedication, witt and being able to tap onto lucrative markets taking advantage of online platforms. Opportunities exist from research, policy, breeding, ICT, value chain, marketing you name it, but our potential is adversely impacted.  
Africa has been labelled to have the largest “youth bulge”, with such demographic youth explosion largely absorbed by cities which has not been met by a similar growth in economic opportunities for youth. A lot of research has been conducted to deduce mechanisms to address this challenge from policy reforms to embracing entrepreneurial behavior amongst the youth across Africa through various regional and continental youth-oriented programs. What is lacking is ACTION, ACTION and more ACTION, but on whose part.

Youth unemployment has resulted in inequality and marginalization. Lack of work-relevant skills, lack of information and connections for acquiring appropriate skills, lack of experience and credentials that could allow youth to get started on an upward career path, and limited opportunities for entry-level work that is career oriented have widened the youth unemployment rate. This demographic dividend  represents a valuable asset to firms in their capacities as consumers, influencers, innovators, and tech-savvy employees.

If this demographic dividend is properly harnessed, this increase in the working age population could support increased productivity and a more inclusive economic growth rate across the continent. However, this asset remains untapped due to various obstacles that include low industrial activity, lack of skills, start-up resources and infrastructure. Long spells of youth unemployment or underemployment permanently lower future productive potential and earnings. Lack of economic opportunity also fuels conflict and instability.

Many African countries are implementing pro youth policies reforms to improve the youth development ecosystem. In recent years such initiatives have established policies that cover employment, gender, capacity building, investment, budget allocation, and funding and education transformation. Governments have further demonstrated their commitment by establishing fully fledged government ministries or special commissions dealing with youth development and empowerment. Whilst the factors listed above have been highlighted as vital in increasing youth participation, education transformation has remained at the center of the debate as pivotal in developing a lasting solution to the youth panacea.

As an early-career researcher and youth in the agriculture field, this topic is at the heart of my work. Agriculture has and continues to be the engine and backbone of most African economies. A microscopic analysis of the agriculture value chain, from farm and fork provides an understanding of the vast opportunities that exist for effective youth participation. Agriculture is not only restricted to production. From tapping onto digital platforms as lucrative sources of markets while breaking regional and international borders to exploring hands-on activities like production and value addition (food processing). Access to new markets and technologies and mobile capabilities are also challenging the young savvy to be more creative. With unprecedented statistics on the rate of food waste, this provides avenues for creativity.

Digitalisation has opened up pathways for youth to take action but certain issues hinder its potential, which include the increasing digital divide between rural and urban populace, cost of mobile data amongst others. Online platforms have been thriving, breaking regional and international borders to reach lucrative markets e.g the Kenyan owned Mkulima Young which uses social media to share success stories and create a market place for agricultural buyers and sellers

On a weekly basis, I come across youth who are championing and tapping onto agriculture as a serious career. It is promising to see some youth venturing into agricultural production and procession, using digital platforms to share and motivate more youth to take up the space and not become a unemployed statistic. We have a number of undocumented and well-known youth agripreneurs who are championing in this sector. In Zimbabwe, we have youth who have been at the forefront promoting biofortification, the use of drones to improve efficiency, bridging the gender gap amongst other case studies. Along the way, they have met their fair share of challenges, but it’s the dedication that pushed them to break the glass ceiling and make the change. Each country has youth championing agriculture, with some being well documented, hence challenges faced may not be similar. Access to financial support, bureaucracy/red tape, lack of access to land, lack of collateral, market challenges, and lack of sufficient business knowledge have been cited as main barriers for youth to fully engage in agriculture.  
As the world came to a standstill, coming to terms with the Covid-19 pandemic, this has adversely impacted on agricultural food systems, dampening some hopes of truly transforming the face of agriculture.

## Dr Norbert F. Tchouaffe Tchiadje, University of Dschang, Cameroon

Dear all,

Regarding employment, I reiterate that the transformation of farming/ fisheries/livestock rearing through agro-ipastoral ndustries and digitalised marketing remain the sectors to create more jobs in developing Countries;

Regatding land issue a interginational platform iof dialogue to negociate and allocate land to youth,;

One the aspect to address in VO draft is a transdiciplinarg and.integenerztional framework :

-to create diverse jobs;

-to negotiate and allocate land to youth;

-And to facilitate a win-win exchange between old and yong generation.

Thanks.

## Dr Norbert F. Tchouaffe Tchiadje, University of Dschang, Cameroon

Dear Kudzie and all.

I do agree with you that for the three fundamental pilars to be met in LMCs, we need incentive and action.

The paradym shift, I proposed in my previous mail was to revamp educational taxomony for youth in LMCs through AkAP model ( (raising Awareness of agricultural opportunities for youth, building their Knowledge capacity, changing their Attitude toward Agriculture, fostering their Participation in various agricultural framework) This is part of my ongoing article.

Thanks.

## Nicola Coundourakis, FEED (Food Equity, Equality and Democracy) and Lucha Lunako, South Africa

[Food Equity, Equality and Democracy (FEED)](http://www.feed.org.za/) and [Lucha Lunako](https://www.luchalunako.com/) have collaborated on this contribution, bringing together insights around the food system and youth in Sub-Saharan Africa (SSA). This intersection of work is auspicious in light of each of the organisations’ focal areas and the publication of ‘Promoting youth engagement and employment in agriculture and food systems’ V0 at this time, and this contribution aims to provide a relevant and unique perspective of SSA. Where possible, the team provides references to research and case studies though there is clearly scope for more development of African praxis.

**On framing youth engagement and employment in AFS**

Rights, agency and equity are foundational to transforming the ways youth interact with and access AFS. Although it is implied in other sections of the report (and perhaps under equity), the contribution team advocates for the explicit inclusion of a further pillar: support. Unless support is viewed as a core component of transformation, the onus is perhaps unfairly placed on youth creating and sustaining their opportunities in a flawed system where a scarcity mindset and survivalism are rife. Youth require lowered barriers to entry, resources and curated toolkits to be able to meaningfully participate in AFS – this is recognised and being addressed in South Africa through the development of a [Basic Package of Support for Youth](https://www.gtac.gov.za/Publications/Supporting%20South%20Africa%27s%20Youth.pdf%C2%A0), as an example.

Equity itself also requires some further interrogation: having a stake in something suggests a share in both risks and rewards. To what extent does the report team envision unpacking these dimensions?

An umbrella suggestion for the report is to focus on AFS value chains: without this approach, AFS activities appear to occur within a vacuum. How will the new policies and other interventions link to on-the-ground realities and economies? A [recent case study](https://link.springer.com/chapter/10.1007/978-3-030-23969-5_6%C2%A0) provides a useful construct of ‘value network embeddedness’ to illustrate the ways youth interact with and within sustainable food systems in Uganda.

**Trends for youth engagement and employment in AFS**

While the report team has data on where youth jobs are concentrated within AFS, the contribution team suggests undertaking research to understand the other ways youth are engaging in the sector (i.e. broadening the scope beyond employment to include entrepreneurship, gig work, studies and so forth).

Taking South Africa as an example, a high number of youth attain their primary income through learnerships, internships and work-integrated-learning programmes across industries. Due to the stagnant economy and low labour market absorption rate, many youth turn to side ‘hustles’ during or post these experiences to supplement or attempt to replace their income. In urban and peri-urban settings, youth can be observed selling primary or secondary food goods (e.g. snacks, hot food) or freelancing for food delivery services (such as Uber Eats). The report touches on the transient nature of youth’s lives and work but the gig economy is not necessarily analysed in V0.

**Youth perceptions and knowledge of AFS**

Though a growing number of youth in South Africa are interested in agriculture in particular, it is [not perceived as a viable career path](https://theconversation.com/young-south-africans-want-to-farm-but-the-system-isnt-ready-for-them-120298) due to poor working conditions, subsistence pay, manual labour, the perception that it is geared either for the poor and the elderly or for the very wealthy. Peer pressure, racism and family shaming all factor into low youth engagement in agriculture. This is especially so for migrant youth, who don’t have access to social capital or other resources.

Older generations from indigenous backgrounds are however beginning to champion traditional knowledge and foods and increasing numbers of [young people are joining in the conversation](https://www.slowfood.com/young-indigenous-peoples-to-present-an-action-plan-to-shape-the-future-of-the-african-food-system/), which could potentially be attributed to the mainstreaming of ‘decoloniality’ following waves of youth-led protests in recent years. [Recent research](https://journals.sagepub.com/doi/full/10.1177/0030727017724669)considers the diverse ways in which youth engage with rural economies, which offers a valuable lens through which to consider youth in their dual roles as urban-rural citizens.

Despite ongoing issues with digital penetration in peri-urban and rural areas in South Africa (and prohibitively expensive data throughout the country), youth are still highly engaged in online platforms and social media and are susceptible to both constructive and destructive forms of perception manipulation (As shown in [a recent youth poll](https://www.luchalunako.com/wp-content/uploads/Youth-COVID-19-Quick-Poll-Report-Youth-Month-2020.pdf) by Lucha Lunako, 36% of youth in South Africa obtain information about Covid-19 from social media sources). Social media (and other online platforms) is therefore a key enablement tool in developing youth engagement in AFS, coupled with traditional knowledge content and practices as well as other educational channels (such as school/university/college curricula\*, training courses etc.). These tactics form part of AFS advocacy efforts, which are clearly necessary to shift youth perceptions and to incite hope and excitement around this sector.

The contribution teams favours an integrated, holistic approach which incorporates social enterprise concepts and policy across government, academic departments and other institutions to embed the AFS in a framework conducive to equity, agency and rights. The development of a robust country action plan underpinned by ongoing participatory methodologies (for example involving youth in collecting, analysing and sharing their own data to [augment M&E processes](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3669694)) would catalyse these efforts. The theory and practice of Positive Youth Development provides a useful way of construing youth as active agents in their own destinies and in shaping their local and global communities.

In addition to knowledge and perception enhancement interventions, youth require tangible pathways to sustainable livelihoods in AFS: South Africa has one of the highest youth unemployment rates in the world, including youth who persist in looking for work as well as those who have simply given up hope. Youth job creation/enablement continues to be highly topical and complex and it cannot be ignored in the context of the report and related activities. If the benefits to youth participating in the AFS are not clearly articulated, youth will disengage. Part of the work is in changing public opinion around work in the AFS, in that it can be [decent, meaningful and fulfilling](https://onlinelibrary.wiley.com/doi/abs/10.1111/dech.12342).

\*An example of an impactful youth agribusiness training and innovation model can be found in a [Ugandan case study](https://www.afjrd.org/jos/index.php/afjrd/article/view/158): The Student Enterprise Scheme for Agribusiness Innovation: A University-based Training Model for Nurturing Entrepreneurial mind-sets amongst African Youths

**Resourcing youth in AFS**

The adage of Africa’s agricultural potential exists due to volumes of vacant land, labour supply and demand for food. With some exceptions (such as [Zimbabwe’s land reform policies](https://theconversation.com/land-reform-is-a-zimbabwe-success-story-it-will-be-the-basis-for-economic-recovery-under-mnangagwa-88205)) land availability, ownership and quality remains deeply unequal across the continent thus that potential is currently not being realised. South Africa’s own land restitution/redistribution programmes have largely failed (i.e. land has become less productive in many cases, and the administrative/legislative instruments lack sufficient capacity to process claims in a timely manner). There is clearly a need to think about land and other resources differently, in an effort to give youth in AFS every chance of success. Innovations in this space should be grounded in climate justice and the SDGs.

Some case studies illustrate how government programmes can directly impact youth development in agriculture, such as the [Nigerian government’s GESS](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3669694) (Growth Enhancement Support Scheme – designed to subsidise agricultural inputs). At an institutional level, there is a question mark around how/if legacy institutions can serve youth in AFS and where disruption is needed and new bodies need to be formed. The report in its current version does not specifically advocate for co-operation, however the contribution teams believes this is integral at all levels of enabling youth engagement in the AFS: synchronisation and collaboration will be key in leveraging resources and enabling the multiplier effects that can come from these principles-in-action. It is however acknowledged that there are insufficient ‘success stories’ at present, meaning there is further work to be done in piloting impactful solutions.

Another study interrogating youth in agribusiness in Africa sheds light on some of the achievements, limitations and lessions learnt. [https://papers.ssrn.com/sol3/papers.cfm?abstract\_id=3669694](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3669694%C2%A0)

## Brian Baldwin, IAFN, Italy

Dear colleagues

Please find attached the IAFN-PSM Position Paper on "Engaging, Recruting and Retaining Youth in Agriculture' (June 2018) and PSM Comments on the HLPE V0 draft.

Regards

Brian Baldwin

Development & Policy Advisor , PSM.

**Private Sector Mechanism Position Paper**

ENGAGING, RECRUITING, AND RETAINING YOUTH IN AGRICULTURE

By 2050, the world will have to feed as many as 9.7 billion people. One key to success in tackling this global challenge is to engage young agricultural leaders and equip them with the knowledge, resources, and access to markets needed to produce and distribute food to feed the world.

The PSM’s goal is to actively contribute to increased engagement, recruitment, and retention of youth in agricultural professions. PSM will support the following to further engage young people in agriculture:

1. Legitimize and celebrate agriculture as a viable and profitable professional choice.

* Reframe agriculture as a business choice that is intellectually, socially, and financially rewarding, as well as one in which young people can have an incredible impact on issues such as climate change, hunger, displacement, poverty, and more.
* Support initiatives, such as educational programmes, conferences, and experiential learning opportunities, that share success stories and inspire young people to become agricultural leaders from an early age.
* Celebrate school feeding and early childhood food security programmes that nurture a lifelong commitment to sustainable food production.
* Create innovative partnerships and collaborations with existing entities, including youth groups, research institutions, and schools, as well as with non-adjacent industries and organizations.
* Invest in the rural-urban continuum to allow agricultural professionals to engage with the social and cultural benefits of cities without sacrificing the needs of the farm.

2. Recruit talent into agriculture.

* Showcase the diversity of career options within the food system to attract talented young people with demonstrated interest in such areas as biology, environmental science, agricultural engineering, plant science, politics, economics, marketing, business, sales, and more.
* Connect young agricultural leaders from diverse countries and regions to scholarships, professional development opportunities, mentors, and networks.
* Highlight successes of young agricultural leaders and empower them to serve as role models for others.
* Celebrate national strategies that incentivize entry into the field, especially those that support fair compensation to farmers, work to alleviate stigmas against agricultural professions, simplify access to markets, and mobilize government resources for knowledge sharing between countries and sectors.
* Provide farmers platforms to share their innovative work in agriculture that advances the SDGs.
* Support value adding for youth through innovation throughout the agrifood value chain.

3. Develop systems with the unique needs of young people in mind.

* Work to eliminate high barriers to entry into agriculture, especially for young people who do not inherit land and/or knowledge from their families.
* Create and publicize opportunities to access innovative financing, access to credit, land tenure laws, accessible trainings, and ongoing professional development, with attention to the fact that the timeline for agricultural innovation is longer than that for other industries and therefore implies greater risk.
* Encourage innovative uses of technology throughout the agrifood chain to capitalize on the strengths of young people and maximize yields; use technology, automation, and data-driven aspects of modern farming to engage more young farmers.
* Encourage governments to leverage resources to give youth, women, and new farmers advantages in penetrating new markets and territories.
* Support young farmers as they grapple with the effects of changing weather patterns, political instability, market volatility, and increasing pest pressures, and work to minimize these pressures to the greatest extent possible.
* Design education initiatives that acknowledge the importance of national and regional culture and ensure relevant by engaging local and traditional knowledge.
* Incentivize agricultural R&D, including R&D supported by farm groups, cooperatives and private sector

4. Commit resources to develop knowledge and capacity among the next generation of farmers and agripreneurs.

* Encourage inclusion of agri-food in the curricula of every primary and secondary education.
* Invest in tertiary education for agriculture, with a focus on numeracy and finance; agronomics; communications and marketing; agriculture-specific business management; supply chain management; logistics; food processing and value addition; and innovative retail.
* Structure university programmes that train students to practically apply academic knowledge in the marketplace.
* Invest in agricultural colleges and universities in the form of monetary support, diligent knowledge sharing, ongoing development for instructors and professors, practical learning approaches that integrate academic and production-focused learning opportunities, and more.
* Improve rural advisory services, with a stress on (1) focusing on best-fit approaches, (2) embracing pluralism, (3) using participatory approaches, (4) developing capacity, and (5) ensuring long-term institutional support.
* Incorporate information on sustainable agri-food practices into extension and professional development programmes
* Capitalize on the unique strengths and opportunities of developing countries, as the policy and regulatory environments of the developing world can allow for more nimble innovation and adaptation.
* Reduce post-harvest losses through proper storage and transportation by creating cooperative storage facility for youth to access.

5. Integrate youth engagement with the movement for gender equality in agriculture.

* Support causes that ensure that girls have equal access to the education necessary to prepare them for a career in the agrifood chain.
* Commit specific effort to attracting and supporting women farmers.
* Work to break cycles of intergenerational poverty suffered by women farmers, while also actively working to dispel the association between agricultural careers and poverty.
* Support actors who acknowledge the unique needs of women and proactively challenge systems that disenfranchise them.
* Celebrate initiatives that make agrifood professions accessible to both men and women of varying physical and mental abilities and a broad spectrum of ages.

**“Promoting youth engagement and employment in agriculture and food systems”.**

**HLPE open e-consultations on the V0 draft of the report**

**Contributions by PSM, January 17th, 2021**

The following recommendations and contributions are provided on the V0 draft, based on the sections of the V0 draft, the MYPoW ToR, questions raised by the HLPE team.

Comment on V0 introduction.

1. The Introduction indicates that it ‘takes its lead from the recently-launched HLPE Report Food security and nutrition: building a global narrative towards 2030’. The HLPE should further review the extensive work and comments of youth in CFS intersessional events in November 2018 and February 2019 (and presented to CFS Plenary) <http://www.fao.org/3/na633en/NA633EN.pdf> that focussed on ‘Promoting youth and women’s engagement and employment in food systems across the rural-urban continuum’. The CFS workstream and intersessional events were based on extensive work by RBAs, the CFS TTT, OEWG and referenced ongoing scientific work not referenced by the HLPE 2019 Report. This included the voices of youth, not mentioned by the referenced HLPE Report, who indicated that “There are a lot of opportunities for young and female entrepreneurs, especially in food systems (niche products, agroecology, processing, distribution and catering, including in urban and peri-urban areas) and in particular in the informal sector”. Secondly, youth also emphasized that “Governments should support youth and female entrepreneurship in both rural and urban areas and see how to make food systems sustainable and resilient”.
2. This workstream culminated in the Youth Special Event at CFS 46 (18 October 2019), organised by youth themselves, at which many of these points were reiterated.

<http://www.fao.org/fileadmin/templates/cfs/Docs1819/cfs46/FinalReport/CFS_46_Youth_Special_Event_Summary.pdf>

Observations on V0 draft.

1. Although the Report is intended (CFS MYPoW 2020-23) to ‘Examine aspects related to employment, salaries, and working conditions; and ‘Explore the potential of food systems and enhanced rural-urban linkages to provide more and better jobs for women and youth’, neither of these aspects are dealt with in detail by the draft. The PSM would therefore agree with the FAO comment (provided by the Decent Employment Team-FAO-ESP) “that something seems missing on the demand side, which is about promoting private sector development, investments, value chain development that is more conducive to generating more and better jobs for the youth”. There is little discussion, if any, on the opportunities and dynamics for income earning opportunities, and therefore employment for youth. The references provided below, together with those suggested by FAO should be considered.
2. Similarly, the comment by FAO for better analysis and referencing (pages 32 and 34) concerning the role of smallholder farming is well founded and further analysis by FAO (2019) has continued to underscore “the importance of not referring to family farms and small farms (i.e., those of less than 2 hectares) interchangeably: the latter account for 84 percent of all farms worldwide, but operate only around 12 percent of all agricultural land, and produce roughly 36 percent of the world’s food” (Lowder, Sanchez and Bertini, 2019).
3. Youth and new agribusiness opportunities, youth and value chain business opportunities and youth innovation in farming and agribusiness are all well analysed in “Small-scale farming and youth in an era of rapid rural change” (Felicity Proctor and Valerio Lucchesi 2012).

https://pubs.iied.org/sites/default/files/pdfs/migrate/14617IIED.pdf

1. The extensive work by IFAD should be used to enhance both the approach and content of the V0 draft report, in particular:
2. Creating opportunities for rural youth 2019. Rural Development Report. The Report, including 10 specific chapters, fully references should be a major source of knowledge for the V0 draft, with chapters on ‘Thinking differently about investing in rural youth’ and ‘Capturing the potential benefits of the digital revolution’. Apart from the analysis of the Report, the extensive referencing is a valuable resource for the draft;

https://www.ifad.org/documents/38714170/41133075/RDR\_report.pdf/7282db66-2d67-b514-d004-5ec25d9729a0

1. Investing in young rural people for sustainable and equitable development. IFAD 2014

<https://catalogue.unccd.int/524_investing.pdf>

1. Youth access to land, migration and employment opportunities: evidence from sub-Saharan Africa. IFAD

<https://www.ifad.org/documents/38714170/41187395/13_Yeboah+et+al._2019+RDR+BACKGROUND+PAPER.pdf/49d161d8-bc5a-e154-fdb4-0d2d032a2f29>

1. The 2014 Report, “Youth and agriculture: Key challenges and concrete solutions” published by the Food and Agriculture Organization of the United Nations (FAO) in collaboration with the Technical Centre for Agricultural and Rural Cooperation (CTA) and the International Fund for Agricultural Development (IFAD)-2014 provides extensive country level case study experience. These case studies cover youth’s inadequate access to financial services, difficulties accessing green jobs, limited access to markets, insufficient access to knowledge, information and education, limited access to land, and, as highlighted by the CFS 46 youth event, youth’s limited involvement in policy dialogue.

<https://www.ifad.org/documents/38714170/39135645/Youth+and+agriculture_Key+challenges+and+concrete+solutions/e803da0e-edc8-461b-961a-233a2dc61458>

1. Further evidence on youth employment, with extensive data and sampling evidence, is provided by “Youth and Adult Agri-food System Employment in Developing Regions: Rural (Peri-urban to Hinterland) vs. Urban” (Michael Dolislager, Thomas Reardon, Aslihan Arslan, Louise Fox, Saweda Liverpool-Tasie, Christine Sauer & David L. Tschirley), 2020. This includes areas currently missing from the V0 draft, as previously noted by FAO, on the “importance of employment generated by production linkages with agriculture, in particular, the post farm segments of the agri-food system including food processing, wholesale, logistics, retail, and food service”.

[Youth and Adult Agri-food System Employment in Developing Regions: Rural (Peri-urban to Hinterland) v (msu.edu)](https://www.canr.msu.edu/fsg/publications/peer-reviewed-publications-documents/JDS%202020%20Dolislager-Reardon-Arslan-Fox-Liverpool-Tasie-Sauer-Tschirley%20youth%20employment%20in%20agrifood%20systems%20Africa%20Asia%20LAC%20as%20published.pdf)

## Constantin Muraru, International Platform of Insects for Food and Feed, Belgium

The International Platform of Insects for Food and Feed (IPIFF) wishes to thank the HLPE for the possibility to contribute to this comprehensive draft report entitled 'Promoting youth engagement and employment in agriculture and food systems'.

***3.1. What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?***

In our view, **agricultural diversification** is one of the elements which may make farming more attractive for the youth. Notably, bringing modern farming and innovation - such as vertical farming, precision agriculture, the development of new food and feed products/ingredients (e.g. insect farming) etc - closer to what is perceived as 'traditional farming' will, in our view, attract the younger generations (e.g. adolescents, young adults).

The advantages of supporting agricultural diversification are two-fold:

- on the one hand, young adults with a background in farming may develop new skills, which would encourage them to remain active in the field of agriculture;

- on the other hand, young adults with other backgrounds (e.g. computer science, engineering) who are seeking employment might be more attracted by the modern aspects of such diverse farming activities.

## Rahmad Supriyanto, JPO Roster Food Security and Nutrition FAO, Indonesia

Dear HPLE Forum Moderator,

Please find attached in the document for additional comments and references.

Thank you

Best regards.

Rahmad Supriyanto

JPO Food Security and Nutrition FAO

a. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.      
**Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?**

**The framework in this draft suffices the scope of three pillars for youth engagement and employment in AFS with the additional things to be considered in dynamic structures and processes such as:**

*1. Collaboration*

*Lack of collaboration can be identified as a potential threat in engaging more youths in AFS. Collaboration among youths is crucial to create a powerful impact to their communities as this is utterly important to start prior building intergenerational relations especially with adults or start their role in the workforce, and one of the essential elements to achieve equity for all young people. Collaboration among youths can be both internally and externally in their communities, local, regional or within international scope. It can be in the form of ‘buddy-ing’ or mutual collaboration which shares the same interest. It is also should be noted, however effective collaboration can be achieved through the involvement of multi-agency cooperation as Rose (2007) specifically highlighted and proposed the model of collaboration by mutual interaction between local and policy contexts.*

*2. Leadership and as an agent of change*

Thanks to the rapid technology innovation which contributes to a better access on information to the young people. By this way, young people across the globe can share their ideas about the current situation in AFS and learn from other fellow youths while possibly replicate the solutions into their own communities, such as creating similar start-ups in AFS with their own local context. In order to reach this stage, youth needs a proper leadership concept set of skills, being empowered by other fellow youths or seniors in AFS.

*3. Creativity*

As structuring and processing itself should be ‘dynamic’, creativity is considered as a vital to be possessed by current and future youths. The creativity itself can be as broad as possible and does not limit to a particular subject (i.e. arts, any social related science, etc.), however it is related to the capability of youths to cope with the challenges in their own timeframe, such as in problem solving, creative and critical thinking. Some of the programs initiated by the youths, and for the youths (mostly students) all around the world, also supported by their government such as ISFiT (International Student Festival in Trondheim) from Norway, ISWi (International Student Week in Ilmenau), Gristuf from Germany, EYP (European Youth Parliament), ASEAN youth which often include AFS-focused workshops and sub-themes, can be one of the first paths for youths to be aware of and attract their interest in AFS-related topics. Based on my own experience joining those programs, not only I can share my experience to other fellow youths who have the same passion in AFS, but also gain new knowledge and fruitful discussions from different perspectives and nationalities all around the world. This also helps to gain greater interests and nurture dialogues to other fellow youths back home by sharing possible new opportunities from the challenges that youths are currently facing in AFS.

a. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.

**Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?**

In particular, can you offer feedback on the following:

* 1. Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?

The youth perception on working in AFS mainly related to the ‘hardness or toughness’ of jobs compare to the most of jobs market available, which makes AFS employment unfavorable. Despite ongoing improvement in AFS employment by the help of technology such as improved agricultural machineries, easier access to information, some investment should be considered especially in research and innovation of technology coping with climate change. This will expect to diminish the gap and challenges in intersectional categories in AFS employment.

* 1. How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

Agriculture 4.0 and automation play important role to attract youth interest in AFS employment. Having more than 307 million youths in Southeast and East Asia (UNDESA, 2019) is quite a gambling-vision whether a fair percentage of youths in this region will be absorbed in AFS employment. ASEAN as example initiated a program for start-ups based in AFS and young farmers. In Indonesia, the number of AFS-based start-ups will be expected to increase in line with the growth projection in Agriculture sector up to 3.7 % annually (McKinsey, 2012). The synergistic collaboration between governments, in this case Ministry of Tourism and Creative Economy and youth-led community help in boosting number in AFS-based start-ups and contribute to fill employment in the AFS.

**b. Employment**

* 1. What can make  
     i) farming/fisheries/livestock rearing and other forms of food provision and  
     ii) other roles in the food system  
     a more attractive option for youth employment?

*The best option to attract young people into AFS labor market as their entry path is a good basic education, vocational training or higher education and their initial work experience. School as their first stepping point for the youth should be able to collaborate with industry for providing necessary skills and directive for them, while the government is in charge for giving incentives to the school and industry, and or providing required trainings if necessary. Youth’s first-hand experience in AFS will create a perception of AFS jobs look like, where their participation to AFS labor market will likely depend on the effective collaboration among school, industry and the government.*

*In providing initial work experience such as in case of internship program, it is crucial that the youths are entitled to a fair/decent pay for their contribution, and how they can maximize their potential into the role they are undertaking.*

* 1. Under what conditions children should be allowed to work in AFS when they want to?

*The minimum working age refers to the ILO Convention C138 is 16-18 years for non-light jobs. As in the case of low income countries where over 60 % of child labor is in agriculture (Towsend et al., 2017) and most of them are likely forced into labor, the minimum working age can be lowered given that continuous improvement in the quality of education and social protection are assured. Dammert et al. (2017) also reviews the policies involving rate of participation of adults and youths into labor will subsequently reduce child labor.*

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## Neeraja Havaligi, United States of America

Dear HLPE moderator/s,

Please find below the feedback for V0 draft of report for youth employment and engagement in agriculture.

The conceptual framework of V0-draft underlies the three fundamental pillars - Rights, Agency and Equity -for youth engagement and employment in agriculture and food systems (AFS).

These aspects ***should be*** considered in context of climate change***,*** global (potentially recurring) disturbances like the pandemic (as it done in V0), and ***increasing threats to food and nutrition due to elevated CO2 emissions which is changing nutrient content of vegetables, fruits and grains (Dietterich et al 2015; Myers et al 2014; Jin et al 2019, and others). The changing nutrients in crops- poses a singular challenge to business as usual approach to meeting nutrient requirements-both near term and long term. This is particularly critical for children and youth. Ensuing nutrition security of the worlds youth, while creating ways to engage them in agriculture equitably-through education, research, innovation, entrepreneurship, and economic development policies- are all critical.***

Pursuing sustainability in agriculture sector *per se* requires people to identify and connect the dots between economic systems, consumption -production systems and the urban/human systems. These interdependent systems operate in linear dynamics, even as they are all of which depend on the natural resources provided by the planetary systems which operate with circular dynamics. Not surprisingly the pursuit of sustainability is a challenge primarily due to linear systems approach applied across board. This is further challenged by the ongoing pandemic and accelerating climate change.

Global youth population -1.2 billion young people aged 15 to 24 years, accounting for 16 per cent of the global population (2018 stats)- can be a force to set the paths to achieve the 2030 SDG goals. However, less than half of global youth are participating in labor force ([World Youth Report-2030 Agenda](https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/WorldYouthReport-2030Agenda.pdf)). There is a huge opportunity here, particularly for engagement for both rural and urban youth in food systems- by engaging them in education, innovation, policy and technology development as change makers who can understand and appreciate non-linearity in earth systems- which is the base for all economic, agricultural, energy and human-urban systems.

Hence ‘Rights, Agency and Equity’ could be the three pillars of youth engagement in agriculture food systems ***if the same are applied to natural systems - foundational to a healthy and sustainable agricultural food system.*** ***Engaging youth through reformed education and economic systems that considers rights, agency, and equity of natural systems in line with the rights, agency, and equity for the youth, is the way to go forward.***

|  |  |  |
| --- | --- | --- |
| 1 | **Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?** | While the V0-draft identifies employment, resources and knowledge as issues to focus for youth engagement in agriculture and food systems-   * ***it could do more in enunciating the role of formal and informal - education, economies/economic activities and drivers that determine how decisions are made by stakeholders in food systems – from the producers to everyone along the value chain whose decisions influences the food systems.*** * ***V0 draft could build more comprehensively on the role of education, for example, as mentioned in page 11 when referencing*** Vidgen and Gallegos, 2014 and bringing the role of formal and informal education to creates tools for “generational sustainability”–i.e. intergenerational collaboration and the balance between generations’ referred in page 12 and Education as a tool to engage youth in agricultural systems instead of it becoming a tool to escape it (as referenced in Katz, 2004, page 16) and referenced later while discussing ‘deskilling’, a result of education that is linear, with no consideration or room to explore the interconnections between the things produce and products we consume on a daily basis to the people and processes involved in making these produce and products available. * ***It does not bring out clarity to the role of health care systems that depend on and are impacted by food systems;V0 could underline the role and define the potential value of sustainable food systems for health of the current youth and envision it as a foundational stone for their future. V0 could harness this ‘bridge’ between healthcare and food systems- particularly opportunity to address socio-economic-environmental problems critical for today’s youth to move forward in their lifespans.***   In Figure 1-A food systems Network (page 6), the authors should consider including ‘availability/access’ along with ‘adequacy’ in the ‘Diets’ box.  In the ‘Food Systems’ box, the word ‘Outcomes’ does not explain itself.  In the ‘Technology, innovation and infrastructure’ box I would include ‘innovations in food science’ - significantly tied to changes in diets such as plant based/vegan diets and innovations in agriculture, particularly in urban agriculture e.g. vertical agriculture. This defines a shift in how agriculture is viewed and practiced, and a shift in diet *per se* where alternatives to are actively explored and adopted across ages, ‘youth’ being a significant part of this shifting population.  Under the 6 dimensions of food security (page 7) I recommend including ‘transparency and traceability’ along with ‘respectful and empowering’. Transparency and traceability of food/produce across the value chains is a critical way to educate all stakeholders across the value chains to make informed decisions- thus ensuring that food security is ensured through respectful processes which also ensure empowerment along the way, especially of the weak and unheard people in the food systems, including small producers. |
| 2 | **Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?** In particular, can you offer feedback on the following:   1. Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity? 2. How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades? | In response to 2b- Figure 3, page 13, ‘dimensions of youth engagement and employment in food systems’ includes food supply chain, consumer behavior and diets- all of which are profoundly influenced by ‘Information’ fed through diverse media. Without highlighting ‘information’ as a box along with the three other- we will not consider the transmission of information from companies and interested parties that aligns with their vision of economic growth for their companies/products/policies etc.  The sources of information and kinds of information (science based or only based on economic returns without a consideration to socio-economic issues etc.) underline how youth perceive, respond, and participate in understanding food systems and eventually in the restructuring of food systems.  From the V0 text this paragraph stands out - “Education itself, as currently practiced, is often an important contributor to the construction of aspirations for non-farming futures, fostering a process of de-skilling of rural youth, neglecting farming skills and local realities in curricula, and downgrading farming as an occupation only for those who do not succeed in school (Katz, 2004). There appears to be no parallel evidence on young people’s aspirations regarding engagement in other (non-farming) locations in food systems”  Consider and use education as a tool to change this, to establish the connections between local, regional, national policies influenced by political and economic interests of diverse parties, historical power relations and the effort to maintain status quo, ongoing and growing power vested in big ag companies- which define the conditions of employment, income (such as those seen in meat plants or big ag fields in USA particularly in COVID-19 times). These conditions that maintain status quo thwart any aspirations and societal and family expectations for those involved in farming, and are bound to influence youth decisions to remain in the food system at all.  In the sections addressing technology and youth employment in AFS consider expanding on the the merits of urban agriculture- including urban farms, CSA’s and vertical gardening/ vertical agriculture becoming part of urban planning and development and as tools to address growing challenges imposed by climate change to large energy and water footprints of conventional agriculture.    The unconventional agricultural methods are areas for employment and education for both rural and urban youth. Perhaps these can provide a stable alternative and set a precedent to establish rules of operations/policies in ‘gig economy’ referred to in V0 to make it more equitable to gig workers. As much as the vertical farms are tech driven, they could also be centers of community-based innovation – especially when practiced as mini agricultural projects dotted across cities and urban areas. These could be harnessed as places of horizontal and vertical knowledge sharing- inter and intra generational knowledge sharing, international innovation and building communities ground-up. |
| 3 | **Employment**   1. What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system ***a more attractive option for youth employment***? 2. Under what conditions should children be allowed to work in AFS ***when they want to***? | 3a.   * Steady and reliable income and opportunities to grow in the profession and branch out of it. * Innovations in food systems that address challenges from climate change, social, economic, and geo-political inequity, and reliable access to scientific information on all matters concerning food systems. |
| 4 | 4.**Land and other resources**   1. What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods? 2. Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics? | 4a and b. Resources/models from the following:   * [Native American Food Sovereignty Alliance (nativefoodalliance.org)](https://nativefoodalliance.org/our-work-2/about-us/) * [Tractors, Ritual Baths, and Dismantling Racism: Welcome to Black and Latino Farmers Immersion - Yes! Magazine](https://www.yesmagazine.org/social-justice/2014/08/15/welcome-to-black-and-latino-farmers-immersion/) * [First Nations Development Institute](https://www.nativefoodsystems.org/) * University of Arkansas resource- [Indigenous Food and Agriculture Initiative | Empowering Indian Country, Promoting Health, and Strengthening Economies](https://indigenousfoodandag.com/) and the report ‘[Regaining our future’](https://secureservercdn.net/45.40.149.159/jm4.e6c.myftpupload.com/wp-content/uploads/2019/12/Farm-Bill-Report_WEB.pdf) |
| 5 | **Knowledge**   1. What policies/initiatives could stop the loss of, and support the revitalization of, traditional, ecological, and marginalized forms of knowledge in AFS? 2. What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth? 3. How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer? 4. How can grassroots and youth-driven learning opportunities and knowledge transfer be strengthened and supported? 5. What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers? | b. What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?   * See examples in above mentioned resources. * Identify place specific methods for stakeholder engagement to ensure agency and rights to local knowledge and local needs are met. This might help ensure more engagement of the youth, and deeper positive impact on the community.   e. What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers?   1. Some implications include challenges to    1. Ensure fact-checking and vetting of knowledge shared through legitimate sources.    2. Ensure equitable access across genders, socio-economic status.    3. Over-reliance on technology and monopolization of knowledge by technology   C. How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?   * Young women and men usually have diverse kinds of knowledge and methods of sharing/documentation/ application or use. * Depending on the community -the young women’s knowledge restricted to be used within community alone, and only for the purposes of family/community welfare, not to earn through commercial profiting/enterprise. |

## FAO/RLC

Please find attached documents with comments from RLC.

As a general comment, it is important to note that the document is very interesting and brings a lot of new elements that allow us to broaden some discussions that we have underway in the region and reinforce the process of building the youth agenda that we had in recent years.

**FAO/RLC Contributions to the V0 Draft Report: “Promoting youth engagement and employment in agriculture and food systems” from the High Level Panel of Experts on Food Security and Nutrition – CFS.**

**1. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity. Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?**

The document is very complete and bring new elements that can be introduced in several discussions in the region. However, one of the biggest challenges for the youth nowadays has to do with climate change and the environmental dimension of sustainable development and this is partially addressed in the document. It is possible to get some inferences with the reading, but we consider that the climate and environmental topic should be more highlighted since it is directly related to the 3 pillars: agency, equity and rights.

The youth movement for climate action is gaining momentum, and this report can be crucial to positionate the voices of the rural youth and the agriculture and food system perspective in the ongoing debates.

6. Drawing on HLPE reports and analysis in the wider literature, the report outlines several examples of potential policy pathways to address challenges to youth engagement and employment in AFS, and to transform AFS to make them more “youth-friendly”. **The HLPE seeks input on case studies that could illustrate successful policy initiatives that have improved youth employment and engagement in AFS**, and in particular:

1. Successful implementation of existing policy commitments, including examples of rights-based approaches to youth employment, as well as protection from unemployment, in food systems.
2. Initiatives to improve equity in access to resources and improved working conditions (including in conditions of informality) for young people within AFS.
3. Pathways for increased youth agency in AFS policy, including best practices and mechanisms to improve the leadership role of youth, including young women, in their own organizations, and in broader AFS and food policy discussion spaces.
4. Pathways for equitable use of technology and digitalization, in particular ensuring access to and control of information and data by youth.
5. Financial instruments and marketing tools that are available to youth within AFS.
6. Examples of economies of solidarity, collective enterprises and other collaborative initiatives among young people in AFS.
7. Examples of how consumers and urban actors are involved in working towards a sustainable food system that values and involves youth.

In LAC region, one of the entry points that we have in the youth agenda is related with the policy dimension that affects all of the 3 trends highlighted in the document. In this sense, with the existing regional integration spaces we have supported the development of policies framework and recommendation to highlight the importance of the rural youth in the development agenda. This included a participative process with youth representatives, governments and experts from the academy and international organizations.

2 results can be mentioned: the youth agenda in the MERCOSUR’s Specialized Meeting on Family Farming (REAF/MERCOSUR) [1] and the Regional Action Plan for the Rural Youth in the SICA Region [2] as efforts to establish governance spaces for policy debate, design and implementation.

8. **Are there any major omissions or gaps in the V0-draft?** Are topics under-or over-represented in relation to their importance? Are there any redundant facts or statements that could be eliminated from the V0-draft? Are any facts or conclusions refuted, questionable or assertions with no evidence-base? If any of these are an issue, please share supporting evidence.

As mentioned above, the Climate Dimension is partially addressed and this is crucial on debating the transformation of agriculture and food systems and considering youths as agent of change.

[1] <http://www.fao.org/3/a-i5749s.pdf>

[2] <http://www.cac.int/sites/default/files/Plan%20de%20Accio%CC%81n%20Regional%20Juventud%20Rural-%20Web.pdf>

## Lawal Olajire, Nigeria

Promoting youth engagement and employment in agriculture and food systems  
Until year 2000, global recognition of the need; and importance of youths participating in  
agriculture had rarely been treated with so much seriousness across all continents. The  
realities became very pronounced during the global pandemic. Major lessons were:  
“Preparedness” and “Adaptation to change”.

The world would learn to make long-lasting and sustainable amendments on policies to  
guarantee safe food and environment for the vulnerable in time of crisis. Global statistics  
affirms youth as major stakeholders in respect of their roles in agriculture value chain against all odds. African population alone represents over two hundred (200) million aged between fifteen (15) and twenty four (24). This according to the African economic outlooks is expected to double in number by 2045.

The “draft report” did justice to a number of limiting factors; but I would like to emphasize  
“Trust” in terms of sincerity of purpose and “Motivation” as it concerns wage and welfare.  
Professionally, I have been involved in series of agricultural trainings that involved youths  
within Nigeria and experience have shown that there is always natural willingness until lack of trust and poor motivation sets in.

I have witnessed instances where for political reasons; opportunities were given to unwilling candidates, where inputs meant for training were being diverted or commercialized for monetary gain as well as instances real farmers could not have access to loan and insurance policies.

In addition to this, good work environment, duration and wage are also key. Youth labour  
should be seen as important factor upon which the survival and sustainability of agribusiness depends. Employers should be encouraged to expose them to frequent sponsorship to trainings about the profession with corresponding benefits to boost their morale.

Therefore, taking a holistic step with good feedback system on the afore—mentioned would assure due-diligence and discourage lack of trust in the society.

Thank you

Lawal, M. Olajire

(Nigeria)

## Halkawt Mohammad, Kurdistan agronomist syndicate, Iraq

The role of youth in the agricultural sector is important in several aspects, especially on the future side of food security, because the lack of youth participation will lead to the loss of a large segment of society in food production, and there are several areas in which young people can be employed in agriculture by fully supporting in terms of expertise and financing projects Young people and opening small and medium enterprises to obtain income in the long run and giving them groups of them opportunities to establish specialized companies to meet the market need and create a field to achieve profits by marketing their products.

## Arun Baral, HarvestPlus, United States of America

Dear HLPE Steering Committee,

Thank you for leading this consultation process in such a transparent manner. I had the pleasure to participate in the relevant online consultation in 2020, and I am excited to review this excellent draft report providing the bigger picture regarding the current status of youth engagement and employment, the benefits and limitations they have been encountering in this context, and how to ensure that youth are included as key actors and advocates for sustainable and resilient agriculture and food systems.

I strongly acknowledge your message that “The future of agriculture and sustainable food systems depend on the youth”, and yet the level of support/resources/agency provided for youth needs significant improvement. This has been intensified by the COVID-19 pandemic, setting aside the likely drastic longer-term impact of climate change. It is inevitable that with the disruption of food systems due to the COVID-19 impact, all forms of malnutrition, including micronutrient malnutrition, will drastically increase. However, the pandemic also shed light on several innovative initiatives and technologies that would require youth taking the lead, as catalyzers and key agencies, to adopt and implement towards a sustainable, inclusive, resilient, and healthy future.

This report is timely, considering the roles youth can play in reaching the key global targets. There are less than ten years left to meet the 2030 SDG goals; five years to meet 2025 WHA targets, and we are already five years into the UN Decade of Action on Nutrition. In 2021, the year of action on nutrition, several activities will occur, including the Nutrition for Growth and, UN Food Systems summit, and other high-level, multi-stakeholder events. At the same time, Sub-Saharan Africa and the Middle East are experiencing a youth "bulge". More than two-thirds of the population is under 35 years of age in the Middle East and North Africa region. Facilitating youth entrepreneurship to generate sustainable, well-paying jobs using youth-inclusive innovations/approaches/policies and programs, positioned in the frame of nutritious food systems will ensure the sustainability of agriculture and healthier diets for future generations. Young entrepreneurs are both adopters and drivers of innovation, technology (including digital technology), and growth in the agri-food sector.

Nutrient enrichment of crops through biofortification is the process of conventionally breeding staple food crops that have higher levels of essential micronutrients such as iron, zinc, and vitamin A. There is substantial evidence that biofortification contributes to reaching key global commitments by tackling hidden hunger, which has been more widespread for the last decades when compared with hidden hunger. It has a direct impact on Sustainable Development Goal (SDG) 2 to achieve zero hunger and provide access to safe, nutritious, and sufficient food and SDG 3 to ensure good health and promote well-being for all. By targeting smallholder farmers whose diets rely on staple foods and who have limited access to nutritious foods or other nutrition interventions, biofortification ensures that "no one is left behind" in the fight against hidden hunger worldwide. This impact is magnified by youth entrepreneurs who magnify productivity through technology and extend the reach of these nutritionally enriched crops through food marketing and product development.

In the 2017 HLPE Report on nutrition and food systems, biofortification is integrated into Figure 15 on improved food systems for better diets and nutrition, as an example of policies/programs that increase nutrition in the supply chain.

Biofortification is equitable as staple foods are consumed by all members of a family – regardless of age or gender – unlike other nutritious foods (such as animal source foods, which may be preferentially consumed by male members). It is inclusive; these nutrient-enriched crops empower women from the farm through the value chain, often delivering beyond nutrition with shorter cooking windows or better food processing characteristics. As an innovative technology, it can attract youth to the nexus of agriculture, food systems, and nutrition. It aims to empower the agripreneurs in nutritionally enriched food value chains from farm to fork and nourish all, particularly children, adolescent girls, and women of child-bearing age.

Some examples of our work engaging/capacitating the youth are below:

- Nigeria: [https://www.harvestplus.org/knowledge-market/in-the-news/biofortificatio...](https://www.harvestplus.org/knowledge-market/in-the-news/biofortification-rewriting-stories-nigerian-youth%C2%A0)

- Uganda: [https://www.harvestplus.org/knowledge-market/in-the-news/ugandan-youth-f...](https://www.harvestplus.org/knowledge-market/in-the-news/ugandan-youth-farmer-dreams-big-her-little-plantation-nourishing-crops)

- Zimbabwe: [https://www.harvestplus.org/knowledge-market/in-the-news/reaching-sky-ad...](https://www.harvestplus.org/knowledge-market/in-the-news/reaching-sky-addressing-hidden-hunger-sky-brands-zimbabwe)

Biofortification is a robust nutrition response amidst COVID-19. Integrating biofortified crops in the food systems is a sustainable way to build resilience, as those crops are produced locally, rely on short supply chains, can be stored for an extended period of time, and are therefore more resilient to global supply chain disruptions and shocks. As also highlighted in the draft, even amidst COVID-19, youth employment in primary production/agriculture has been much more resilient. Youth’s adoption of such local and impactful innovations that require minimum behavior change, and are scalable and cost-effective, will improve their livelihood and contribution to a healthier planet.

Research is now demonstrating that zinc nutrient-enriched crops can play a critical role in addressing noncommunicable diseases, especially type 2 diabetes, providing a consistent supply, unlike supplementation.

HarvestPlus, as part of the CGIAR Research Program on Agriculture for Nutrition and Health, works with over 600 partners worldwide to improve human nutrition and health by biofortification and through the entire value chain, from farm to plate. Up to date, 24 developing countries have included biofortification in their policies/programs, and more than 240 nutritious, climate-smart, high-yielding, biofortified varieties have been released in 30 countries. As the CEO of HarvestPlus, I look to food systems founded on nutritionally enriched staple foods, with youth playing a major role in embracing innovative technology in farming and food systems, to transform their food systems to nourish future generations enabling them to reach their full potential and growth. For instance, research has shown that regular consumption of iron beans reduced iron deficiency, improved brain and cognitive performance for Rwandan female university students, and consuming these nutrient-enriched also improved physical work efficiency for young women (18-26 y). And, consuming iron pearl millet improved cognitive performance and physical performance and activity in adolescent children.

Given all the evidence on the impact and biofortification’s proven potential in engaging and empowering the youth, I would recommend that you kindly consider including biofortification in the context of question 3 about the roles/factors that make farming/integration in food systems an attractive option, and question 6 seeking successful policy initiatives that have improved youth employment and engagement in agriculture and food systems.

Please do not hesitate to contact me if you have follow-up questions.  It would also be my pleasure to share additional resources and participate in future steps of the consultative process if that would prove helpful.

Yours Sincerely,

Arun Baral

## Maria Moate, Tshinangwe Trading and Projects, South Africa

The youth should also be differentiated according to their location whether urban or rural. In rural areal even though knowledge may be available, network challenges is discouraging access to this. At times converting available knowledge into an opportunity is limited and hence the continuation of lack of interest.

Patriarchal system are still dominant and prohibits women to develop an interest in agriculture which is still regarded as a men’s job. inheritance of property including land is still shared along gender lines with women still fighting recognition.

Those that were picked up for support by government initiatives do not have mentors to sustain them in the agricultural sector of their choice. Survival is defined also along Networks one has. youth at this stage have limited access to available networks and cannot manoeuvre their way to sustainability. Land claims promoted in South Africa we initiated by adults who then have formed CPAs that only see youth a beneficiaries and not participating equal partners. they are then coopted to be frustrated by their adult parents within the land claims. This further promotes agri as an adult affair. Government considers the ration of their inclusion but not their meaningful participation or checking the programs in which youth are engaged. Therefore their inclusion is not an answer without analysing the nature of programmes.

Some have qualified in agriculture but awaits to be employed rather than creating employment for themselves and this further limits their access to opportunities.

Urban areas are still burgeoning for the young adults who faces scorn if involved in agricultural activities those. This is because those working are considered as cheap labourers without a decent future. they do not own means of production nor benefit much from the proceeds of agricultural practice. This further dampen the interest. Lucrative job opportunities promoted for youth are those in urban areas.

Education at lower levels does not include agricultural knowledge and by the time the young adult develops an interest, only then is the young person discriminated along irrelevant mix of subjects that do not qualify them into field to pursue agriculture.

Resources such as water is scarce and investment into this is at at a great cost. The agricultural risk as well as lack of access to markets reduces their involvement.

## Mariaeleonora D’Andrea, FAO, Italy

Dear colleagues,

I am sending this joint contribution from myself and Adriano Bolchini, working on child labour in agriculture prevention.

Thank you very much for considering it.

Best wishes,

Eleonora

**Contribution to the HLPE consultation on the V0 draft of the report “Promoting youth engagement and employment in agriculture and food systems”**

**On 2.1**, we would like to mention the following:

* Addressing child labour in agriculture subsector is a key aspect to promote youth engagement and empowerment in sustainable food systems, especially for the 14/15-17 cohort. FAO’s approach to end child labour in agriculture is based on the principle of inclusiveness, meaning that age groups, gender, social and cultural contexts are comprehensively considered with a **life cycle approach**. Such approach is needed to oppose and break the vicious cycle linking child labour, poverty and food insecurity. **In fact, child labour is detrimental to long-term health, education and higher-level skills acquisition, and decreases the chances of decent employment in youth and adulthood**. As adults**, former child labourers are more likely to rely on their own children’s labour to meet the household’s basic expenses, perpetuating the vicious cycle of poverty, illiteracy and child labour**.
* Child labour is mostly found in the lower tier of agricultural value chains, but it is present at all of its stages. With respect to that, another emerging trend worth considering in AFS are due diligence frameworks and other sustainability initiatives, such as voluntary sustainability standards and certifications. A number of market State countries, in fact, have introduced due diligence legislations and relative requirements for products entering their markets (i.e. UK, France and the Netherlands). Such initiatives may complement other governance initiatives and promote respect of human rights, including child labour elimination. The [UN Global Compact Food and Agriculture Business Principles](https://www.unglobalcompact.org/take-action/action/food) provide a voluntary framework to advance the positive impact business can have on food security, nutrition and sustainable agriculture and to engage in principle-based collaboration with the UN and other stakeholders. One of the Principles reiterates businesses “responsibilities to respect human rights, create decent work and help communities”. With increased consumer awareness, voluntary sustainability standards and private sector codes are another tool that can be used to address child labour and promote youth employment (e.g. certification schemes such as Fairtrade and GLOBALG.A.P). Another important trend to shape sustainable food systems and promote youth employment may be preferential trade agreements which includes clauses on the respect of core labour standards (i.e. EU GSP+)

**On 3.2,** we would like to mention the following:

* Children should be allowed to work in AFS as long as their work does not constitute child labour. Child labour is defined by relative ILO Conventions (138 and 182) as **work that is inappropriate for a child’s age, affects children’s education, or is likely to harm their health, safety or morals**. It is work that impairs children’s well-being or hinders their education, development and future livelihoods. All considered the three main criteria to define child labour are: national legal age for employment, if the work undertaken hinders the child’s education and if it is dangerous. **On the other hand, child labour does not include age-appropriate tasks that are not hazardous and do not interfere with a child’s education.** To clearly communicate this distinction is decisive, as many parents are not aware that they are putting their own children into child labour, and the short, medium and long-term harm this can cause to them and to the agricultural community.
* Another useful aspect to consider when defining what is child labour and what is not is to differentiate depending on the **age cohort**, where different criteria apply. 5-11 age: only safe educational tasks are allowed and the presence of an adult with the child is required. 12-13 age: Light work: 14h per week. Not during school hours. Not at night. 14/15-17 age (14 or 15 depending on the national legal age for employment): Children belonging to this age cohort are still children (below 18) but within the national working age. Therefore, they can be considered into situations of child labour or in situations of decent youth employment depending on one factor: the danger of the tasks that she/he is carrying out. If the work is dangerous, the child is considered to be in child labour, if the work is safe, the child is considered to fall into decent youth employment. **This considered, investing in occupational safety and health at work for this particular age cohort could considerably reduce the number of child labourers and support the creation of decent youth employment**.
* Along with other interventions and strategies to improve access, knowledge and resources for youth **addressing OSH issues in the agriculture subsectors has also the potential to improve the attractiveness of farming/fishing and forestry for youth (question 3.1)**
* **FAO provides a clear guidance** on what is child labour in agriculture and how to address it from several different thematic entry points. Core resources are the [FAO Framework on Ending Child Labour in Agriculture,](http://www.fao.org/documents/card/en/c/ca9502en/) the [10 free FAO-ILO E-learning courses on Eliminating Child Labour in Agriculture](https://elearning.fao.org/local/search/?src=eyJ0ZXN0byI6ImNoaWxkIGxhYm91ciIsInNlcmllcyI6IiIsInJlbGVhc2VkYXRlIjoiIiwibGluZ3VhIjoiZW4iLCJpc25ldyI6IiIsImNlcnQiOiIiLCJtb2JpbGUiOiIiLCJjaWQiOiJbXCI1MTFcIixcIjMwMFwiLFwiNTEzXCIsXCI1MDhcIixcIjUxMFwiLFwiNTA3XCIsXCI1MTJcIixcIjI5OVwiLFwiMzI5XCIsXCIzODlcIixcIjUwOVwiXSJ9), the good practices emerged from FAO Online Consultation on “How can agricultural policies and strategies help to end child labour in agriculture?”, FAO publications on “[The decisive role of agricultural stakeholders in Eliminating Child Labour](http://www.fao.org/3/a-i8177e.pdf)”, on “[Social protection and child labour: Eliminating child labour in agriculture with social protection](http://www.fao.org/3/ca9485en/CA9485EN.pdf)”, [FAO Handbook for Monitoring and Evaluation of Child Labour in Agriculture](http://www.fao.org/family-farming/detail/en/c/320249/), [FAO Guidance on addressing child labour in fisheries and aquaculture](http://www.fao.org/3/i3318e/i3318e.pdf) and [FAO Environmental and Social Management Guidelines.](http://www.fao.org/3/a-i4413e.pdf)
* There is a global momentum towards the elimination of child labour. **SDG Target 8.7** calls to end child labour in all its forms by 2025. In July 2019, the UN General Assembly declared **2021 as the International Year for the Elimination of Child Labour**. All Member States, UN agencies, other international and regional organizations and civil society, including non‑governmental organizations (NGOs), individuals and other relevant stakeholders, will observe the International Year through activities aimed at raising awareness of the importance of the eradicating child labour, and to share best practices in this regard. The International Year will feed the V Global Conference on Child Labour in 2022, which follows a *process initiated in 1997,* during which countries around the world have shared knowledge on policies and good practices, and have committed to eliminate child labour in a series of global conferences held every four years.

**On 7**, we would like to mention the following:

* 70% of all child labour worldwide is found in the agriculture sector. This amounts to 110 million girls and boys working long hours, not attending school and in unsafe working conditions. Therefore, it will not be possible to eliminate child labour withouth a breakthrough in agriculture.
* Research still highlights knowledge gaps in terms of lack of age, sex and tasks-disaggregated data on children’s involvement in working activities.

## Paul Welcher, Office of Trade Policy and Geographic Affairs, United States of America

Dear HLPE Forum Moderator,

It is my pleasure to submit the feedback of the United States of America on the Zero Draft of the HLPE Report on Youth Engagement and Employment in Agriculture and Food Systems.

We look forward to keep engaging with your team as we seek viable pathways for greater engagement and employment of youth people in the Agriculture and Food systems.

Feel free to contact me for further discussions or clarification.

Best regards,

Paul

The United States appreciates the opportunity to provide input on the Zero Draft of the HLPE Report on Promoting Youth Engagement and Employment in Agriculture and Food Systems. We expect that the HLPE Report will result in a set of focused, practical [apolitical] and evidence-based voluntary recommendations that the CFS members can consider.

**General Comments**

* The United States is concerned by the advocacy of ‘food sovereignty’ in the Zero Draft. The United States disagrees with the statement that the achievement of sustainable development goals should facilitate any transition towards food sovereignty. As the HLPE should be aware, ‘food sovereignty’ could justify protectionism or other restrictive import or export policies that will have negative consequences for food security sustainability, and income growth as well as negative implications on youth engagement and employment. Improved access to local, reginal, and global markets helps ensure that food is available to people who need it most and smooths price volatility. Food Security depends on appropriate domestic action by governments, including regulatory and market reforms, that is consistent with international commitments.
* The United States recommends the future drafts of the HLPE Report on Promoting Youth Engagement and Employment remove references to food sovereignty as the concept has negative ramifications for food security and youth empowerment. Additionally, the concept of ‘food sovereignty’ is not well incorporated into the Zero Draft of the HLPE report it is unclear how ‘food sovereignty is linked to youth engagement, youth employment, or “economies of well-being.” The United States strongly suggests that food security would make a better pillar for economies of well-being than food sovereignty, especially given the strong linkages between food security and nutrition. The emphasis on food sovereignty is also in marked contrast to recent HLPE Reports such as the 2020 Food Security and Nutrition: Building a Global Narrative Towards 2030.
* To its credit, the Zero Draft pays significant attention to the perspectives and experiences of indigenous youth, intergenerational concepts and realities, and debunking common assumptions about youth such as that they are de facto innovative.
* The role that the private sector can play in advancing youth employment in agricultural food systems is largely missing from this report. In subsequent versions, the HLPE Report should focus more on heterogeneity among private sector actors in diverse markets and what supports an enabling environment for business and inclusive markets, would be very important additions. While evidence points to the pursuit of business cases as central to efforts to facilitate youth-inclusive markets, incentives for market actors are quite diverse. Some of this is captured in discussion of why young people are interested in work in agriculture and food systems, but more could be captured on how they shape their businesses and how and why diverse businesses perceive and engage with young people. What do we know about youth-led, youth-serving, and/or youth-engaging businesses in agriculture and food systems?
* Relatedly, the subsequent version of the Report should also look at how governments can bolster the private sector either through private public partnerships, design government programs to consider opportunities for private sector inclusion, and through the development of entrepreneurship ecosystems to facilitate private sector growth. Opportunities for youth in agriculture and food systems are shaped by many factors, including the states of transformation (structural, rural, employment) of each society, and very specifically, who is doing what in markets in any given space.
* Another area of high concern for the United States is the recommendation “In technology policy, governments should prioritize “job-rich” technological innovations and take steps to minimize those that destroy jobs on a large scale.” The United States is a strong advocate for the use of technology and innovation to build more sustainable food systems. In 2019, the United States launched the Agricultural Innovation Agenda through which the U.S. Department of Agriculture will stimulate innovation so that American agriculture can achieve the goal of increasing U.S agricultural production by 40 percent while cutting the environmental footprint of U.S. agriculture in half by 2050. Innovation that increases productivity is critical for meeting the world’s food needs and shrinking agriculture’s environmental impact. Agricultural productivity growth is also a powerful engine for poverty alleviation, increased food security and improved standards of living. The United States is concerned that this HLPE recommendation could lead to less sustainable food systems in the future, hindering the transformation that is needed to meet the 2030 agenda.
* The United States also has concerns with how countries would attempt to apply this recommendation. It is often difficult to tell which technologies would be “job-rich” and which ones would destroy jobs. The famous example of this is the relationship between ATM machines and bank tellers in which the number of bank tellers rose despite the widespread introduction of ATMs in the 1980s and 1990s. Instead, the nature of job changed from a cash-focused position, to customer relations positions. Similarly, many digital agriculture applications would allow for the farmers to directly access markets and customers. However, it is impossible to know how the adoption of many of these digital tools will affect agriculture jobs. These digital tools may decrease agricultural employment due to reduced middlemen in the system or they may increase employment by allowing smallholder farmers to increase on-farm jobs. The connection between agricultural productivity and employment is noted in multiple reports including the 2017 World Bank Report on the Future of Food: Shaping the Food System to Deliver Jobs

(<http://documents1.worldbank.org/curated/en/406511492528621198/pdf/114394-WP-PUBLIC-18-4-2017-10-56-45-ShapingtheFoodSystemtoDeliverJobs.pdf>).

* Foundational concepts that are referred to and elaborated in other HLPE Reports could use further elaboration here in this report. The Zero Draft could also be strengthened by basing the foundational concepts on commonly used definitions. For example, on page 7, the authors offer a definition of sustainable food system based on the six dimensions of food security, which is not widely recognized. Additionally, this definition does not reflect widely recognized definitions of sustainability based on social, economic and environmental dimensions. We recommend that this report, which uses the HLPE 2014 definition of food system, also use the HLPE 2014 definition of sustainable food system. Additionally, the definition of food environments seems incorrect. A useful reference that might help ground the work is “Towards a Common Understanding of Sustainable Food Systems: Key approaches, concepts and terms” 2020, Sustainable Food Systems Programme, One Planet Network <https://www.oneplanetnetwork.org/resource/towards-common-understanding-sustainable-food-systems-key-approaches-concepts-and-terms>
* The Zero Draft seems to advocate directly for the transformation of food systems based on agroecology, food sovereignty and local farming. By advocating for a narrow, limited view of agricultural transformation, the Zero Draft of this report strays from the mandate set for it by the CFS Plenary at CFS 46 to “Review rules, regulations and policy approaches, including territorial approaches, aimed at addressing the complexity of structural economic, cultural, social and spatial transformations currently taking place globally”. Instead of advocating for a particular vision of the transformation, the HLPE should be in line with the mandate from CFS Plenary look at how these changes are and will continue to impact youth engagement and youth employment. The United States notes that there is considerable diversity of opinion about how food systems should be transformed to increase their sustainability and global food security. In particular, many experts envision and advocate for sustainable food systems based on increased productivity through innovation, a vision that is absent from the Zero Draft of this report.

**Specific Questions**

1. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity. Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?

The report would greatly benefit from a stronger focus on how do we create jobs and opportunities for youth in AFS, which needs to include a focus on inclusive markets and creating an enabling environment for entrepreneurs and innovative AFS businesses. Without gainful employment – that pays the bills and offers opportunities for advancement – engagement can become frustrating, not fulfilling, particularly for youth. It is unclear why the report does not sufficiently focus on these topics, but one possible reason could be the framework for the Zero Draft. For this reason, it could be worthwhile for the HLPE to consider the framework of Productivity, Connectivity, and Agency used by IFAD in their 2019 [2019 Rural Development Report Creating Opportunities for Rural Youth](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ifad.org%2Fruraldevelopmentreport%2F&data=04%7C01%7C%7Cf2ba297bf93f4d1d9f7208d8b890fb23%7Ced5b36e701ee4ebc867ee03cfa0d4697%7C0%7C0%7C637462280131570670%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Ez4zAFtpD0G44OcBUN1qjdyyDMa90NQilV7AuyYywRk%3D&reserved=0)

This is not to say that the current framework (in particular the focus on youth agency) is not relevant to understanding and approaching youth engagement and employment in agricultural and food systems. However, if this remains the framework, the Report needs a stronger discussion of these why it considers these pillars foundational and in particular on their relevance for youth employment. The authors may also wish to expand the pillar on rights to include one rights and responsibilities to more explicitly look at assumptions being made about who is responsible and on the evolving ability of governments and other actors to deliver. That is say, the discussion on the report needs to look beyond the recognition of human rights to practical suggestions on how they are realized. Relatedly, the authors would benefit from discussion on the political economy and tradeoffs involved in their recommendations. Additionally, the “mediating dynamics” referred to are of equal importance to the three pillars and suggest elevating attention to these dynamic structures and processes in the summary of how youth engagement and employment is framed.

Some additional suggestion/comments from the first section of the report:

* Suggest speaking more to young people’s psychosocial well-being and social and emotional development - including speaking to love, care, belonging and identify formation.
* The Zero Draft has nice language and points on balancing autonomy and dependence, as well as other “balances.” Suggest considering how this is dealt with in the law (a bit comes out later in a nice paragraph on 15-17-year-olds) and what places young people generally find themselves in. Can we zero in on some features of the transition from childhood to adulthood that tend to be salient generally, including to challenge the notion of “independence” as a chief objective of adulthood - rather than the realities of interdependence, etc.?
* “Relationality” being the main defining feature of the concept of youth is useful but is not easily understood by the more casual reader. Suggest moving away from jargon to plain speech; is there a way to capture this that is easily described and referred to by diverse audiences?
* The recognition of multiple factors that influence youth engagement and employment in agriculture and food systems is extremely important and well received/seen.
* How do the dimensions in Figure 3 figure in political economy?
* Page 14 focus on youth and nutrition that identifies youth as subjects of nutrition need is well noted. Suggest adding in attention to youth as agents of nutrition; how they shape production and consumption of highly nutritious foods and healthy diets is key to feature here (youth as influencers does come out later in the doc). Suggest more explicit attention to the rate of child marriage and early motherhood and the related nutrition implications.
* Suggest more explicit attention in particular to reproductive health and family planning services for young people, particularly female youth, as key to shaping their ability to engage in agriculture and food systems.
* The discussion on the predictive reliability of youth aspirations indicators is well received, as is that on youth mobility, which clarifies key points on pluriactivity and mobility.
* Suggest considering the degree to which research on women and agriculture and food systems addresses age considerations; more could be done to break down siloed youth-focused and women-focused work.

2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge. Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account? In particular, can you offer feedback on the following:

2.1. Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?

* The existing dialogue on intersectionality is both important and well-done, and we appreciate the strong focus on indigenous youth. However, the Zero Draft would benefit from more consideration of youth with disabilities and other segmentation among youth.
* The Zero Draft would also benefit from more attention to specific occupations needs discussion on the multidimensionality of pathways in different contexts. While the breakdown by country income-level is very useful, the report could look more granularly at specific contexts, for example, within the realm of on-farm work in low-income countries, what are the pathways to engagement and employment transformation in mixed livelihoods situations across agroecological zones, private sector and enabling environment landscapes, etc.?
* The message that employment and livelihoods opportunities in agriculture and food systems are in part unpredictable due to shifts in food systems and the dynamic tech sector comes through. However, the Zero Draft should have a strong message on the need to strategically create jobs and that different actors have to work together to make that happen. While this isn’t an implementation manual or guide, it compiles evidence and frames relevant issues and could summarize further some of what’s known about what’s likely to help or not help in certain contexts. If on-farm work is going to produce opportunities over the next ten years in low-income countries, how will that happen? What needs to be done, and who needs to act?
* Suggest more discussion on income and household decision-making regarding livelihoods. How much income do youth need? What change in youth incomes creates what effects for different youth in different circumstances? What do youth do with their earnings? How many jobs with what earnings potential are needed to move how many youth and their families out of poverty? How many of these can be derived from agriculture and food systems?  What income are they putting together with mixed livelihoods, and what does this bring them? How does the economic well-being of their families affect their well-being even with increases in income? What are negative externalities of increased income, including for female youth? What kinds of skills are needed among youth with rising incomes - financial management, savings, etc.?
* Suggest naming and describing concepts of resilience around the discussion of decent work (individual, household, community, society, system).
* Very good/important section on 15-17-year-olds on page 24. Suggest layering in a gendered lens further, including in relation to trends among adolescent girls in some areas to school dropouts, early marriage and child-bearing, underscoring this moment of transition as particularly important for potentially avoiding long-term economic and social impacts of gender inequality.
* Suggest including more information on what characterizes/defines rural and employment transformations. The explanation of agricultural transformation as characterized by movement out of labor-intensive activities is well noted (pp 28-29) [while also noting opportunities in production activities over the next decade].
* Page 29, section 2.3 includes a focus on working conditions and harmful labor particularly in production and particularly among youth, but should address gender issues, including GBV and girls’ and women’s time poverty and intersections with gender norms that could favor the more rapid loss of girls’ education and exposure to early marriage and early pregnancy. Also, exposure to adversity/armed conflict and the implications for young people (see [Lowicki, Untapped Potential, Adolescents Affected by Armed Conflict, 2000](https://www.unicef.org/emergencies/files/adolescents_armed_conflict.pdf)) and a range of emerging and existing threats should be explored.
* Section 2 should speak more to different kinds of firms, including SMEs, and private sector perceptions of youth as employees, customers and suppliers. It should also speak to different types of youth “agripreneurship” and youth roles in family enterprises function, including  gendered roles.
* What are the macro and microeconomic contexts? What are the implications for diets and nutrition of particular engagement, employment trajectories?
* Suggest adding in attention to water security, sanitation and hygiene issues as part of agriculture and food systems and the need for youth engagement in the professionalization of water systems.

2.2. How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

* Nice discussion on page 30 of job creating and shedding dynamics in the context of digital technologies. A bit more detail on this comes out in later sections, including with regard to different types of employment. Overall, stronger attention to the need for technologies to be *demand-driven,* that is, sustainably demanded and used productively by young people, is suggested. Also, equal if not more emphasis should be placed on technologies that are not digital to address gaps in uptake by youth at scale.
* How are the technologies currently bought and sold? How will or should they be sustainably into the future? (Consider the Making Markets Work lens questions of “Who does? Who pays?”)
* Suggest avoiding jargon and spelling out what “agriculture 4.0” means for readers not in the know.

3. Employment

3.1. What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?

* The summary of factors that influence youth engagement and employment in agriculture and food systems in the document is useful. As commented elsewhere, suggest unpacking incentives through a market systems development lens. Also suggest considering how market systems development approaches draw from other evidence bases, including Positive Youth Development to create a balance between “high-intensity and low-intensity market facilitation” for sustainable youth inclusion at scale. See AWE study linked herein.
* p 43 Strongly suggest a stronger focus on de-risking capital to youth and further breaking down the appropriateness and feasibility of different types of finance for different types of capital needs. Suggest emphasizing VSLAs as a key option for many youth (starting where youth are/their level of need and ability to manage risk) and link to financial management and business skills training. Focus more, too, on examples coming out of East Africa on digital products and the need to focus less on supply and more on demand and on youth-focused value chain financing, as well as A2F4Y (access to finance for youth) through cooperative membership.
* Page 31 opener is essential about a systems lens - could make this more explicit.
* Page 32 makes a number of strong claims on the economic, social and ecological superiority of small-scale farming in terms of resilience and adaptive capacities that does seem not some to fully incorporate all the evidence on the topics. Note that some of the sources referenced in this section do not support the claims being made. Suggest that the authors deploy a more nuanced discussion here. It might also be helpful for the authors to look closer at which specific factors make some smallholder farmers more successful than others.
* Again, suggest discussion on the income that young people and others make. What do youth need to lead better lives? How much of a change leads to what kinds of impacts in different contexts? How do young people use money? What about emerging risks of increased income (also in the context of digital technologies), including to youth through involvement in electronic betting and gender-based violence?
* See Chapter 7 of the [ReSAKSS 2019 Annual Trends and Outlook Report: gender equality in rural Africa, from commitments to outcomes](https://www.ifpri.org/publication/2019-annual-trends-and-outlook-report-gender-equality-rural-africa-commitments-0#:~:text=The%202019%20Annual%20Trends%20and,to%20fully%20achieve%20these%20goals.&text=The%20report%20serves%20as%20the,on%20over%2030%20CAADP%20indicators.). Note the section of Chapter 7 that speaks to evidence on differential access to land use in some settings, where married female youth have more access than males and unmarried females, etc.
* Page 42, 3.2.1 knowledge and extension section is too limited and not elaborated sufficiently in subsequent sections, particularly in comparison to the preceding section on land constraints. Know-how is key; refer to studies by the Feed the Future Developing Local Extension Capacity activity reports and articles on youth and private sector extension.
* P 46 It’s a very important point to not only promote youth involvement in youth organizations but youth involvement in diverse organizations. What about coops? VSLAs? Business associations?
* Suggest more attention to agriculture as a business and opportunities in diverse supporting markets.
* Suggest attention to international development approaches that facilitate markets through youth-inclusive market systems development. Suggest discussion of the components of markets, and how/whether the market systems lens lends itself to thinking about much-needed scale and sustainability. Refer to this recent study from Feed the Future Advancing Women’s Empowerment funded by USAID/RFS on [Youth, Women and Market Systems Development in Agriculture and Supporting Markets.](https://www.agrilinks.org/post/agricultural-development-youth-women-market-systems)
* The authors acknowledge that studies of youth attitudes show that agriculture is not a desirable career path for most youth, but then say that these studies are not valid because stated aspirations cannot be trusted. The authors seem to take this conclusion to the extreme, leading to them disregarding useful findings from these studies, particularly with regard to what youth say would make agriculture a more desirable career path. These include:
  + Availability of land and inputs
  + Farming is at least partly commercially oriented
  + Farming can be combined with other (non-farm) income sources in pluri-active livelihoods
  + Better access to agricultural land, capital, knowledge and markets
* The report should include better analysis/discussion on how to improve the above. A study that seeks youth empowerment should listen to youth.
* As the authors note, the ILO defines decent work as involving “opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men” (ILO, 2020a). Unfortunately, the paper does not adequately recognize the importance of productive work and opportunities for personal development.

3.2. Under what conditions should children be allowed to work in AFS when they want to?

* Agreed with the general statement (p11): “A focus on youth engagement needs to also consider what strategies can be put in place to ensure that entry in food systems as workers or entrepreneurs happens at the right age and under conditions that are not detrimental for the development and future prospects of young people.”
* See comment elsewhere re: the importance of zeroing in on opportunities for adolescent girls that support avoidance of early marriage and pregnancy. Also recognize that if girls are thrust into these roles and need to earn livelihoods at ages that do not correspond with legal rights to work, and where there are weak social protection systems, they must be facilitated to meet their and their families’ needs.
* See also comment elsewhere re: addressing gendered and age-related risks to adolescents in armed conflict, including recruitment into fighting forces, sexual violence and exploitation, other forms of harmful labor. (Note also the coping skills that young people develop in contending with abuse and lack of support systems and the dynamics of changing notions of adult protection roles over children they and their systems and institutions have failed to protect).

4. Land and other resources

4.1. What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods?

* Does there need to be “best models?” rather than a diverse set of potential approaches that are appropriate and potentially useful in different situations given the context?  It seems like there is something to be learned from each of the many examples, with key considerations re: participation (youth, intergenerational) and power, among others.

4.2. Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics?

* The models do take into account the differences amongst youth in terms of gender, indigeneity, and other characteristics. Suggest much stronger attention to soil degradation and conservation and implications for youth engagement and the various modes and models outlined.

5. Knowledge

5.1. What policies/initiatives could stop the loss of, and support the revitalization of, traditional, ecological and marginalised forms of knowledge in AFS?

5.2. What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?

* Overall in the education / knowledge section, where do we come out on whether youth have the know-how to engage and work in AFS and how they might develop it? How are education services developed, provided and demanded sustainably? Can we dig through the details for some more key take-aways that capture some of the important nuance?
* Suggest including a critique of TVET investments in international development work and identification of the need for the diversification of education products and services to meet the needs of young people who will not easily find or recapture formal education opportunities, for whom TVET is irrelevant, unavailable and unsustainable. How are youth, private sector and other stakeholders bridging the gaps? Again, see DLEC study on youth and private sector extension and advisory services for one set of ideas.
* The Zero Draft would benefit by providing greater evidence that the of traditional and marginalized forms of knowledge would have a positive effect on youth engagement or employment. In addition, not all traditional practices prioritize equity, agency or rights of women and girls or marginalized members of the community. Note that not all traditional practices are ecologically sound.
* A variety of skills that would help youth be successful in AFS are largely missing from the Zero Draft. What about in business, for basic skills - from financial and business skills to soft skills - and technical skills? What about key professions? What is needed, for example, for the professionalization of water security and water systems?
* While the Zero Draft focuses on what universities and other educational/research institutions can learn about and share traditional knowledge, it fails to look at flipside on what and how users of traditional knowledge can learn from universities and other educational and research institutions. Pressures from climate change, pests, and diseases (such as Fall Army Worm and African Swine Flu) will create new challenges for traditional production systems and as a result they may need to adjust or adopt new techniques in order to remains sustainable.
* As mentioned on question 3.1, a discussion on agricultural extension programs is unfortunately largely absent from the Zero Draft. The document would greatly benefit from a large discussion of how these programs can be linked to youth seeking employment in agricultural systems.

5.3. How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?

5.4. How can grassroots and youth-driven learning opportunities and knowledge transfer be strengthened and supported?

5.5. What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers?

* Emphasize demand-driven approaches - can young people demand and derive benefit sustainably?

6. Drawing on HLPE reports and analysis in the wider literature, the report outlines several examples of potential policy pathways to address challenges to youth engagement and employment in AFS, and to transform AFS to make them more “youth-friendly”. The HLPE seeks input on case studies that could illustrate successful policy initiatives that have improved youth employment and engagement in AFS, and in particular:

6.1. Successful implementation of existing policy commitments, including examples of rights-based approaches to youth employment, as well as protection from unemployment, in food systems.

* A critical shortcoming of the Zero Draft is that little to no evidence is provided for many of the recommendations in Section 5.2. Future versions of the report would benefit from more examples and evidence for many of the recommendations presented in the Zero Draft. Taking for example the recommendation on youth-targeted public employment programmes: What countries have tried this approach? What were key factors to making this approach a success? What scientific studies show that this is a useful approach to youth employment?
* Would recommend a summary of actionable upshots for specific situations and stakeholders i.e. a “play book,” where key parameters and scenarios are outlined, with suggestions for action by various stakeholders.
* Can we more succinctly focus on answering the question: How can governments and other stakeholders support an enabling environment for businesses to create employment opportunities for young people in AFS?

6.2. Initiatives to improve equity in access to resources and improved working conditions (including in conditions of informality) for young people within AFS.

6.3. Pathways for increased youth agency in AFS policy, including best practices and mechanisms to improve the leadership role of youth, including young women, in their own organizations, and in broader AFS and food policy discussion spaces.

 6.4. Pathways for equitable use of technology and digitalization, in particular ensuring access to and control of information and data by youth.

* It would be helpful to expand on ensuring the availability and affordability of new technologies and reduced risk management for youth farmers, especially medium- and small-scale ones, who embrace such innovations

6.5. Financial instruments and marketing tools that are available to youth within AFS.

6.6. Examples of economies of solidarity, collective enterprises and other collaborative initiatives among young people in AFS.

6.7. Examples of how consumers and urban actors are involved in working towards a sustainable food system that values and involves youth.

7. On data and knowledge gaps:

7.1. Do you have additional data or information that could help refine the analysis of the interplay between youth’s characteristics, aspirations, rights, resources and knowledge, AFS sustainability and FSN outcomes?

7.2. Is the set of case studies appropriate in terms of the dimensions and issues chosen and their regional balance? Do you have other good practices and examples of policy and interventions that could accelerate progress towards the SDGs by enhancing opportunities for youth?

* One interesting case study is the 4-H program in the United States. 4-H is the premier youth development program of the United States Department of Agriculture. 4-H seeks to promote positive youth development, facilitate learning and engage youth in the work of their community through the Cooperative Extension Service to enhance the quality of life. 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults. 4-H today serves in every state nationwide, operating in rural, urban and suburban communities. 4-H members engage crucial topics, from childhood obesity and food safety and security, to climate change and sustainable energy. The variety of STEM opportunities available from the 4-H out-of-programming, in-school enrichment programs, and clubs/camps range from agricultural and animal sciences, to rocketry, robotics, and computer science—all with the goal to enhance our nation’s capability to remain competitive in important scientific friends and leader in addressing the challenges of the 21st century. In 2013, a study of 4-H (<http://4-h.org/wp-content/uploads/2016/02/4-H-Study-of-Positive-Youth-Development-Full-Report.pdf>) showed a correlations between 4-H and healthier choices, civic activity, and academic activity, in particular STEM.

 7.3. What are ways to collect better data on the situation of and prospects for youth in AFS? What can be done to improve population and employment data to give a more accurate picture of young people’s multidirectional mobility between places and sectors and multiple income sources?

8. Are there any major omissions or gaps in the V0-draft?

* One thing the report does not discuss is how employment in government agencies themselves can be a pathway for engagement employment in agricultural and food systems. The U.S. Department of Agriculture (USDA) has several programs that allow hundreds of U.S. youth college graduates to find employment at USDA after graduation. These include the USDA Internship Program, the USDA Recent Graduates Program, and the USDA Presidential Management Fellows Program. USDA also has to programs that combine employment at USDA with college tuition funds. These include the USDA/1890 National Scholars Program (<https://www.usda.gov/partnerships/1890NationalScholars>) and the USDA 1994 Tribal Scholars Program (<https://www.usda.gov/partnerships/1994-program>). Combined, these programs provide an important pathway for students that wish to work for the public sector on agriculture and food systems.

8.1. Are topics under-or over-represented in relation to their importance?

* The Zero Draft largely leaves out of the need for agriculture and food systems to be productive and generate income (the economic dimension of sustainable development). The Draft largely overlooks the role of education, technological change and entrepreneurship in driving income growth and economic development – and in creating expanded opportunities for youth.
* Suggest more attention to political economy considerations, which currently do not get much attention in the text, and in particular, considerations of the situation of young people affected by crisis, such as armed conflict and displacement.
* The report is light on the growing importance of urban food systems in driving youth employment, especially as global populations continue to move to urban centers.
* The report under-represents other parts of the supply chain (besides the farm) in food systems, namely transportation, where youth are often involved/employed.
* The important role that complementary agricultural infrastructure can play on rural employment is largely missing from the report. For example, see the World Bank 2017 Report on the Future of Food: Shaping the Food System to Deliver Jobs (<http://documents1.worldbank.org/curated/en/406511492528621198/pdf/114394-WP-PUBLIC-18-4-2017-10-56-45-ShapingtheFoodSystemtoDeliverJobs.pdf>).
* Suggest drawing more from evidence for international development investments in youth inclusion in agriculture and food systems, including critique of TVET and the limitations of supply-side approaches, and more on the diverse ways in which youth and businesses are addressing gaps in youth know-how to enable productive and mutually beneficial youth engagement in agriculture and supporting markets.
* The global focus of the paper, which captures diverse country perspectives is useful, but some of the specifics on what pertains to particular contexts could be further drawn out. The policy section could have a summary “play book,” where key parameters are outlined, with suggestions for action by various stakeholders outlined in summary. This would help with the adaptability of the Report’s recommendations.
* Related to this, what are the main take-away messages for various actors?
* What should we be doing as a diverse community to ‘think globally and act locally’ to rapidly facilitate youth engagement and employment in agriculture and food systems?
* Suggest addressing some imbalances within the paper in terms of the amount of attention paid to various subjects. For example, the treatment of youth and land is very comprehensive and includes a very useful set of diverse examples and approaches, while access to finance for youth (or any number of other issues) could be approached with an equal level of detail, given the range of experiences. While it would be unfortunate to lose useful information, suggest further addressing the balance.

8.2. Are there any redundant facts or statements that could be eliminated from the V0- draft?

8.3. Are any facts or conclusions refuted, questionable or assertions with no evidence base?

8.4. If any of these is an issue, please share supporting evidence.

## Miguel Ángel Damián Huato, Benemérita Universidad Autónoma de Puebla, Mexico

Buena tarde: adjunto mi contribución a la consulta electrónica: “Promoción de la participación y el empleo de los jóvenes en los sistemas agrícolas y alimentarios”, HLPE-CSA. Saludos cordiales y un 2021 pleno de salud.

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**Consulta electrónica: “Promoción de la participación y el empleo de los jóvenes en los sistemas agrícolas y alimentarios”. HLPE-CSA**

Esta colaboración forma parte de un diálogo entre científicos impulsado por el grupo de alto nivel de expertos en seguridad alimentaria y nutrición (HLPE), solicitado por el Comité de Seguridad Alimentaria Mundial (CSA) para el proyecto: “promoción de la participación y el empleo de los jóvenes en los sistemas agrícolas y alimentarios”. El CSA es la única plataforma de múltiples partes interesadas dentro del sistema de las Naciones Unidas dedicada a la coordinación mundial en materia de seguridad alimentaria y nutrición. La sistematización de este diálogo, permitirán a el HLPE elaborar un informe que será expuesto en la 48ª sesión plenaria del CSA que se llevará a cabo en octubre de 2021. Los resultados del diálogo serán clave para diseñar y ejecutar alternativas a la crisis poliédrica que afecta la modernidad capitalista y que se expresa en varias aristas: a) insuficiencia alimentaria y hambre; b) modificación de los parámetros climáticos por el aumento de las emisiones de gases efecto invernadero (GEI), que se expresan en un mayor calentamiento de la tierra; c) agotamiento de bienes cruciales para el funcionamiento de las sociedades modernas; d) surgimiento de nuevas formas de contaminación; e) destrucción de la biodiversidad que está conduciendo a la nombrada 6ª extinción, y f) surgimiento de nuevas pandemias, como el Covid 19, causante de más de dos millones de muertes.

Esta colaboración parte de la siguiente premisa: la producción de granos saludables y nutritivos, así como la productividad, resiliencia y sostenibilidad de los sistemas agrícolas, están condicionadas por la manera en cómo se manejan o gestionan. Por esta razón, el manejo constituye el núcleo conceptual sobre el que se construyó esta aportación epistémica, que fue organizada en cuatro secciones. En la primera se expone el eje conceptual de la propuesta, en la segunda y tercera se exponen los rasgos que definen el manejo de cultivos articulados a los sistemas agroindustrial y el agroecológico; en la tercera sección, se expone la iniciativa programática del MP-I para contribuir a resolver 11 de los 17 objetivos del desarrollo sostenible (ODS), impulsados por la Agenda 2030 de la ONU, enfatizando en la generación de empleos y en la autosuficiencia alimentaria en maíz, frijol y calabaza, tres granos básicos de la dieta alimenticia de las familias indígenas y campesinas de México.

**El manejo o gestión como núcleo epistémico para estudiar a los sistemas agrícolas**

El manejo de los sistemas agrícolas enuncia la forma en cómo el productor activa y combina durante el ciclo agrícola los recursos productivos de los que dispone (tierra, trabajo, saberes, tecnología, etc.), para ejecutar sucesivamente a nivel de campo las tareas (barbecho, siembra, labores de cultivo, fertilización, etc.) que requiere el ciclo agrícola. En este proceso se pueden aplicar tecnologías modernas (híbridos, agroquímicos, etc.), campesinas (semillas nativas, asociación y/o rotación de cultivos, etc.) o un diálogo de saberes, que implica el uso simultaneo de tecnologías radicales y progresivas. Este manejo está muy influido por condiciones de producción endógenas (clima, suelo, flora, fauna, etc.) y exógenas (programas de fomento agrícola, ingresos familiares, estructura demográfica de la familia, etc.), las cuales son inalterables a mediano plazo.

Este concepto de manejo comprende cuatro temas que debemos de considerar para poder identificar, diferenciar y caracterizar los tipos de sistemas agrícolas que existen en un territorio determinado y, por ello, se transfigura en el eje heurístico que articula la secuencia epistemológica, teórica, metodológica e instrumental que exige el desarrollo de la ciencia. Estas temáticas son: a) El uso por parte del productor de los recursos productivos de los que dispone (tierra, trabajo, saberes, tecnología, etc.) durante el ciclo agrícola; b) la ejecución de prácticas agrícolas (barbecho, siembra, labores de cultivo, fertilización, etc.) hechas sucesivamente a nivel de campo. Realizar estas prácticas comprende a la vez, la teoría y praxis; c) la aplicación de tecnologías modernas o radicales (híbridos, agroquímicos, etc.), campesinas o progresivas (semillas nativas, asociación y/o rotación de cultivos, etc.) o una combinación de ambas representados en el diálogo de saberes. La tecnología representa el conocimiento científico aplicado a la producción materializado en máquinas y artefactos o en sistemas de gestión de la actividad económica (Katz, 1999. https://bit.ly/2U5WWEO) y representa el factor productivo que potencian el desarrollo de las fuerzas productivas que dormitan en el seno de la tierra y del trabajo, y d) la influencia que tienen las condiciones de producción endógenas (clima, suelo, flora, fauna, etcétera) y las exógenas (programas de fomento agrícola, ingresos familiares, estructura demográfica de la familia, etcétera) en el manejo de los sistemas agrícolas.

Estudiar el manejo de sistemas agrícolas exige el acopio de datos empíricos que reflejen como se lleva a cabo este manejo en la realidad, para poder transitar de las abstracciones empíricas, materializadas en los datos empíricos recolectados y sistematizados, a las abstracciones reflexivas y constructivas, validadas por teoría (Piaget y García, 1984. https://bit.ly/39CVGk9). La transición de una abstracción a otra debe de realizarse mediante un enfoque transdisciplinario, que engloba a la disciplina, la pluri/multidisciplina y la interdisciplina. El principal rasgo de la transdisciplina es que transgrede (del latín transgrĕdi, ‘pasar a través’) las fronteras disciplinarias (Nicolescu, 2009. https://bit.ly/3laPN2l) que intervienen en el estudio de un fenómeno, en este caso el manejo o gestión de los sistemas agrícolas. Cuando se habla de transgredir las fronteras disciplinarias del manejo de cultivos, exige indagar que otras ciencias influyen en este proceso; es decir, que factores definen el cómo el productor efectúa las prácticas agrícolas que comprende este manejo. Muchas de estas condiciones se refieren a ciertas disciplinas científicas que poseen una relación directa con el manejo (agronomía, agroecología, etc.) y otras ciencias (economía, demografía, antropología, etc.) que únicamente se relacionan con aquél mediante algunas de sus aristas temáticas, indispensables para explicar las causas teleológicas del manejo. Este no es el caso de los enfoques disciplinario, pluri/multidisciplinario e interdisciplinario. Según Nicolescu (2009. https://bit.ly/3laPN2l), el primero concierne a un solo y mismo nivel de realidad; es más, en la mayoría de los casos, no concierne sino a fragmentos de un solo y mismo nivel de realidad. El segundo enfoque, se refiere al estudio de un objeto realizado por varias disciplinas a la vez, pero que permanece inscrita en el marco de la investigación disciplinaria. Por su parte la interdisciplina se refiere a la transferencia de métodos de una disciplina a otra.

El concepto de manejo oculta una contradicción esencial que será clave para el desarrollo epistémico de la agronomía y de la agroecología. Me refiero a las tecnologías que se aplican el manejo de los sistemas agrícolas. En el caso de la agronomía, articulada al paradigma productivista, predominan las tecnologías radicales o modernas y en la agroecología, acoplada al paradigma agroecológico, prevalece un diálogo de saberes, donde los indígenas/campesinos aplican sus propias tecnologías junto con las modernas. Por ello, se recomienda iniciar el estudio del manejo de cultivos diagnosticando o evaluando el origen de las tecnologías aplicadas, las cuales son distintas cuando se trata de la agricultura convencional y la agroecología, como se verá enseguida.

**Raíces epistémicas de la revolución verde**

La revolución verde se refiere a la transformación radical en el manejo de los sistemas agrícolas, que se realizó a mediados del siglo XX por el Grupo Consultivo para la Investigación Agrícola Internacional (GCIAI). Creado originalmente por las fundaciones Ford y Rockefeller, el GCIAI creó centros de investigación en todo el mundo, donde la ciencia, la tecnología y la innovación moderna, han ocupado una posición destacada, con la pretensión de facilitar materiales para incrementar la producción de alimentos. Estos centros desarrollaron semillas hibridas y/o mejoradas denominadas “milagrosas”; no obstante, para que estas semillas pudieran expresar su poderío divino se tenían que cumplir dos condiciones: ser manejadas como monocultivos mediante el uso de maquinaria agrícola y riego, así como adicionarles cantidades abusivas de fertilizantes y plaguicidas sintéticos. De hecho, las demás revoluciones agrícolas (la transgénica, la digital, etc.), implementada en el seno de la agricultura convencional, se han basado en generar tecnologías en tres campos epistémicos fragmentados en áreas disciplinarias: nuevas semillas, híbridos, organismos genéticamente modificados, nuevas técnicas de cultivos adaptadas a los monocultivos y nuevas dosis y tipos de agroquímicos, cuya aplicación está condicionada a la obtención de mayores ganancias.

La aplicación de agroquímicos ha dañado sistemáticamente el metabolismo sociedad-naturaleza. Por ejemplo, dentro de los fertilizantes aplicados en el manejo de la agricultura moderna, destacan los nitrogenados que provocan dos tipos de daños ambientales. El primero, porque el nitrógeno se lixivia fácilmente causando la eutrofización de los mantos freáticos, y segundo, porque se volatiza al medio originando óxido nitroso (N2O). Sutton y colaboradores afirman que el nitrógeno procedente de la agricultura se pierde fácilmente en el medio ambiente debido a la volatilización, originando N2O que causa daños ambientales que son casi equivalentes a los beneficios económicos derivados del uso de los fertilizantes nitrogenados en la producción de alimentos. El N2O es un potente GEI ya que un millón de toneladas equivale a 81 millones de CO2; es el tercer GEI y la causa principal del agotamiento de la capa de ozono de la estratosfera que, a su vez, aumenta la temperatura y retroalimenta el cambio climático, el cual afecta la producción de alimentos y la autosuficiencia alimentaria, sobre todo de aquellos productores que siembran bajo condiciones de secano. La aplicación de nitrógeno causa daños ambientales que son casi equivalentes a los beneficios económicos derivados del uso de los fertilizantes nitrogenados en la producción de alimentos. (FAO, 2016. <https://bit.ly/3oPwAom>).

Es el mismo caso de la aplicación de otros agroquímicos como los herbicidas e, insecticidas que por el daño ambiental que provocan se conocen como agrotóxicos, que han destruido vidas humanas y la biodiversidad de flora y fauna presentes en los sistemas agrícolas tradicionales. La aplicación de agrotóxicos ha dañado sistemáticamente la relación sociedad-naturaleza; además, produce bienes alimenticios contaminados, que afectan a la salud humana, haciendo más débil al cuerpo humano y poco resistente al ataque de pandemias como la del Covid 19, causante, hasta ahora, de más de dos millones de fallecimientos. Con ello, el círculo de la extinción humana y de los bienes naturales continúa su marcha inexorable, porque una mayor exfoliación de la naturaleza deriva en más emisiones de GEI, en el aumento del calentamiento de la tierra, así como en el surgimiento de nuevas enfermedades, que, quizá, sean más mortíferas que la actual pandemia que azota a la humanidad.

El Grupo Intergubernamental de Expertos sobre el Cambio Climático (2020. https://bit.ly/3qkldoS), asegura que las actividades relativas a la agricultura, silvicultura y otros usos de la tierra representaron cerca de 13% de las emisiones de CO2, 44% de las de metano y 81% de N2O a nivel mundial durante 2007-2016, lo que representa el 23% del total de emisiones antropógenas netas de GEI. Sin embargo, hay que precisar que esta aportación de GEI son propias de los sistemas agroindustriales, que aumenta considerablemente si se suman las emisiones de GEI indirectas, generadas en la producción y distribución de los insumos utilizados por estos sistemas agrícolas. Por estas estas razones, el manejo de cultivos convencional, embona con la designación de “proyectos de muerte”, ya que trastoca el metabolismo sociedad-naturaleza, envenena al humano y a otros seres vivos, así como a los mantos freáticos y al ambiente. Además, produce comida contaminada, que paulatinamente nos enferma y degrada nuestra salud. Aunado a todo ello, el uso incesante de insumos industriales ha mermado los rendimientos unitarios a través del tiempo, como fehacientemente demostró Peter Rosset (1998. https://bit.ly/2LumfjA), en un interesante artículo escrito hace más de 20 años.

**El enfoque agroecológico**

Como ya se dijo, en el manejo de los policultivos o agroecosistemas, prevalece el uso de tecnologías indígenas/campesinas y modernas, sistematizadas en un diálogo de saberes, donde el manejo de la biodiversidad es el rasgo fundamental de estos sistemas y la herencia biocultural más importante que nos legaron nuestros ancestros. Manejar la biodiversidad no significa tener un revoltijo de plantas y un montón de insectos que se apiñan y se mezclan al azar. Se trata de la construcción de genuinos “pisos de plantas”, que tienden a imitar los “pisos de plantas” que existen en los ecosistemas naturales, donde la mano y la sabiduría indígena/campesina han aplicado el principio de la biomimesis, que según Tamayo (2013. https://bit.ly/3pgsg22), es una ciencia/saber/arte/tecnología que asume a la naturaleza como maestra, como pedagoga y de ella aprender formas, procesos y organización: es imitarla sin dañarla. La postura biomimética lleva a la apuesta, paulatina y progresiva, por una formación que intenta enseñar, aprender y vivir el desarrollo sostenible no como discurso vacío sino como proyecto de vida que permita a los seres humanos y a otras especies desplegarse en su multidimensionalidad (satisfacción de necesidades, potenciación de sus potencias) en articulación dialógica, esto es, en contradicción, complementariedad y concurrencia de manera tal, que reconociendo la diversidad de cada especie, se conviva en igualdad de derechos de manera tal que el despliegue de una especie (la humana, por ejemplo) no viole los derechos de despliegue de otras especies.

En este contexto, la agroecología debe asumirse como una ciencia (teoría-praxis) que estudia el agroecosistema y su manejo, constituido como la unidad básica de estudio y núcleo epistemológico y heurístico de esta disciplina, donde se aplican saberes y praxis indígena-campesinas y modernas que, organizadas en un diálogo de saberes, recrean una biodiversidad funcional cultivada que trata de imitar la estructura y el funcionamiento de los ecosistemas naturales. Esta biodiversidad funcional cultivada se caracteriza por reproducir interacciones, sinergias que se traducen en fuerzas genuinamente productivas que engendran vida, al detonar procesos agroecológicos clave que potencian la eficiencia relativa de la tierra, la resiliencia y la sostenibilidad de los agroecosistemas.

Para Funes (2015. https://bit.ly/3nMdWwB)), cuando los procesos agroecológicos ocurren, se dice que se cumplen los mecanismos de sinergia, lo cual significa que si se logra la integración de los elementos bióticos y abióticos presentes en el agroecosistema 1 + 1 puede ser = 3. La unidad adicional que el autor apunta de forma simbólica deriva de las prácticas agrícolas idóneas que realizan el trabajo indígena y campesino en el manejo de los agroecosistemas, activando múltiples colaboraciones, interacciones, retroalimentaciones y sinergias entre los entes bióticos y abióticos, creando nuevas fuerzas productivas naturales que ya no derivan del trabajo directo que se aplicó, pero que fue su consecuencia. Estas nuevas fuerzas productivas dan origen a procesos agroecológicos vitales, que se mostrarán en una mayor eficiencia relativa de la tierra, resiliencia y sostenibilidad de los agroecosistemas y que le permiten autorregularse y autorreproducirse a través del tiempo, derivando en un proceso de autoorganización autopoiético.

Dentro de los procesos agroecológicos vitales que genera los pisos de plantas presentes en los policultivos, destacan:

1. La gran cantidad de flora que hay en los “pisos de plantas” aumenta el área foliar, que sumado a la cohabitación de plantas C4 y C3, deriva en un aprovechamiento más eficiente de la energía solar y de la actividad fotosintética y, por lo tanto, en la conversión de compuestos inorgánicos en orgánicos, que son básicos para la creación de vida. Una mayor fotosíntesis optimiza la captura de CO2, un “alimento” básico para las plantas, lo que reduce la emisión de este GEI y mitiga la crisis climática y el calentamiento del planeta. Además, la abundancia de flora y fauna que existe en el policultivo cuando cumple su ciclo de vida, adiciona grandes cantidades de materia orgánica, que será reciclada en nutrientes y energía por los microrganismos del suelo, que será utilizado en otro ciclo agrícola por los seres vivos que ahí crecen. 2. Generan tramas tróficas o alimentarias que recrean, entre otras cuestiones, un equilibrio biológico entre la fauna que está presente en el agroecosistema, lo que impide la reproducción de insectos que depredan algunos de los cultivos asociados al agroecosistema, debido a que también ahí está su depredador. La desaparición de algún elemento constitutivo de la trama trófica por la aplicación de agrotóxicos tiene consecuencias desastrosas para el resto de los eslabones de la red alimentaria y es una señal incuestionable de un disturbio biológico existente en los agroecosistemas. Por ello en los monocultivos, donde la biodiversidad fue totalmente suprimida, al no poder recrear las tramas tróficas, la aparición de plagas cada vez más resistentes a los plaguicidas es inevitable.

3, Impulsa la simbiosis entre los hongos micorrizas y los sistemas radiculares de las plantas cultivadas, lo que amplía el área para la extracción de nutrientes. Para Camargo (2013. https://bit.ly/3oPqN2k), la micorriza es una asociación constituida por un conjunto de hifas fúngicas (micelio) que, al entrar en contacto con las raíces de las plantas, las pueden envolver formando un manto y penetrarlas intercelularmente a través de las células del córtex, como en el caso de la ectomicorriza o, como en el caso de la micorriza arbuscular, penetran la raíz, pero no se forma ningún manto. A la vez, las hifas se ramifican en el suelo, formando una extensa red de hifas capaz de interconectar, subterráneamente, a las raíces de plantas. Esta red de micelio permite, bajo ciertas condiciones, un libre flujo de nutrimentos hacia las plantas hospederas y entre las raíces de las plantas interconectadas

4. Las leguminosas asociadas al policultivo fijan nitrógeno atmosférico, macroelemento esencial para la nutrición de plantas y de microrganismos. Según Paredes (2013. https://bit.ly/3sw92XR), se pueden capturar, en promedio, 200 kg N/ha/año, lo que aporta de forma gratuita a las poblaciones indígenas y campesinas alrededor de una tonelada de sulfato de amonio que, además, se deja de producir y de transportar, atenuando de forma directa la emisión de GEI. Igualmente, en observaciones de campo se evidenció, primero, que en la milpa hay una gran abundancia y variedad de arvenses leguminosas que probablemente aportan una cantidad sustancial de nitrógeno; segundo, que estas arvenses se encuentran presentes desde que el productor realiza la primera labor de cultivo, lo que sugiere que esta flora aporta nitrógeno desde las primeras fases fenológicas del agroecosistema; y, tercero, que estas arvenses fueron más abundantes en los surcos, cohabitando con los cultivos asociados, lo que insinúa la posibilidad de que se encuentren en un proceso de domesticación.

5. Los distintos cultivos que cohabitan en la milpa, aprovechan mejor los nutrientes del suelo ya que en la asociación coexisten plantas con sistemas radiculares de longitud distinta

6. Las plantas con flores coloridas que conviven en el policultivo atraen insectos polinizadores, lo que estimula la producción de granos y biomasa. World Wildlife Found (2018. https://bit.ly/3iiXBy8), estimó que más del 75% de los principales cultivos alimentarios mundiales se benefician de polinización.

7. Muchas arvenses forman parte de la dieta alimenticia de las familias campesinas e indígenas, o sirven de forraje para la ganadería de traspatio. Algunas otras son ocupadas por las familias indígenas y campesinas como plantas medicinales.

8. La calabaza, un cultivo asociado al agroecosistema milpa, con su amplio follaje y hábito rastrero proporciona sombra a los microorganismos, impide la erosión del suelo, retiene agua e impide su evaporación, además de propiciar el crecimiento de arvenses durante los primeros ciclos fenológicos de los cultivos presentes en la milpa.

9. La siembra de semillas nativas son preferidas por las familias indígenas y campesinas por varias razones: por su adaptación milenaria a los agrosistemas locales, poseen una productividad estable a través del tiempo y porque son pilares de la autosuficiencia alimentaria y de la reproducción ganadera.

10. La rotación de cultivos aumenta el contenido de humedad y nutrientes y, al mismo tiempo, altera el ciclo biológico de las plagas y enfermedades.

11. La conservación de suelos evita la pérdida de nutrientes y agua, elementos básicos para aumentar la productividad de los sistemas agrícolas

12. La adición de estiércol es un indicador clave de la calidad del suelo: provee nutrientes, mejora la estructura y textura del suelo, aumenta la aireación, la penetración y la retención de agua, estimula el desarrollo de microorganismos benéficos para la planta y promueve la captura de carbono (FAO, 2002. <https://bit.ly/2Lv6Gbr>).

13. Finalmente, la complementariedad que se da entre las tecnologías campesinas y modernas potencian la productividad. Por ejemplo, cuando se aplican fertilizantes nitrogenados a un policultivo como el de la milpa, se potencia la degradación de materia orgánica. Si esta tiene alto contenido de nitrógeno, los microorganismos tienen suficiente sustrato para inducir mayor mineralización, ya que la microflora (bacterias, hongos y actinomicetos) satisface plenamente sus necesidades de nitrógeno, por lo que no es un factor limitante para ellos (Ferrera y Alarcón, 2001. <https://bit.ly/2N6OPaZ>).

En síntesis, los procesos agroecológicos vitales originados por el diálogo de saberes en el manejo de los agroecosistemas, potencian la productividad, porque generan, mediante el trabajo útil campesinoindígena, un agronicho que reproduce una comunidad biótica y abiótica, arriba y abajo del suelo, que establece interacciones entre sus miembros, mejorando la captura de dióxido de carbono, así como el uso eficiente de la energía solar, del agua, del aire, de la sombra, de los microrganismos y los nutrientes del suelo, del nitrógeno, de la temperatura, de la materia orgánica, de los insectos, etcétera. Este es el círculo virtuoso que activa el diálogo de saberes por razón del manejo de los agroecosistemas y, en concreto, de la biodiversidad presente en ellos. Para el Informe Planeta Vivo (2020. https://bit.ly/3bM1NFs), la biodiversidad desempeña un papel crucial para el aprovisionamiento de comida, fibra, agua, energía, medicinas y otras materias primas, por lo que resulta clave para la regulación de nuestro clima, calidad del agua, contaminación, servicios de polinización, control de inundaciones y de grandes mareas

En cambio, los monocultivos son incapaces de autorregularse, de autorreproducirse y, por lo mismo, de perdurar en el tiempo. Su manejo se erige sobre la destrucción de la biodiversidad que elimina toda la forma de vida, afectando con el tiempo, la productividad y la sostenibilidad de los sistemas agrícolas. La productividad del unicultivo se ciñe a las capacidades fisiológicas de plantas individuales que, aunque están juntas en la parcela, funcionan de forma aislada, y por lo mismo están imposibilitadas estructural y funcionalmente para actuar como una colectividad de plantas. En vez de colaboraciones, en el monocultivo se establecen competencia por luz solar, agua, nutrientes, etc., elementos fundamentales para la producción de alimentos y reproducción de vida

**El modelo productor-innovador**

El modelo productor-innovador (MP-I) sintetiza 20 años de trabajo y fue resultado de una rigurosa evaluación diagnóstica de las tecnologías progresivas y radicales aplicadas en el manejo del maíz de secano que incluyó cuatro etapas:

1. Se diseñó y aplicó un cuestionario a una muestra de productores adscritos al Programa Directo de Apoyo al Campo (PROCAMPO, ahora PROAGRO), con preguntas referidas a las prácticas agrícolas que aplicaron en el manejo del maíz, así como de las condiciones endógenas y exógenas que influyen en este manejo. Los datos empíricos acopiados por la encuesta permitieron:

2. Se evaluó las innovaciones radicales y progresivas aplicadas en el manejo del maíz, mediante el cálculo del Índice de Apropiación de Tecnologías Radicales (IATR) y el Grado de Empleo de Tecnologías Progresivas (GETP). Para calcular el IATR se contrastaron las fórmulas de producción expuestas en el paquete tecnológico generado y recomendado por el INIFAP, con la práctica agrícola correspondiente que realizó el productor en el campo. Al paquete se le asignó un valor de 100 puntos y se ponderó, según el impacto de cada práctica que tiene en la productividad: 10 fecha de siembra, 20 variedad, 15 densidad de plantas por hectárea, 25 y 5, para dosis de fertilizantes y fecha de su aplicación, 6 y 4, para tipo y dosis de herbicida, 6 y 4, para tipo y dosis de insecticida y 5 para el combate de enfermedades. Cada valor ponderado se dividió entre dos, donde el primer cociente correspondió al uso de la recomendación y el segundo a su adecuado manejo. Por ejemplo, si un productor aplicó la dosis de herbicida recomendada por el INIFAP se le asignó 6 puntos, pero si usó otra dosis el valor fue la mitad y si no usó, su cuantía fue de cero. Esto se debe a que el INIFAP recomienda fórmulas de producción, probadas experimentalmente durante varios años y no el uso de cualquier dosis de herbicida. También se evaluó las innovaciones progresivas aplicadas en el manejo del maíz, calculado por el GETP, que incluyó prácticas agrícolas (asociación y rotación de cultivos, conservación de suelo) e insumos (semilla criolla y estiércol) no idóneos para el INIFAP, pero que fueron aplicados usualmente por los maiceros indígenas y/o campesina/os, asignándoles un valor de 20 unidades a cada una de estas prácticas.

3. Con los datos del IATR y el GETP, se construyó la tipología de productores, agrupándolos en baja (< a 33.33), media (33.34-66.66) y alta apropiación de tecnología (> a 66.66). Para la teoría constructivista, la tipología es un puente epistémico, para transitar de las abstracciones empíricas, deducidas de los datos obtenidos de la encuesta, a las abstracciones reflexivas y constructivas, creadas a partir de la aplicación de la teoría (Piaget y García, 2008. <https://bit.ly/3cWBdYa>)

4. Finalmente se construyó una tipología de productores según sus rendimientos por hectárea. Con este fin, se eligieron a los productores de mayor y menor rendimiento y se tasó la diferencia que se dividió entre tres y el cociente se sumó al rendimiento menor para crear tres rangos acordes a tipos de productores de bajo, medio y alto rendimiento. Los últimos productores, se consideraron eficientes y su patrón tecnológico se asumió como el MP-I.

Los resultados obtenidos en nueve estudios evidenciaron las siguientes regularidades empíricas:

1. Se encontraron tres tipos de sistemas milpa: la clásica, donde se asociaron, al menos, maíz, frijol y calabaza; la intercalada con árboles frutales (MIAF) y el tlacolol. Todas albergaron una gran biodiversidad de flora y fauna.

2. Existen maiceros con índices de apropiación de tecnologías diferenciados tanto para el GETP, como para el IATR, lo que se expresó en rendimientos disímiles.

3. Todos los productores eficientes manejaron el maíz como milpa, donde se aplicó un diálogo de saberes que entrevera tecnologías indígenas-campesinas y modernas, que, aunque diferentes se integraron entre sí. Es de esta diferenciación-integración tecnológica de donde derivará, por razón de un proceso de negación-superación dialéctica, un nuevo patrón tecnológico, que tendrá características y propiedades productivas superiores, comparadas con las tecnologías que la originaron. En promedio, los milperos eficientes duplicaron su rendimiento por hectárea, comparados con los menos eficientes.

4. El manejo de la milpa requiere de mayor cantidad de trabajo.

5. La mayoría de los milperos eficientes tienen rasgos de vida similares: viven en pobreza alimentaria, son minifundistas extremos, son pequeños ganaderos, producen para el autoconsumo, tienen baja disponibilidad a los medios de producción, son pluriactivos, etc.

6. Por último, un resultado fortuito que encontró fue que el maíz asociado al sistema milpa produce el doble de tortilla. Así lo aseveraron Berta Marban German y Norberta Flores Villalba.

**Modelo productor-innovador: propuesta de política pública**

El diseño del modelo productor-innovador consta de cuatro etapas:

**1. Coeficiente de localización y especialización productiva en maíz**

Implementar el MP-I en México exige, primero, que se conozca en que entidades o municipios del país, el maíz de secano tiene mayor relevancia social y/o económica. Una entidad federativa o municipio que esté especializado en la producción de maíz significa, primero, que en esas entidades existe un trabajo calificado, especializado, que conoce exhaustivamente los pormenores del manejo de esta gramínea, así como el de su entorno geográfico y, segundo, evidencia la jerarquía social que ha tenido el maíz en la reproducción biológica y cultural de las poblaciones rurales.

Para calcular la vocación productiva, se propone aplicar el coeficiente de localización (CL), técnica de análisis regional creada por Boisier (1980. https://bit.ly/35MogOU), que compara la importancia relativa que tiene el maíz en cada entidad federativa, versus la importancia relativa que tiene a nivel nacional. Para Boisier, si el CL es < a 1, muestra que en el estado j la importancia relativa del maíz es menor que la del país; si CL es = a 1, indica que la importancia relativa del maíz en la entidad j es similar a la importancia relativa que tiene en la nación. En ambos casos, esto significa que las entidades no están especializadas en la producción de maíz; pero, si CL es > a 1, se concluye que la entidad j se encuentra especializada o tiene vocación productiva en la siembra de maíz, con respecto al país. Por esta razón, la ejecución del MP-I debe centrarse en las entidades que evidencien vocación productiva en maíz.

**Evaluación del manejo del maíz y diseño del modelo productor-innovador**

Conocidos los territorios especializados en la siembra de maíz de secano, se realizará la evaluación de las tecnologías modernas y campesinas, aplicando la metodología ya expuesta. Sin embargo, se propone realizar tres modificaciones sustantivas a esta metodología. La primera, propone evaluar las condiciones endógenas (suelo, clima, etc.) a escala de agroecosistema y laboratorio, ya que poseen una potente influencia sobre la productividad del maíz. La segunda modificación propone realizar una valoración más acertada de las tecnologías progresivas que se aplican en el manejo de la milpa. Para ello se propone una nueva ponderación, que refleje el impacto diferenciado que cada una de estas prácticas campesinas tiene en la productividad. Al respecto se plantea que la nueva ponderación asuma los siguientes valores: asociación de cultivos 50 unidades, siembra de semillas nativas 20, aplicación de estiércol 15, conservación de suelos 10, y rotación de cultivos 5. En la tercera modificación se propone corregir el parámetro para medir la productividad de la milpa. Mientras que en los monocultivos la productividad se evalúa mediante el rendimiento por hectárea, en la milpa debe cuantificarse por razón de la eficiencia relativa de la tierra (ERT), que se expresa en la sumatoria de los rendimientos por hectárea obtenidos para cada uno de los cultivos de la asociación, comparado con los rendimientos obtenidos de los mismos cultivos cuando son manejados como monocultivos.

Como ya se dijo, la evaluación concluirá con la identificación del modelo productor-innovación que se propone transferir y mejorar mediante el establecimiento de faros agroecológicos.

**Faros agroecológicos**

Para Ranaboldo y Venegas (2007. https://bit.ly/2N0zh8D), los faros agroecológicos son unidades de experimentación y demostración de tecnologías de producción agroecológica exitosas. El MP-I es una experiencia agroecológica exitosa, que se puede escalar horizontal y verticalmente si se pretende potenciar los atributos de la ERT, la resiliencia y la sostenibilidad. El escalamiento horizontal se refiere a comunicar las ventajas que representa el manejo del MP-I a los milperos menos eficientes. El escalamiento vertical alude al mejoramiento del manejo del MP-I por razón de la experimentación agroecológica, para potenciar las fuerzas productivas naturales recreadas por la biodiversidad funcional cultivada. Por esta razón, el MP-I, se tiene que reindianizar y recampesinar, y al mismo tiempo modernizarlo, para transitar por la ruta de conocimientos delineada por nuestros ancestros.

**Recursos orgánicos, composta y bioinsumos**

En el manejo de los sistemas agrícolas influyen las condiciones endógenas de producción, donde resaltan los factores físicos, químicos y biológicos del suelo. La salud de un suelo depende de la interacción que acaece entre estos factores. Para Jaizme (2015. https://bit.ly/3nMdWwB), el componente biológico ha recibido menos atención, y están constituidos por un complejo microbiano, garante de la nutrición vegetal, que se comportan como “saquitos de fertilizante”, reteniendo en sus estructuras nitrógeno y otros nutrientes que obtienen de los exudados y de la materia orgánica. La clave entonces, para recuperar la salud y fertilidad del suelo radica en adicionar recursos orgánicos.

Datos de la Semarnat (2018. https://bit.ly/2KkVU6O), indican que en 2012 se generaron alrededor de 22.1 millones de toneladas de recursos orgánicos en México. De éstos, al menos, 30% pueden transformarse en composta, por lo que pueden producirse alrededor de 7.5 millones de toneladas que habría que regresar al campo porque ahí se generaron. Además, con el recurso orgánico puede producirse una gran variedad de bioinsumos ecológicos que mejorarían la productividad de la milpa. Si los recursos orgánicos se devuelven al campo, se matarían varios pájaros de una pedrada: primero, se potenciaría la fertilidad de los suelos agrícolas y con ello la producción de granos básicos y la autosuficiencia alimentaria; segundo, se atacarían las causas estructurales que originaron la primera ruptura del metabolismo sociedad-naturaleza y, tercero, se eliminarían los problemas de salud socioambiental que ocasionan los recursos orgánicos en las urbes. La propuesta de regresar al campo los recursos orgánicos creados en la ciudad no es nueva. La planteó por primera vez Justus von Liebig, a mediados del siglo XIX quien alertó sobre la pérdida de la fertilidad de los suelos, debido al traslado de nutrientes del campo a la ciudad.

**El modelo productor-innovador y la generación de empleos**

La crisis multidimensional por la que atraviesa la modernidad capitalista tiene su origen en la caída de la tasa de ganancia ocasionada, en parte, porque se sustituye mano de obra por tecnología. Cuando se innova la producción, aumenta la productividad del trabajo y, a la vez, desecha la fuerza de trabajo, causando la caída de la tasa de ganancia, porque se elimina la única fuente que genera nueva riqueza, pues ésta tiene su origen en la diferencia monetaria que existe entre el salario que recibe el trabajador y su rendimiento. La desvalorización de la fuerza de trabajo y la flexibilidad laboral han sido desde entonces dos líneas combinadas para elevar la tasa de explotación: comprimiendo salarios reales, suprimiendo mecanismos de control obrero sobre uso de la fuerza de trabajo, desmantelando contratos colectivos, reprimiendo la organización sindical, prolongando el ciclo de vida laboral y confiscando derechos laborales universales (Gilly y Roux, 2009. <https://bit.ly/3ofc3sP>).

En este contexto, el crecimiento de la agricultura convencional, refieren a actividades económicas que no generan nuevos empleos, salvo en algunas fases del ciclo agrícola; más bien, la modernización agrícola supone la pérdida de empleos que estaban articulados al manejo agroecológico. Por ejemplo, uno de los insumos más aplicados por los maiceros de secano es el herbicida, porque este tipo de agricultura, a diferencia de la importancia económica que tuvo en la industrialización de México, dejó de formar parte de la reproducción del capital global. Al perder el vínculo con el capital, las políticas públicas excluyeron a los productores de subsistencia de los planes productivos, y los incluyeron en proyectos asistenciales para reproducirlos como fuerza de trabajo. La respuesta de las poblaciones indígenas y campesinas a esta exclusión sobre todo los más jóvenes, fue emigrar del campo a la ciudad, para realizar otras actividades ajenas al manejo maíz. La migración campo-ciudad tiene efectos desastrosos en el manejo de la milpa, porque se sustituyó fuerza de trabajo por herbicidas, reconvirtiendo a la milpa en monocultivo de maíz, y con ello la pérdida de prácticas y saberes agrícolas.

Dentro de las prácticas agrícolas más afectadas por la aplicación de herbicidas están las dos labores de cultivo que las familias indígenas y campesinas realizan en la milpa, con la finalidad de controlar el crecimiento de las arvenses durante las primeras fases fenológicas del cultivo y para reproducir un agronicho adecuado al desarrollo de las plantas que se corresponda con las condiciones edafoclimáticas prevalecientes. Realizar una labor de cultivo por hectárea requiere aproximadamente de tres jornadas laborales, una del campesino y otras dos generadas por la yunta. En las comunidades rurales, es común que el milpero que no tiene yunta recurra al que la tiene, mediante el siguiente intercambio: por cada día que el dueño de la yunta presta sus servicios de barbecho, surcado o labores de cultivo a otro, éste está obligado a restituirle tres jornadas de trabajo. Si únicamente le presta la yunta, la reposición equivale a dos jornadas de trabajo.

Considerando que normalmente los milperos realizan dos labores de cultivo, el uso de este agrotóxico significa la pérdida de seis jornadas de trabajo por hectárea. Esto significa, que si se deja de utilizar herbicida se podrían recuperar 18 millones de jornadas, suponiendo que se siembran alrededor de tres millones de hectáreas de milpa en el país, que en términos de creación empleos por año, implican casi 50 mil. Además, el acopio del recurso orgánico, su procesamiento, embalaje y traslado a los campos agrícola puede crear, al menos, dos empleos formales diarios por cada tonelada de composta y kilolitro de bioinsumos que se produzca. Estamos hablando de la creación de cerca de 15 millones de empleos en el campo y la ciudad, que reducirían la migración campo-ciudad, y restaurarían el tejido comunitario, la armonía sociedad-naturaleza y campo-ciudad. Se trata de empleos genuinamente verdes, que potenciarían la biodiversidad de la flora y la fauna y todos los procesos de vida que recrea.

**El modelo productor-innovador y la autosuficiencia alimentaria**

Varias entidades internacionales, el Banco Interamericano de Desarrollo, el Fondo Monetario Internacional, la Organización de las Naciones Unidas para la Alimentación y la Agricultura, la Comisión económica para América Latina, entre otros, auguran una etapa postpandémica muy complicada donde, entre otros problemas, el hambre y la desnutrición se incrementarán, mientras que el crecimiento económico menguará drásticamente. Por esta razón, es urgente diseñar y ejecutar programas a nivel local que garanticen la autosuficiencia alimentaria, para abatir la histórica y lacerante pobreza alimentaria, que afecta a los más pobres del país, y que paradójicamente incluye a los propios milperos, quienes producen buena parte del maíz que se consume en el territorio nacional.

Abatir la pobreza alimentaria implica, forzosamente, centrar la producción en aquellos bienes que satisfacen necesidades auténticas. Ágnes Heller y André Gorz, clasifican a las necesidades en auténticas (no alienadas) y necesidades artificiales (alienadas). La alienación capitalista se refiere al carácter decisivo que poseen, no las necesidades existenciales del trabajador, sino las necesidades de valorización del capital, que sólo se puede lograr con la supremacía, cada vez mayor, de las necesidades artificiales. La crítica de la alienación se basa, explícita o implícitamente, en el concepto de necesidades auténticas que combina una crítica de la alienación con una crítica de los daños que el capitalismo causa al medio ambiente. Producir y satisfacer nuevas necesidades artificiales es, en última instancia, el origen de la crisis civilizatoria que afecta a la modernidad capitalista (Keucheyan, 2018. <https://bit.ly/3c6EQuA>).

Por todo ello se apuesta por la milpa y el maíz, grano principal de este policultivo, como eje rector de la autosuficiencia alimentaria de las familias rurales considerado, junto con el frijol y la calabaza, como bienes de consumo auténticos y granos fundacionales de Mesoamérica que durante milenios han asegurado una alimentación sostenible, sana y de alta calidad nutricional para las familias indígenas y campesinas. Sin embargo, la milpa como tal, no ha sido reconocida por la estadística agroalimentaria institucional, pero se calcula que actualmente se siembran cerca de tres millones de hectáreas las cuales producen alrededor de tres millones de toneladas de maíz, debido a que su manejo se realiza en tierras abruptas, donde persisten suelos agrícolas quebrados y tepetatosos, y a la influencia negativa que han tenido los paquetes tecnológicos que incluyen el uso de agrotóxicos y otros insumos que han contribuido a desplazar la gran diversidad de saberes y practicas aplicados en el manejo de este agroecosistema.

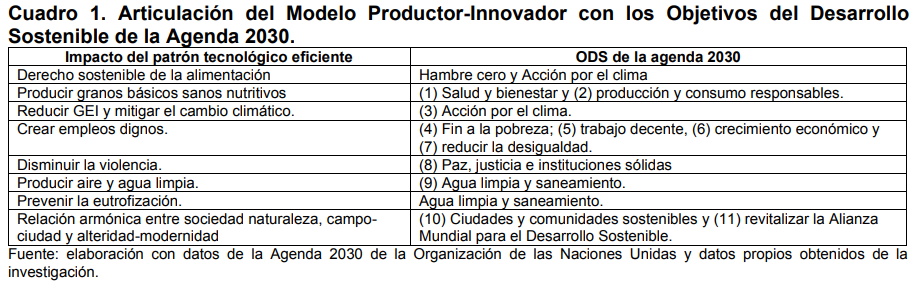
Si se aplica el MP-I los milperos de subsistencia pueden producir cerca de nueve millones de toneladas de maíz, con capacidad para alimentar a 54 millones de personas, considerando que una tonelada de maíz equivale a dos toneladas de tortilla que pueden alimentar a seis personas por año. Con esta producción se aseguraría la autosuficiencia alimentaria de la población rural actual de México, además de contribuir para que México consiga la soberanía alimentaria en maíz. Esta estimación se basa en los datos siguientes: se espera que con el escalamiento horizontal del MP-I se duplique la producción de los milperos menos eficientes y otro tanto que aportaría el escalamiento vertical. A estas cifras habría que agregar lo que el propio maíz nativo aporta al duplicar su volumen al ser convertido en masa y tortilla. En total, se triplicaría la producción de maíz en un periodo máximo de una década.

Otras experiencias agroecológicas exitosas coinciden con estos resultados. Pretty et al. (2011. https://bit.ly/3qG5ykb), evaluaron 40 proyectos de 20 países africanos donde se intensificó el manejo de cultivos durante 2001-2010, mediante el mejoramiento de las cosechas, la lucha integrada contra plagas, la conservación de suelos y la agroforestería. En 2010, el rendimiento medio se multiplicó por 2.13 e incrementó la producción total de alimentos en 5.8 millones de toneladas al año, equivalente a 557 Kg por familia/año. El Movimiento Campesino a Campesino (Holt, 2008. https://bit.ly/3nWvbLr), aumentó los rendimientos del maíz de media tonelada por hectárea a tres, seis veces más, como resultado de fabricar composta, de hacer rotaciones con leguminosas e intercalar nuevos cultivos en las áridas parcelas de Vicente Guerrero del municipio de Españita, Tlaxcala-México.

Si a estos nueve millones de toneladas de maíz se les suma otros 30 millones de toneladas de maíz en los 4.5 millones de hectáreas sembradas por maiceros de transición y comerciales, se obtendría maíz suficiente para alimentar a otros 90 millones de personas y para que México alcance la soberanía alimentaria en este grano. Además, con la ejecución del MP-I se producirían cerca de 750 y 600 mil toneladas de frijol y semilla de calabaza, respectivamente. Estos granos, junto con la flor de calabaza, el huitlacoche, los alaches, los chipiles, los amomoles, los papaloquelites, las pipichas, las verdolagas, etc., han sido bienes auténticos consumidos por las unidades familiares indígenas-campesinas.

**El modelo productor-innovador y la Agenda 2030**

La Asamblea General de la ONU aprobó en septiembre de 2015, la Agenda 2030 para el Desarrollo Sostenible donde se plantean una visión transformadora hacia la sostenibilidad económica, social y ambiental de los 193 Estados Miembros de esta organización. La Agenda 2030 consta de 17 objetivos para alcanzar el desarrollo sostenible (https://bit.ly/36ipWiG). La responsabilidad de aplicar la Agenda recae sobre los gobiernos nacionales y la sociedad civil. Los resultados que se pueden obtener del escalamiento horizontal y vertical del MP-I, se encuentran estrechamente relacionados con 11 de los ODS de esta agenda (Cuadro 1)



En medio de una pandemia como la ocasionada por el virus SARS-CoV-2, cuyas altas tasas de contagio y letalidad han generado repercusiones sanitarias y socioeconómicas de magnitudes difícilmente cuantificables, es sustancial debatir alternativas que mitiguen el calentamiento del planeta y que mejoren a la alimentación, a la salud humana y medioambiental, al empleo, la biodiversidad. En este contexto, el paradigma agroecológico en general, y en concreto el MP-I, emerge como una opción para construir un futuro sostenible, un futuro donde se produzcan alimentos sanos, nutritivos y sostenibles que satisfagan necesidades auténticas. Las evidencias presentas muestran de manera categórica que, para el caso de las poblaciones milperas, la ejecución del MP-I es viable y su impacto multidimensional. La tarea no es difícil, lo único que se requiere es identificar las “nuevas formas de manejo eficientes”, que desde antes de la revolución verde están presentes a escala local. Su identificación y posterior escalamiento horizontal y vertical podrá triplicar la producción de maíz en el mediano plazo. El MP-I, representa un patrón tecnológico que puede resolver a corto plazo la privación de patrones tecnológicos idóneos para los milperos de secano escala local. El modelo se encuentra sostenido por vigorosas raíces milenarias del pensar bien, que abrevan de la ciencia, de la tecnología y de la innovación moderna y tradicional, con el propósito de que los campesinos de México y del mundo, puedan vivir mejor.

**Semblanza curricular**

Se desempeña como Profesor-Investigador del Centro de Agroecología del Instituto de Ciencias de la Benemérita Universidad Autónoma de Puebla donde en 2012, creó y coordinó la Maestría en Manejo Sostenible de Agroecosistemas. Desde 2017 es coordinador y profesor solidario de la maestría en Agroecología, Territorio y Soberanía Alimentaria, que imparte la Universidad Campesina Indígena en Red (UCI-RED) en Zautla, Puebla-México. Ha escrito 65 artículos científicos y 34 artículos de divulgación, 38 capítulos de libros, y cinco libros escritos como primer autor y uno como coautor. El último libro, denominado: "milpa, diálogo de saberes y soberanía alimentaria" obtuvo el tercer lugar del premio nacional "Dip. Francisco J. Múgica" convocado por el Centro de Estudios para el Desarrollo Rural Sustentable y la Soberanía Alimentaria de la Cámara de Diputados del Congreso de la Unión, que en unas semanas será publicado. Es miembro del Sistema Nacional de Investigadores nivel II del Conacyt, de la Academia Mexicana de Ciencias y de la Organización de Científicos Comprometidos con la Sociedad (OCCS).

## Teresa Maisano, CSM, Italy

Dear FSN Moderation,

Please find attached the CSM Collective contribution to the HLPE e-consultation on the V0 draft of the Report “Promoting Youth engagement and employment in agriculture and food systems”.

Kind regards

Teresa Maisano

Attachment:

<http://assets.fsnforumhlpe.fao.org.s3-eu-west-1.amazonaws.com/public/discussions/contributions/EN_FINAL_CSM_Youth_Response_to_HLPE_Zero_Draft_Promoting_Youth_Engagement_and_Employment_in_AFS.pdf>

## Dr Norbert F. Tchouaffe Tchiadje, University of Dschang, Cameroon

Dear all

Focusing on the section 7b) the youth in agricultural sector (in LMCs, particularly in Africa) faces a myriad of challenges such limited access to land; inadequate access to.Financial services, skills, knowledge, information, limited access due to absence or limited policies dialogue to support Youth. In addition, climate change and COVID-19 have impact seriously the food systems.

Hence, today youth to be empowered in agrientrepreurship needs incentive, proper guidance, mentorship, exchange programme like intergenerational framework.

Thanks.

Norbert

## Fidel A Pariacote, Francisco de Miranda University, Venezuela (Bolivarian Republic of)

Food systems vary regarding the biophysical, cultural, and extrinsic environment to which a singular genetic resource is exposed to. So, variation between world regions is expected and the interactions among systems’ components within regions are also common. A full comprehension of a given system is required in order to make coherent contributions on the way young people could be engaged with the process.

In general, it seems like young’s intellectual contribution to sustainable food systems is subordinated. Low scale land-agricultural production systems are mostly sedentary and young could be used to make ways toward the progress. Moreover, if young people live with the unsustainability of food systems, it will be interesting to judge their advice on that regard. In such a case, young’s perceptions on the subject should be gathered at the youngest age possible to avoid bias or contamination due to ontogenetic effects (e.g. learning).

## Ratchanok Sangpenhcan, Royal Thai Embassy, Italy

**Comment from Thailand on  
HLPE V0-draft report on “Promoting youth engagement and employment   
in agriculture and food systems” (19 January 2021)**

**Question 1: Framework**

Yes, the conceptual framework substantially addresses the key elements affecting and defining youth engagement and employment in AFS. The inter-linkages among each factor are dynamic and this is quite a challenge.

The Action Plan on youth engagement and employment should carefully take into consideration the context of the proposed rights-based approach and highlight that the concept of ‘Responsibility’ is included in the concept of ‘Rights’.

**Question 2b: Digital technology, agriculture 4.0**

Digital technologies, agriculture 4.0 and automation affect the way youth engages and is employed in the agricultural sector.

It is undeniable that farming is moving away from traditional and labor-intensive practices towards quick and modern practices that rely on mechanization and more knowledge-intensive skills. Agriculture 4.0, however, poses a challenge to people who did not grow up with digital technology.

With Agriculture 4.0 and precision agriculture, farmers must have the ability to invest and to modernize their production practices as well as the capacity to foster their digital skills to adopt new agricultural technology. In this regard, we observed a disparity among the young workforces in the systems, between those who could only invest in getting basic skills to just operate the machine and do the routine work, and those who have more capacity and opportunity to receive the higher skills to analyze data and control and adapt the technology. Young farmers need to be well prepared, flexible to technological changes and fast learning to be successful in innovative, knowledge-intensive agricultural occupation.

**Question 3a: Employment more attractive to youth**

Social norm and aspiration are key factors that attract youth employment and engagement in agricultural sector. The sense of pride and self-esteem of being a farmer is the key that keeps the youth working in the agricultural sector. We think that technology should be used as a tool or channel to promote and disseminate success stories that would reshape the social-norm and enhance the aspiration and self-esteem of being employed in the agricultural sector.

**Question 4a: Land and resource access and redistribution**

We would like to share our experience and model used in overcoming the challenge of young people in getting access to agricultural land, especially those coming from a non-farming family.

Recently, the Agricultural Land Reform Office (ALRO), Ministry of Agriculture and Cooperatives, was assigned the task to allocate land to farmers for purposes of agricultural production, living and dwelling, under the Agricultural Land Reform Act. In this context, it initiated a development project aiming to promote youth’s access to land and resources and enhance the capacity of interested young people to engage in the food systems along the whole value chain. Participation to this program is open to all youth, without discrimination of genders.

Under this project, youth will be provided with theoretical and practical knowledge on sustainable agriculture to solve problems related to lack of knowledge. Knowledge and training are provided by the Agriculture and Technology College, Fisheries College and Occupational College. The provided knowledge and training will allow participants to take up agricultural occupation and play a model role for other farmers. The young people who pass the occupational evaluation exam, but do not occupy any arable land, may submit ALRO a request for temporary allocation of agricultural land. After assignment of temporary land allocation, they can apply their farm knowledge for 6 months on a trial-and-error basis and be evaluated on the progress every 3 months. Once they pass the evaluation and meet the ALRO criteria, they will be allocated the agricultural land to start their own agricultural career. Up to present, more than 1,200 young people joined the young farmers program.

**Question 5: Knowledge**

The agricultural extension services play a crucial role in providing technical support and establishing networks among farmers. In Thailand, the Department of Agricultural Extension (DOAE) has recently initiated the “Young Smart Farmer Program” and the “Smart Farmer Program” where young people and farmers can participate and be connected through a network where both generations can meet and share knowledge, culture and experiences, which are then integrated and become new knowledge and practice for the youth.

National academic initiatives in joint collaboration with academic institutes - such as the Agriculture and Technology College, Fisheries College and Occupational College - promote development of abstract skills and issue qualified certificates to enter the labor market.

Young women and men have equal rights and opportunities to access new sources of knowledge. The Government launches projects to enhance capacity and strengthen agricultural production skills of young women and men through group activities and training in joint collaboration with the Royal Projects, in particular the “Thai Yuwa Kasetkorn” (meaning young farmer) under the royal patronage of HRH princess Maha Chakri Sirindhorn, academia and international institutions.

**Question 6: Case studies of successful policy initiatives**

The initiatives that create opportunities to access the labor market and financial resources and generate sustainable income are important. The Ministry of Agriculture and Cooperatives of Thailand launched several collaboration programs to strengthen agricultural production skills of youth and publicize success cases of young farmers - such as the ‘Farmer Training program’ and the ‘Young Farmers International Exchange program’. The Government also enhanced collaboration with the Royal Project, namely through the “Thai Yuwa Kasetkorn” promotion project under the royal patronage of HRH princess Maha Chakri Sirindhorn, in collaboration with universities, and international institutions.

## Ramachandra Hegde, India

* In developing countries where the majority population lives in rural areas and depends on rainfed agriculture, it is important to create job opportunities at the local level.
* There could be short duration vocational skill development training both for self-employment in collaboration with financial institutions and for wage employment in partnership with private sector who can absorb the skilled youth post-training
* After the training self-employed youth can be given finance to open shops in the service sector or to set-up small scale industries to serve in the local villages in a cluster
* The youth trained for wage employment could be absorbed by private sector companies who have supermarkets and malls in the urban areas.
* It could create more employment opportunities in the areas of non-farm sector activities as well as in the farm sector activities such as on-farm processing,value addition,supply chain, logistics, food safety and hygiene for the farm produce.
* We should seek help from Non-Government Organisations in identifying local youth on individual traits for training and settling them on self-employment or placement in company jobs. Gender equality should be maintained while identifying trainees to achieve women and youth empowerment.

## Mohammad Abdul Mazid, Former IFPRI/Harvest Plus Washington, Bangladesh

Youth are relacted to work in Agriculture but they like official job. They could be attractive if 3 Ms are followed in Rural Bangladesh and beyound.

Three" Ms" for Youth in Agriculture as follows:

**Modern Agriculture** with stress tolerant Nutrients enriched crops and varieties especially safe fruits and vegetables like summar Tomato, water melon, capsicum, year round papaya, mango production, others high value crops including Biofprtified enriched zinc rice, wheat and Meize through Production, Processing, milling, packaging, marketing and consumption.

**Mechanization and development of Machinary Hubs** and skill training to youth in Agriculture and ensure SME loan with skill training.

**Market Development and link agriculture products with e-marketing**, develop short term cooling store facility and good transporation.

## Cristina Grandi, IFOAM Organics International, Italy

IFOAM - Organics International welcomes the consultation process on the HLPE report “Promoting youth engagement and employment in agriculture and food systems” and appreciates the opportunity to send comments and contributions.

The agricultural production brings several risks (e.g. extreme weather events, fluctuant prices) that are usually taken only by farmers. These risks, and their financial implications are a too big burden for the youth, as they are usually lacking the capital, expertise and connections to overcome them. All these factors have discouraged young people to engage with agricultural production for the last decades. These have created several issues, including the risk of losing the traditional agricultural knowledge, the potential loss of traditional crops and have created a generation gap in rural areas. These come with social consequences, such as parents in the production areas left without help, limiting the extent to which innovations can be made. That increases the risk linked to agricultural production and thus, pushing small-scale agriculture further towards becoming a subsistence activity in the long run.

Youth has also the potential to bring to the agricultural production some of the things needed to change the dynamics between the production and consumption areas. The changes on the consumption patterns in the urban areas, shifting to healthier, more diverse and locally-produced food were largely lead by young people. However, these shifts in consumption did not have yet a positive impact on local small-scale farmers or the youth living in the rural areas. In this sense, changes in the consumption did not trigger yet any changes on the governance on the production side. The agricultural production needs innovation, added-value, a better understanding and better communication with the markets. All these factors will improve when youth are involved in that part of food systems. The youth, through their easier connection with consumers can help reduce the communication gaps (e.g. easier access to market prices, identifying consumers’ preferences and trends) and as a consequence increase the outreach of their products and improve their incomes. Therefore, youth should be considered agents of change to transform food systems as a whole.

Although most young people all over the world are less interested in farming, organic agriculture demonstrated to be attractive for young people. They decide to stay in the countryside or do farming from the cities.  Organic farming, thanks to taking care of the health of nature and human beings and improving farmers livelihood, is a lot more appealing to younger generations. Looking at the consumption side, families with younger consumers, in general, prefer organic fruits and vegetables than consumers of any other age group. While 50 years ago it represented only a minority, now it is a well-known phenomenon in developed countries.

In Italy [1] for example, young people between 20 and 39 years old run 22% of organic farms, and only 9% of the total number of farms. It is a similar case, although with a less marked difference, for the immediately following age group, with an age not exceeding 64. The younger age is also associated with a higher average qualification of the farmer. In Europe [2], data on organic farmers shows that they tend to be generally younger than the average conventional farmers. Age distribution of farmers managing farms with some organic area and those without is also strikingly different: farmers younger than 55 represent 61.3% of the organic sector and only 44.2% of the conventional sector.

The trend is also present, though to a smaller scale, in the global south. Unfortunately, data are lacking for most of these countries, but we have a lot of positive stories and projects of youth employment in organic farming in Latin America, Asia and Africa.

The Nutrition in Mountain Agroecosystems (NMA) project [3], through its Micro-initiatives and the SUNSAIs (Scaling-Up Nutrition Sensitive Agriculture Initiatives) is supporting the introduction of technologies and practices in the organic production in mountain agroecosystems in Peru, Ecuador, Nepal, Pakistan, India, Tajikistan, Kyrgyzstan and Ethiopia. Through these initiatives, the NMA project is aiming to introduce elements of innovation, awareness raising and behavioral change that can attract and need the involvement of the youth. These include post-harvest processing, introduction of protein sources, recovery of traditional crops, school gardens among others that target and benefit the youth. Most of these initiatives support local farmers’ entrepreneurship and encourage them to access markets and increase their income. We have a collection of examples of these interventions where change is being led by young people. They see an opportunity in organic agriculture to not only improve their health and diets, but also their livelihoods. The NMA project has proven that young people play a key role when it comes to steering and promoting changes in local diets, motivating families to make a change and resourcefully finding connection with the markets.

[1] Bioreport 2013, Rete Rurale Nazionale, 2013 [www.reterurale.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/13373](http://www.reterurale.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/13373)

[2] Facts and figures on organic agriculture in the European Union, European Commission, 2016 <https://ec.europa.eu/agriculture/rica/pdf/Organic_2016_web_new.pdf>

[3] The Project is managed by IFOAM Organics International, FIBL, Helvetas Swiss Intercooperation and Wageningen University <https://www.ifoam.bio/our-work/how/facilitating-organic/nutrition-mountain-agro>

## Carl Wahl, Concern Worldwide, United States of America

On behalf of [Concern Worldwide's](https://www.concern.net/) Livelihoods Team, thank you for the opportunity to participate in the HLPE Consultation process for the "Promoting youth engagement and employment in agriculture and food systems - HLPE consultation on the V0 draft of the report".

Please note our attached responses to your posted questions.

Regards,

Carl Wahl

**Response by Concern Worldwide to HLPE Youth Engagement in Agriculture Food Systems (Jan. 13, 2021)**

1. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.

**Do you think that this framework addresses the key issues affecting youth engagement and**

**employment in AFS?**

Yes

2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.

**Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?**

In particular, can you offer feedback on the following:

a. Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?

Suggest that youth [young men] are likely over-represented in transportation, particularly small-scale (motorcycle) or support roles, e.g., helpers on trucks used for food transport. Young women are notably over-represented in small retail sales of farm produce, generally at low revenue and potentially high risk.

b. How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

n/a

**3. Employment**

a. What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?

To both, I would suggest that roles in the food systems (as the paper suggests) should provide a stable living for the youth, as well as provide tangible opportunities for learning, self-improvement and potential advancement.

b. Under what conditions should children be allowed to work in AFS when they want to?

A critical assessment is determining “when they want to” vs. “when they have to”. As an organization, Concern categorically emphasizes a child’s right to childhood, education, etc. In theory, this should exclude involuntary employment.

As for the conditions – assuming the child is fully aware of what they stand to gain (and forfeit), they would in theory should have targeted learning objectives (e.g., an apprenticeship), oversight that is independent of employer to ensure employment is not exploitative, the work should be at-will, etc.

**4. Land and other resources**

a. What models of land and resource access and redistribution best support young people to engage in food systems for sustainable livelihoods?

N/a – Concern does not have experience in land tenure systems / reformation.

b. Do these models take account of the differences amongst youth in terms of gender, indigeneity and other characteristics?

N/a – ibid.

**5. Knowledge**

a. What policies/initiatives could stop the loss of, and support the revitalization of, traditional, ecological and marginalised forms of knowledge in AFS?

Programmes that sponsor youth students of agriculture college to partner with local farmers for extended periods as part of their learning / capstone project – e.g., utilizing local knowledge to develop organic pest management systems. Additionally, this could be used as a means of trialling or adapting technologies (introduced by young students) into traditional agricultural practices.

b. What policies/initiatives could integrate traditional and modern knowledges (including educational programming in primary, secondary, post-secondary, and technical training), to prioritize equity, agency, and rights in AFS and create new opportunities for youth?

c. How do the experiences of young women differ from those of young men in knowledge generation, acquisition and transfer?

Young women are often constrained in their capacity to learn and question knowledge conferred, typically from their mothers or grandmothers. Also, women’s exposure to new knowledge can be affected by agriculture technology / institutions being historically dominated by men, and by proxy, focusing on male-dominated crops. Lastly females face unique challenges gaining respect from male-dominated societies when teaching / transferring knowledge gained.

d. How can grassroots and youth-driven learning opportunities and knowledge transfer be strengthened and supported?

See answer to part (a) above.

e. What are the implications (potentially positive and/or negative) of online platforms and social media increasingly playing the role of knowledge providers?

There is a long-held (and likely accurate) doubtfulness in many contexts of knowledge from online platforms being suspect. However, participating in various online forums, it is fascinating to observe new farmers utilize these platforms to question and share informa tion. However, I feel this space ends up very crowded and busy, and can often be male-dominated.

6. Drawing on HLPE reports and analysis in the wider literature, the report outlines several examples of potential policy pathways to address challenges to youth engagement and employment in AFS, and to transform AFS to make them more “youth-friendly”. The HLPE seeks input on case studies that could illustrate successful policy initiatives that have improved youth employment and engagement in AFS, and in particular:

a. Successful implementation of existing policy commitments, including examples of rightsbased approaches to youth employment, as well as protection from unemployment, in food systems.

b. Initiatives to improve equity in access to resources and improved working conditions (including in conditions of informality) for young people within AFS.

c. Pathways for increased youth agency in AFS policy, including best practices and mechanisms to improve the leadership role of youth, including young women, in their own organizations, and in broader AFS and food policy discussion spaces.

d. Pathways for equitable use of technology and digitalization, in particular ensuring access to and control of information and data by youth.

e. Financial instruments and marketing tools that are available to youth within AFS.

f. Examples of economies of solidarity, collective enterprises and other collaborative initiatives among young people in AFS.

g. Examples of how consumers and urban actors are involved in working towards a sustainable food system that values and involves youth.

No case studies currently available.

7. On data and knowledge gaps:

a. Do you have additional data or information that could help refine the analysis of the interplay between youth’s characteristics, aspirations, rights, resources and knowledge, AFS sustainability and FSN outcomes?

n/a

b. Is the set of case studies appropriate in terms of the dimensions and issues chosen and their regional balance? Do you have other good practices and examples of policy and interventions that could accelerate progress towards the SDGs by enhancing opportunities for youth?

n/a

c. What are ways to collect better data on the situation of and prospects for youth in AFS? What can be done to improve population and employment data to give a more accurate picture of young people’s multidirectional mobility between places and sectors and multiple income sources?

Engage youth in designing, implementing and evaluating policies and programmes. Guidance on youth engagement and measuring engagement can be found here:

https://www.[youthpower](https://www.youthpower.org/youth-engagement-guide).org/youth-[engagement](https://www.youthpower.org/youth-engagement-guide)-guide

Use of labour market assessments which not only look at labour market demand incl. skills in demand, but also look at skills already in supply including transferable skills. It should consider existing education/training provision and the appropriateness of this for the labour market and securing employment / generating income. Labour market assessment should also look at future demands (forecasts) to equip youths appropriately.

8. Are there any major omissions or gaps in the V0-draft? Are topics under-or over-represented in relation to their importance? Are there any redundant facts or statements that could be eliminated from the V0-draft? Are any facts or conclusions refuted, questionable or assertions with no evidence-base? If any of these are an issue, please share supporting evidence.

n/a

## Farid Ahmad Wali, Afghanistan National Agricultural Sciences and Technology University, Afghanistan

Based on our knowledge and situation, the three opposed pillars (rights, agency, and equity) will significantly affect youth engagement and employment in agriculture and food security. Human resources can drive other natural resources to their potential use. Keeping the current great demand in food and nutrition in mind, youth will play an enormously great role in fulfilling the food and nutritional challenge currently the human race is experiencing. Climate change on the other hand, which is believed to be mostly caused due to human interaction with nature, shall be restored and reversed again by humans, yet, youth are responsible for taking action on the ground. On the other hand, youth have the rights, and obviously must be given the rights, to work together with keeping the equity in mind to pursue and perform with the potential they have in stabilizing and sustaining the current great demand for food and nutrition.

## Yannick Fiedler, FAO, Italy

Dans l’ensemble, la V0 du rapport contient des analyses et conclusions extrêmement pertinentes et utiles pour promouvoir la participation et l’emploi des jeunes dans le secteur agricole et les systèmes alimentaires, et je souhaiterais féliciter les auteurs pour le travail effectué.

Je vous prie de bien vouloir trouver, ci-dessous, quelques réflexions et suggestions, informées par les recherches sur la participation des jeunes aux investissements agricoles responsables. Ces recherches ont été consolidées et publiées récemment dans le rapport « Stimuler et pérenniser les investissements des jeunes dans l’agriculture et les systèmes alimentaires : Recommandations politiques basées sur les enseignements tirés de onze pays africains » (2020, disponible en anglais et en français : <http://www.fao.org/publications/card/en/c/CB1124EN>) dont certaines sections pourraient éventuellement être utiles.

2. La V0 identifie les tendances principales de la participation des jeunes dans l’agriculture et les systèmes alimentaires, en se focalisant sur l’emploi, les ressources et le savoir.      
**Pensez-vous que les tendances identifiées sont celles qui déterminent la participation effective des jeunes dans le secteur agricole et les systèmes alimentaires et, plus largement, les résultats en termes de sécurité alimentaire et de nutrition?**

La section relative aux tendances principales de la participation des jeunes dans l’agriculture et les systèmes alimentaires contient des données très pertinentes. Je souhaiterais suggérer de tenir compte également de certaines problématiques relatives au niveau d’éducation. Selon les régions, le chômage peut affecter plutôt les jeunes peu éduqués, ou – bien au contraire – les jeunes très éduqués. En Afrique du Nord (et dans certains pays où ce phénomène progresse également), les jeunes diplômés semblent être affectés par le chômage d’une manière disproportionnée [1]. Ce phénomène crée des défis importants, y compris sur les plans économique et social. En même temps, ces jeunes diplômés auraient la faculté de devenir des agents d’une transformation durable et inclusive des systèmes alimentaires. Cela nécessite, inversement, des incitations à l’investissement ciblées (et très différentes par rapport aux pays ou le manque d’accès à l’éducation est le défi principal) et des structures d’appui.

La Tunisie s’est dotée de mécanismes d’appui et d’incitations à l’investissement des jeunes très intéressants à cet égard qui sont analysés dans le chapitre III du rapport RAI-JEUNES mentionné ci-dessus.

**4. Le foncier et les autres ressources**

Bien qu’il est vrai que l’héritage et la transmission intergénérationnelle demeurent des moyens importants pour les jeunes d’accéder au foncier, d’autres options s’imposent souvent pour des jeunes dans les sociétés caractérisées par une espérance de vie plus longue. Le rapport pourrait, selon moi, inclure davantage sur deux autres options de promouvoir l’accès des jeunes aux foncier : les mécanismes suivant une approche « par le marché » et les programmes de distribution de l’État [2].

Dans les deux cas, il existe des exemples réels qui bénéficient spécifiquement aux jeunes. En Tunisie, par exemple, les prêts fonciers (mis en place par l’Agence de promotion des investissements agricoles, et déboursés par la Banque nationale agricole) permettent aux jeunes diplômés de contracter un prêt à des taux d’intérêt très avantageux et des périodes de grâce généreuses. Plus récemment, certains pays ont également entrepris des efforts pour s’assurer que les programmes de distribution des terres agricoles bénéficient spécifiquement aux jeunes. La Loi foncière agricole du Mali prévoit ainsi un quota spécifique pour les groupes de jeunes lors de la distribution des terres. Ces exemples ont été étudiés dans le rapport mentionné ci-dessus (pp. 22 et 29 dans la version anglaise).

Dans sa forme actuelle, il me semble également que le rapport contient quelques exemples dont le bénéficie pour les jeunes pourraient être davantage expliqué. La section 3.1.3 mentionne spécifiquement qu’il contient des « bonnes pratiques ». Cependant, certains cas (dont notamment le cas des réformes agraires « par le bas ») sont présentés comme ayant un intérêt pour les producteurs opérant à petite échelle, mais l’intérêt spécifique pour les jeunes pourrait ressortir mieux.

Quant à **l’accès aux financements**, il me semble primordial de discuter également d’autres mécanismes de financement qui peuvent améliorer l’accès des jeunes au financement, y compris des fonds de garantie (surtout dans des pays où des institutions financières sont assez bien développées) ; et de tenir compte du besoin de fournir, dans beaucoup de contextes, des services de financement avec un accompagnement / appui technique. Des cas intéressants du Sénégal, de la Mauritanie et de la Tunisie ont été recensés dans le rapport mentionné ci-dessus (Chapitre III).

6. **S'appuyant sur les rapports et du HLPE les analyses de la littérature en général, le rapport présente plusieurs exemples de voies politiques potentielles pour relever les défis de l'engagement et de l'emploi des jeunes dans le secteur agricole et les systèmes alimentaires, et pour transformer ceux-ci en les rendant plus «adaptés aux jeunes».**

Le HLPE sollicite des contributions relatives à des études de cas qui pourraient illustrer des initiatives politiques réussies qui ont amélioré l'emploi et l'engagement des jeunes dans le secteur agricole et les systèmes alimentaires.

Le rapport contient une liste assez exhaustive de recommandations très pertinente, y compris celles relatives au droit à un travail décent, aux opportunités dans l’Économie sociale et solidaire (ESS), et à la participation des jeunes dans les prises de décision politiques, et je souhaiterais féliciter les auteurs à cet égard.

Je pense que le rapport pourrait également aborder plus en détail la question importante de la participation des jeunes dans le secteur agricole et les systèmes alimentaires en les considérant non seulement en tant que potentiels ouvriers/employés et/ou exploitants (dans l’agriculture primaire), mais également en tant qu’entrepreneurs et investisseurs. Il conviendrait alors de s’interroger sur les **incitations à l’investissement** (ce qui renvoie également à la question de « l’attractivité du secteur agricole ») qui peuvent être mises en place. Cela inclut non seulement les initiations financières (dont certaines ont été abordées dans mes remarques ci-dessus), mais également les incitations d’appui technique (incubateurs, accélérateurs, mais également une facilitation à l’information à travers des ‘guichets uniques’ physiques ou virtuels).

[1] ILO. 2014. Is education the solution to decent work for youth in developing countries? Geneva, ILO.; Fiedler, Y. 2020. Empowering young agri-entrepreneurs to invest in agriculture and food systems – Policy recommendations based on lessons learned from eleven African countries. Rome, pp. 14 ff.

[2] Comité technique foncier et développement. 2020. La question de l’accès des jeunes à la terre : Éléments pour mieux concevoir et suivre les interventions et les politiques de développement rural dans la durée. (also available at <http://www.foncier-developpement.fr/wp-content/uploads/2020_CTFD_> Lacc percentC3 percentA8s-des-jeunes- percentC3 percentA0-la-terre-VF-online.pdf).

## Pierre Ferrand, FAO, Thailand

**Overall comment (although this is already well captured in the report)**

Sustainable food systems should be based on supporting a transition towards Agroecology which holds a lot of potential to create meaningful and fulfilling jobs but requires strong effort and investment in education. Hereafter is an extract from a technical paper on Agroecology & COVID19 highlighting the potential of Agroecology for youth which could contribute to the report (pending publication, FAO, 2021):

Agroecological systems are highly diverse and complex because they are based on the careful management of the various elements of the socio-ecological system. Therefore, the management of agroecological systems is usually more knowledge and labour intensive than that of systems based on industrial modes of agriculture. This offers ample possibilities to create decent jobs in the agricultural sector, involving diverse areas of competence spanning from ecology to marketing to rural development. However, knowledge management is an integral part of agroecology. Therefore, dedicated efforts are needed to build the workforce equipped with the required competencies to fill these jobs across the value chain and food system. Calls to invest in and adapt information systems for famers, such as extension and advisory services, as well as scaling up capacity development as a reaction to the current crisis and a precondition for rural development and increased attractiveness of the agricultural sector have been made (FAO 2020b; Gregorio and Ancog 2020). However, besides that call, major investments need to be directed towards education (both academic and vocational) focusing on integrated sustainable agriculture including agroecological approaches. Besides the teaching and disseminating of knowledge on agroecological production practices, such as diverse cropping systems (agroforestry, inter-, cover- and relay cropping, crop rotations, integrated livestock and crop production systems etc.), soil fertility management (integrated nutrient management, building of soil organic matter, reduced tillage etc.) and integrated pest management (Wezel 2017; Altieri and Nicholls 2020), these curricula should also include business, infrastructure, and marketing skills for the development of strong and resilient local, regional and global marketing opportunities for agroecological products. These investments in education are needed to equip the young generation with the skills required to perform the high quality, knowledge-intensive jobs needed to develop and sustain agroecological systems. However, this needs to be connected with investments targeted at increasing the value of high-quality agricultural products (certification, protected origin etc.) and payment for ecosystem services and other externalities. Moreover, consumers’ understanding and awareness of the importance and value of sustainable practices in agricultural production, processing, and distribution needs to be raised in order to increase the readiness of buyers to pay appropriate prices for agroecological products. Jobs will only be attractive if salaries are competitive (which they are often not in the agricultural sector); in other words, the value created by agroecological systems (and the people working therein) must be paid for.

An example of an interesting youth network promoting organic farming is the Y-Farm in the Mekong region: Mekong Youth Farm Network (Y-Farm) is developed by enthusiastic youth of the countries in Mekong region. Y-Farm focuses on issues related to youth and farming activity in the region. Y-Farm develops an eco-system for engaging youth (young volunteers) with farming sector and related activities: which include Teaching farm, School farm/garden, Organic farming, Youth farmers and community farm. We, Y-Farm are under manages by Warm Hold Association which is Charity, Non-Profit and Local Organisation in Vietnam.

Other policy frameworks which could be referred to

* United Nations (UN). 2018. United Nations Youth Strategy - Youth 2030: Working with and for Young People
* IFAD’s Youth Action Plan supporting green economy and employment
* FAO Rural Youth Action Plan (2021-2025)

**Specific comments / suggestions**

Page 25: Many parts of the world, but particularly Asia and Africa, are experiencing a “feminization of agriculture” or agrarian transitions that are deeply gendered (De Schutter, 2013). In South Asia, studies have shown how this has led to the reconfiguration of gender roles and an increase in women’s power and autonomy, but only in a few contexts (Pattnaik et al., 2018; Sugden et al., 2014).

* Not only this but also women are leading the transformation that is needed for sustainable food system. The case of the ZBNF in Andhra Pradesh is very interesting in that sense since its promoters acknowledge that the success of the uptake and dissemination of ZBNF practice relies mostly on strong involvement of women self-help groups

Page 30: Digital tools - especially those that increase access to information have “significant potential to improve efficiency, equity, and environmental sustainability in the food system” by reducing transaction costs to link sellers and buyers, increasing access to markets and broader sources of knowledge, providing evidence-bases for farmer decision making such as climate and market forecasts (World Bank, 2019). These technologies may help lower the costs of linking sellers and buyers; reduce inequalities in access to information, knowledge, technologies, and markets; help farmers make more precise decisions on resource management by providing, processing, and analyzing an increasing amount of data faster; and potentially reduce scale economies in agriculture, thereby making small-scale producers more competitive (World Bank, 2019).

* In South East Asia, it can also be mentioned that new technologies are somehow supporting a new generation of farmers (mostly organic / agroecological ones) who move back to rural areas after being graduated and spending time in cities and develop farms with innovative marketing approaches (Facebook groups, direct sales, basket sales…) & diversification of on and off farm activities (agro-tourism for instance)
* Cases studies and examples in the publication Agroecology Futures / part 4 on Agroecology & people, building the capacities of a new generation of Agroecology promoters: [https://ali-sea.org/new-publication-agroecology-futures-inspiring-and-in...](https://ali-sea.org/new-publication-agroecology-futures-inspiring-and-innovating-stories-from-the-agroecology-learning-alliance-in-south-east-asia/%C2%A0)

Page 35: 3.1.3. Reimagining access to land for young people: Examples of good practices

* Example of the Land Use Certificate scheme in Bhutan where the government is allocating land and providing training / upskilling mechanism to re-engage the youth in agriculture

Page 43 / Markets:

* Example of the Community Supported Agriculture Network (CSA) in China where youth represents a very important part of the new (organic) farmers which is also encourages by the government policy
* Example of Open Food Network (OFN), an innovative initiative which has proven to be very relevant in the context of the pandemic. OFN is present in 9 countries. It is a global network of people and organizations working together to build a new food system through the development of open and shared resources, knowledge and software. It envisions a decentralized food system, made up with thousands of independent and diverse distribution hubs reconnecting producers to customers. Amongst the activities of OFN, it promotes open source and community-controlled platforms which both enables farmers to connect to eaters and to collaborate with other farmers. They help creating food collectives, managing food hubs, taking farmers’ market online with pre-purchases… These platforms offer an excellent example about how digitalization can work better for smallholders and consumers, while promoting sustainable approaches (given that they are mostly developed in support to organic and agroecological farming). It is very much youth centered

Page 54 ICT & extension:

* Example of Digital Green in India relying on video is a very successful example (it is a partner of FAO for both the work in Andhra Pradesh on ZBNF and for ComDevAsia for the communication plan of the UNDFF in Asia Pacific)

## Youth Alliance For Zero Hunger, Italy

Articulating a theory of change:

Youth is a driver for change. Their mindset, ideas and talents should be involved to design policy measurements, so that where they want to take over a leverage for change is being enabled.

Youth are normally underrepresented in decision-making, and sometimes they are in the meetings, but do not get actually involved. That’s a mistake. Youth raise the bar when they get engaged in policy-making, goals get more ambitious. Mechanisms aimed to ensure youth representation have to also ensure youth participation.

Consider the youth perspective as a potential opportunity in the stakeholder and governance environment.

To develop more on the role of local entities to facilitate access to land. In this sense, intermunicipal networks can be a good opportunity for youth engagement and for facilitating access to land. Collaboration networks among urban and rural municipalities can tackle many of the challenges faced in youth engagement. For instance, cities can offer access to markets to peri urban and rural municipalities, while the former can provide access to land for educational purposes or for youth entrepreneurship. See example of “red TERRAE” in Spain and their courses in agriculture for young people.

Shortening supply chains does not directly mean to reduce direct negative environmental impact (see A. Malak-Rawlikowska et al. 2019). This is due to the higher efficiency of global chains in terms of freight load. Nevertheless, the positive outcomes of SFSCs on the environmental sustainability through spillover effects can overpass direct negative effects: rural development, creation of awareness, animal welfare, biodiversity, adopting more eco-friendly production methods, and reducing environmental pollutions (see Renting et al., 2003; Forssell and Lankoski, 2015; Schmmitt et al., 2017; Kumar et al., 2019).

To put higher emphasis on the importance of policies that facilitate access to land NOT ONLY to young would-be farmers with families that have lands, but to any young would-be farmer, including urban dwellers.

Examples of mechanisms to facilitate farmer-to-farmer, especially of those that foster exchange between older and young people. Young people are up to date with new research and techniques, which can help in knowledge transfer. While at the same time, the older generation's experience can help fulfil the aspirations of younger generations towards our common goal (CSAYN call for actions).

To highlight mechanisms that facilitate young would-be farmers from urban areas to engage in SFSCs. This mechanisms can be extremely useful for youth engagement in AFS, especially, after the crisis as these are drivers of migration

(see <https://www.sciencedirect.com/science/article/pii/S2405896315006588>)

Matchfunding and civic crowdfunding as an innovative example of “economies of solidarity” and for finance access for young people. These mechanisms also work as an example of private-public collaboration mechanism. (See European Crowdfunding Network. (2018). Triggering Participation: A Collection of Civic Crowdfunding and Match-funding Experiences in the EU. Recuperado de [https://eurocrowd.org/wp-content/blogs.dir/sites/85/2018/07/ECN\_CF4ESIF\_...](https://eurocrowd.org/wp-content/blogs.dir/sites/85/2018/07/ECN_CF4ESIF_Report_Triggering-Participation_2018.pdf;) Charbit, Claire y Desmoulins, G. (2017). Civic Crowdfunding: A Collective Option For Local Public Goods? OECD Regional Development Working Papers.; Barrette, E. (2011). Crowdfunding: A communal business model. Communities, (152), 32.)

Sustainable local food procurement as a way to educate childhood on sustainable local food options, this tool reduces dependency on the socio-economic status of a family and the educational level of parents can be. In addition, it can be a tool for local small farmers (including youth) to plan their production. (See for instance Public procurement for sustainable food environments by European Public Health Alliance )

Youth initiatives are fragmented and usually disconnected from local and global policy programs, hence there is a need to focus on grassroots youth initiaves, connect those initiatives and "put young people in the driver's seat".Not only “for” youth, but “by” youth is the only way to deliver effective policies (Youth Alliance for Zero Hunger partner event High special event on food security and nutrition)

Youth to create the message and also to deliver it as it appears to be more effective.

Not to reduce the examples of crises to COVID-19, but also to previous food crises.

A lot of policy tools are designed to re-enforce old thinking & systems and not the unknown world that youth entail, if f.e., they need to support to produce food as they see fit. According to all trend reports this means climate resilient, etc.!

Focus on a human capital agenda, connecting to a labour market and agri&food sector globally in transformation. Start creating room, in the governance for critical redesign, funding and investment strategies to reach the right destination.

Invest in data and internet infrastructure as a knowledge enabler for youth in rural areas, to be able to start economic activities. This also reduces the digital gap.

Create opportunities in the agrifood rural-urban continuum for hands on learning, not just academic research that doesn’t comprehend for most young people.

Let young people be the narrative of change, focus on DO and ACT for IMPACT instead of focusing on policy measurements for papers, theory and talk.

Create room for experiment, demand based design, conditions for success for regional and thematic experiment

## Foluke Areola, Nigeria

My contributions are in reference to Question 3

The proper education and correct positioning of the mindset of youths, as to the importance of these sectors - Farming/ fisheries. Livestock rearing for food security, job creation, sources of livelihood and income is very important. There is the need to disabuse their minds that only very few and rich farmers can make a success out of these sectors. Youths need to have a sort of springboard to jumpstart them into successful practitioners in farming/ fisheries and livestock rearing. They need encouragement and support from the general disenchantment of how and where to start. The creation and provision of enabling environments for them to have access to resources such as water, land, and capital are very important. The support must extend to capacity building especially training and some form of mentorship and/or leveraging of estate developments in these economic sectors, or what is described as Nucleus Estate Initiative whereby, youths are guaranteed inputs and ready markets of their products by a well established company or an entrepreneur who will within the scheme ensure their overall welfare. The deliberate education of youth in agriculture and the introduction of these sectors in educational curricula from very early in educational systems will promote their interest in these economic sectors. Skill acquisition and introduction of new innovation such as the use of ICT, education in entrepreneurial business and solving the obvious challenges in agriculture which today in Nigeria include insecurity, quality assurance along the value chains, processing, post harvest losses, lack of value addition, markets, etc. Children can be allowed to work on farms not as farm laborers but to support the family occupation. This should not be at the expense of their education.

## Ji-Yeun Rim, OECD, France

Congratulations on a comprehensive first draft.

One comment i have is that I feel that the discussion on agricultural global trade is missing. This is critical for rural transformation and breaking the path dependence. I understand that it’s a sensitive topic however.

May I also point to the report (joint collaboration with FAO Bernd’s team) The Future of Rural Youth in Developing Countries

[https://www.oecd-ilibrary.org/development/the-future-of-rural-youth-in-developing-countries\_9789264298521-en](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.oecd-ilibrary.org%2Fdevelopment%2Fthe-future-of-rural-youth-in-developing-countries_9789264298521-en&data=04%7C01%7CJi-Yeun.RIM%40oecd.org%7Cda27bd31ffcb47ff411708d8c117b1ab%7Cac41c7d41f61460db0f4fc925a2b471c%7C0%7C0%7C637471654845569356%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=PU2yKaT73Ljh77B4G5oMY%2B0sGr7rk%2B1SHvyfgFup3Sk%3D&reserved=0)

which talks about rural youth aspirations, includes cases of youth-sensitive programmes and also recommendations of youth-sensitive policy making.

All our EU-OECD youth inclusion project publications can be found here:

[http://www.oecd.org/dev/inclusivesocietiesanddevelopment/youth-inclusion-project.htm](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.oecd.org%2Fdev%2Finclusivesocietiesanddevelopment%2Fyouth-inclusion-project.htm&data=04%7C01%7CJi-Yeun.RIM%40oecd.org%7Cda27bd31ffcb47ff411708d8c117b1ab%7Cac41c7d41f61460db0f4fc925a2b471c%7C0%7C0%7C637471654845579350%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=kQ8SyXXQlbG6PdC0yC5hBIXJaIPQmaHMNCiLXHB81vo%3D&reserved=0)

Looking forward to seeing how it develops and contributing to it.

## John Weatherhogg, Italy

In all societies adolescence is a time of revolt or breaking away. In closed, rural, restrictive communities young people may find life claustrophobic and wish only to escape the monotonous round of manual labour. Agriculture and fishery training schools with courses for farmers’ and fishermens’ sons often serve only to increase the rate of loss of youth to the cities. Any certificate produced by the school is a passport to a job in the city.

As a result of the drift of youth out of agriculture/fishing there is a shortage of labour and a requirement for increased mechanisation. This requirement could be met by youth operating as contractors. Youngsters have huge energy and enthusiasm and are generally prepared to work longer hours than older colleagues already with families.

In my experience training schools just take their student to the end of the course and then they are supposed to return to the land – whilst in all probably they in fact disappear to the city. Why could not the training schools have an agreement with a credit institution to provide machinery on hire-purchase terms to successful graduates recommended by the school?

That way the youngster would be provided with an interesting and rewarding job and would be able to provide contract services within his area.

Regrettably I have never such a scheme operating, but in England over 40 years ago I saw a 19 year-old energetically providing contract services with a massive John Deere tandem tractor and plough, all of which he had on hire-purchase.

Such a scheme would have not only benefits to the youth involved but the provision of mechanised services at economic cost to the rural community and should prove attractive to donors.

## Kien Nguyen Van, Plant Resources Center, Viet Nam

Dear Sir / Madam,

I think that agriculture sector is boring something so that it is not attracted to the youth engagement. Meanwhile, they focused and lured by S&T, economic, finance, IT, engine and automation and art.

Experience and evidence in history  proofed that labor movement is from rural to city so that we should know this to deliver nice suggestion. To my knowledge, please see my presentation as link below to find  sound solutions. In fact, if policy maker consider agriculture sector as a market for another sectors. You will find sound one.

[https://www.researchgate.net/publication/347949715\_PLANT\_GENETIC\_RESOURC...](https://www.researchgate.net/publication/347949715_PLANT_GENETIC_RESOURCES_FOR_AGRICULTURE_AND_FOOD_SECURITY_IN_VIETNAM)

Best regards,

KIEN

## Heiko Bammann, FAO, Italy

Dear Colleagues,

Thank you for sharing the well developed and extensive draft V0 with us. Before providing some comments and responses to the questions you have provided, I would like to refer to the comments made by John (Weatherhogg). The point me makes about meaningful, practical and empowering agriculture schools and technical training centres is an excellent one and a challenge for many of us. One experience, how this has been and still is done successfully, I would like to share below. It is a case from Fiji, the Tutu Rural Training Centre:

<http://www.tutufiji.com/about_us/>

For anyone who wants to read more about it, please see this report:

[https://pacificfarmers.com/wp-content/uploads/2019/10/Tutu-Rural-Trainin...](https://pacificfarmers.com/wp-content/uploads/2019/10/Tutu-Rural-Training-Centre-Courses.pdf)

There are many lessons that can be drawn from this example. One to start with: the approach applied has to match (be based on) the cultural and economic situation found in a country or region.

Below the some direct comments and links to more information and references to be considered for the respective report sections. The review has been supported and comments provided by Ms Claudia Scuriatti of the ESA-SMART team.

Apologies for running late. Hope the comments and information provided is useful for the report.

Kind regards,

Heiko

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How can you contribute to the development of the report?

This V0 draft identifies areas for recommendations and contributions on which the HLPE would welcome suggestions or proposals. The HLPE would welcome submission of material, evidence-based suggestions, references, and concrete examples, in particular addressing the following questions:

1. The V0-draft is structured around a conceptual framework which presents three fundamental pillars for youth engagement and employment in agriculture and food systems (AFS): rights, agency and equity.

Do you think that this framework addresses the key issues affecting youth engagement and employment in AFS?

Yes, from our country experiences, we would also suggest emphasizing:

* Limited youth involvement in policy dialogue
* Youth have limited access to and therefore make use of productivity-enhancing inputs such as fertilizers, pesticides and irrigation.

2. The V0-draft identifies main trends for youth engagement in agriculture and food systems, focusing on employment, resources and knowledge.

Do you think that the trends identified are the key ones in affecting outcomes with respect to youth’s engagement in AFS and broader FSN outcomes? If not, which other trends should be taken into account?

In particular, can you offer feedback on the following:

Where are youth currently under- and over-represented in food systems employment/work? How does this change when considering intersectional categories such as gender, place, ethnicity?

I would say that youth under and over representation in food systems changes depending on the crop/commodity we look at and the country involved. From the findings on the Coffee value chain in Uganda, it appears that youth are underrepresented at the production level due to lack of access to land, and in formal distribution(wholesaling) and aggregation. Youth are generally more involved in casual work and activities at processing and transportation stages. Link to the publication : [http://www.fao.org/documents/card/fr/c/CB0413EN/](http://www.fao.org/documents/card/fr/c/CB0413EN/%20)  Also, initial findings from an ongoing work on youth sensitive value chain analysis in Rwandan horticulture suggest that although women participation in horticulture is similar to men, women are more represented at harvesting, sorting, and packaging.

How has digital technology, agriculture 4.0 and automation affected youth employment in AFS? What is their likely impact in the coming decades?

On one hand, digital technologies such as IoT, blockchain, e-commerce and social media can attract youth in agriculture. The adoption of cutting-edge technologies to agriculture can improve/ change the negative perception that young people have toward agriculture. By using innovative apps both young women and men can contribute to on-farm and off-farm activities in different way and perspective compared to their parent's generations. Especially, in the COVID-19 context. There are different cases in which ICT products in the farming sector attract young people. For instance, youth are involved as crop doctors, using apps to diagnose plant disease ([https://plantix.net/en](https://plantix.net/en%C2%A0)), or as tractor sharing service providers through apps (<https://hellotractor.com/>) or also managing risks in agriculture such as droughts, pests, and diseases through apps (https://agripredict.com ).

On the other side, there is a risk of increasing the digital divide between urban-rural areas. Digitalization doesn’t happen in a vacuum and requires institutional support to improve digital literacy and build the regulatory environment to protect users and make sure that we all have the same opportunities.

3. Employment

What can make i) farming/fisheries/livestock rearing and other forms of food provision and ii) other roles in the food system a more attractive option for youth employment?

Integrating traditional practices with modern innovations such as apps, e-payment, etc. Need to raise awareness of the employment opportunities that the sector can offer to young men and women. Youth should be able to understand that agriculture can be a profitable business. For instance, services and input provisions could be a profitable business for youth.

Also, it could be worth working on the negative images/perceptions that older generations have on youth and on their willingness to hire youth.  To do so, internships programs, on-the- job trainings could be very helpful to show youth what kind of job they could find in AFS and to demonstrate employees that youth can be reliable hard workers.

8. Are there any major omissions or gaps in the V0-draft? Are topics under-or over-represented in relation to their importance? Are there any redundant facts or statements that could be eliminated from the V0-draft? Are any facts or conclusions refuted, questionable or assertions with no evidence-base? If any of these are an issue, please share supporting evidence.

1. In regard to Chapter 2, perhaps, it could be worth expanding on the negative perception of youth toward the agricultural sector together with the reluctance of employers/ value chain actors to hire and work with youth. We had noted in the current work on youth-sensitive value chains in Rwanda that at the wholesale level, for instance, employees are unwilling to engage with youth since they are considered unskilled and untrusty. Also, it would be worth digging deeper into why agri-food systems are not attractive for young men and women. What kind of services are they looking for? What services/infrastructure is the agriculture sector missing to provide needed by young women and men? Further reflections on these aspects could be relevant to section 1.3 Youth aspirations, imagined futures, and opportunity structures.

2. I suggest to add the following to Box 4: Youth organizations :

* Young Professionals’ Platform for Agricultural Research for Development (YPARD) [https://ypard.net/](https://ypard.net/  )
* Youth Engagement in Agriculture Network Rwanda (YEAN) <https://yeanrwanda.org/about.php>
* Rwanda Youth in Agribusiness Forum (RYAF) <http://ryaf.rw/>

1. I would suggest to add CURAD incubator ([https://curadincubator.org/](https://curadincubator.org/%C2%A0))  to the Box 2: Online “matching” platforms.

## Madeleine Fogde, SIANI, Sweden

**SIANI’s input to the e-consultation for the report promoting youth engagement and employment in agriculture and food systems**

This document outlines the Swedish International Agriculture Initiative’s (SIANI) input to the e-consultation for the V.0 draft of the HLPE report Promoting youth engagement and  
employment in agriculture and food systems.

SIANI’s input is based on discussions at the SIANI Annual Meeting and the session Promoting youth in food systems – today and tomorrow held Friday 29 January 2021. Approximately 400 people watched the session live through Zoom and Facebook Live. The purpose of the session was two-fold, firstly, to engage the SIANI network in the issue of youth and food systems ahead of the CFS and the Food Systems Summit in 2021. Secondly, the session was structured to be able to provide input to the e-consultation of the HLPE report promoting youth engagement and employment in agriculture and food systems. We hope the discussion and questions raised during the session at SIANI’s annual meeting will be of benefit in the report process and look forward to further engage on the topic of youth and food systems.

The full recording of the event at SIANI’s Annual Meeting can be watched here:

<https://vimeo.com/507851930>

**Panel:**

* Amanda Wood, MPH PhD, Researcher, Stockholm Resilience Centre
* Maureen Muketha, Founder of TuleVyema (a Kenyan NGO working with nutrition and food security) and Fellow, Young African Leaders Initiative
* Sanna Vannar, Chair of Sáminourra (A Sámi youth organisation in Sweden)
* Thomas Rosswall, Member of the Steering Committee of the High Level Panel of Experts on Food Security and Nutrition (HLPE)

**Moderator:** Jonathan Eng, Network Coordinator, SIANI/ Stockholm Environment Institute  
(SEI)

**Mind mapping exercise**

Through a mind-mapping exercise SIANI invited its network to give suggestions for how to ensure youth’s future role in food systems. A presentation of the full results from the mind mapping exercise [can be found through this link](https://seiorg-my.sharepoint.com/:b:/g/personal/jonathan_eng_sei_org/EdsHCvPSPcRMsuGPYgSJMbIBrcGqzafqUVT7B6zi0UUj5w?e=JtfznM). Some key aspects that were raised include:

* Bottom-up processes where youth are included all the way and where capacity building is ensured
* Learning opportunities, including using elders as mentors
* Enabling a news mind-set around work in food systems, make work in food systems attractive
* Encouraging youth from a young age to participate and engage in food systems, as well as ensuring that youth have agency and a high level of participation, not only representation

**Part 1. How do we ensure youth’s future role in food systems?**

**Question 1:**During the pandemic we have moved all events and meetings online. Do you think this has enabled youth to be more active in these dialogues? Might these forums even be a more democratic way of enabling voices from youth? What issues do you see? And what role could SIANI play as a multi-sector network?

Answers from the panel:

Panellist 2: More youth can get involved now, but I am also very concerned about  
those **not having internet – how can they be involved in the conversation?**

***Panellist 1*: It is a mix of good and bad, new tools are coming all the time to facilitate these** kinds of discussions. However, at the same time, it is an issue if you don’t already have the network to be involved. Especially in the research space it is really narrowed down. We need to think about how to engage younger people, how should we make these connections that otherwise might have happened at a conference?

Panellist 3: It is a lot easier to join meetings and events now. We still have problems; we have the technology, but we do not always have access. We are not invited to the table. A lot of youth also do not have access to the modern technology, there is a digital divide.

*Panellist 4*: SIANI brings stakeholders together. We need these kinds of platforms. We need to engage youth in these platforms as well and ensure that there are mentors for youth.

**Question 2:**In most countries, no matter if in Sweden or in Kenya, farms are shifting hands from parents to youth. And in that shift, also the “how to” trickles down. However, no matter if in Sweden or Kenya, this “how to” is often built on methods that worked in the past, but not geared for building sustainable food systems for future generations. So – what is needed to excel competence, courage and commitment for youth in agriculture, to challenge the current “how to”?

*Answer* from panellist 2: First thing for youth is to show interest, to try to align themselves, try to find people to work with, find inputs and subsidies for trade.

**Question 3:** We talk about the transformation of food systems and future scenarios. But how should we get there?

Answer from panellist 1: There is no blueprint and no clear answer for this, but we know the general direction where we need to go. Any solution needs to be contextspecific and needs to involve everyone in the food systems. We need to enable people to do that and not except it to happen by itself, we need to provide for those people to engage. We need a more hands on and local approach. We have to make sure that we do not only talk about problems and solutions – we need to get to the middle bit. If we do not actually talk about values, interest and barriers, we will get a long list of issues and disconnected solutions.

**Question 4.**How is the situation for the Sámis’ collaborating with the regional governments in Sweden concerning the pastures and reindeer herding? I could imagine land rights must be central to Sami youth.

Answer from panellist 3: There are many problems and I do not have time to go into each one. On paper the Sámi don’t own the land, it is the Swedish state, but they say they own the land. The forest companies need to consult with the Sámi villages when starting a project, but the forestry only looks at maps, the Sámi villages have to consider much more than that (roads, hydroelectric power, land for their reindeers etc.). The Sámi can stall the investments but five years later the companies say that  
they have waited long enough now, and the Sámi people do not have the real power to  
say no and fully decide over the land.

**Question 5:** I am a researcher and I want to know to what extent you think early career researchers (young researchers) can contribute to sustainable food systems? And how can they become involved in the journey?

Answer from panellist 4: Early career scientists are important, there’s a lot of enthusiasts there and that is where a lot of the engagement is. I have been involved with Sida, building cooperation & capacity with engaged youth from academia. But after they get their PhD, will they develop an academic career? There’s too much teaching, administration and too little time to focus on building their own scientific career. Support is needed to help provide the right conditions for youth to stay in this field.

**Part 2. How can we ensure that youth are central in the transformation towards more sustainable and resilient food systems?**

**Question 6:**I have myself been thinking about that we know that we want to include youth, but how can we formulate what youth can bring to the table? We also have a question in the audience that connects to this, that person wonders if there is any data on youth engagement – or do we assume that they do not have access and are engaged?

*Answers from the panel:*

*Panellist* 2: The number of youth representatives are growing, but we’re not there yet. There’s a lot of youth migration from rural to urban areas, if youth was included and knew better than to migrate, they would not go away. There’s no enabling environment for youth to stay in rural areas, the knowledge about the possibilities food systems bring about is lacking.

Panellist 4: 80% of the work force in low-income countries are involved in farming. But how can we make that sector attractive, make it innovative, and attract youth to engage? It is not so much about ensuring that they are present in food systems but that they take over their farms with innovative approaches. That’s where the future lies. The young people can lead the change.

**Question 7:** Can we identify a few key aspects on how to do this. How can we make work in agriculture and food systems more attractive?

Answer*s from the panel:*

*Panellist* 2: Improve mechanization, technology that can facilitate work and knowledge exchange. Distribution has to be improved, with trucks enabling a cold chain for fragile foods for example.

Panellist 4: Solutions need to be context-specific and it varies from country to country. But there are constraints in large parts of Africa the lack of roads, fertilizers etc. are issues. The use of mobile phones is one way to solve some of these issues. But we need to modernize infrastructure.

*Panellist* 3: We need to value the people who produce food higher, today they are lower in the rank. They are knowledgeable and their knowledge is valuable, you do not need to go to university to have a say.

Panellist 1: Young people should not need to have the courage to engage in food systems and being a producer. We have to have support mechanisms and de-risk, land access, technology access and real financial support mechanisms. These are aspects that public sector could help with.

**Part 3. What are the challenges that youth engaged in food systems experience today?**

**Question 8:**We are talking about food systems, and often we refer to COVID-19 and how we should build back better after this pandemic. But we also have an elephant in the room that I think we need to talk more about and that is climate change. We have seen youth taking the streets all over the world demanding action on climate change. I wanted to hear your thoughts on climate change and food systems, and the challenges for youth there.

*Panellist* 3: Climate change is nothing we will have in the future; it is already happening now. We see how Reindeers go through the ice, the lakes they usually walk on have not frozen because the temperature is so high. Instead of walking on ice, the reindeers fall in and die. The weather is also changing, and it is shifting more rapidly than before. The temperature changes result in reindeers not finding food. However, it is not only affecting reindeers, but it affects our culture. We have hundred words for snow, but when we do not have snow anymore, we will lose this language.

**Question 9:** How important is the transfer of knowledge between generations?

*Panellist* 3: Traditional knowledge is very important to handle climate change and food systems problems. It has become harder for youth to get that knowledge; you need to be outside to learn. Youth today have their phones, social media and very little time to be outside and learn from elders. Children and youth can learn a lot from elders that you cannot learn from school. Science is praised as the highest-ranking knowledge, but indigenous knowledge is also needed, a combination of both is needed for the future.

**Question 10:**Is the transformation of food systems more of a bottom-up movement or a topdown on**e?**

*Answer* from panellist 1: It will be a mix of both: policy makers need to be pressured by people demanding a change. Policy makers hold a lot of power in the current system, and you can include businesses in this as well, they need to take a lot of responsibility and structurally change the system that is demanded. It will need to be both bottom-up and top-down and everything else coming in in the middle.

1. [Child labour increasing in Gaza | United Nations Office for the Coordination of Humanitarian Affairs - occupied Palestinian territory (ochaopt.org)](https://www.ochaopt.org/content/child-labour-increasing-gaza) [↑](#footnote-ref-1)
2. OCHA, ‘Under Threat: Demolition Orders in Area C of the West Bank’ (p.4) [↑](#footnote-ref-2)
3. https://www.nad.ps/en/publicaion -resources/agreements/Israeli-Palestinian-interm-agreement-west-bank-gaza-strip. [↑](#footnote-ref-3)
4. <https://www.amnestyusa.org/pdf/mde150272009en.pdf> [↑](#footnote-ref-4)
5. Information and communication technologies and rural youth-IFAD 2019 [↑](#footnote-ref-5)
6. E.g. Google Mkulima Young on facebook, twitter; as well as Mfarm, Mcow [↑](#footnote-ref-6)
7. USAID Fact Sheet: Land Tenure and Women’s Empowerment - 2016 [↑](#footnote-ref-7)