

How to Bridge the Skills Gap to Promote Decent Rural (Youth) Employment

A Practitioner's Guide

Heidi Feldt, Manuel Marx, Nora Nebelung, Lisa Kirtz, Verena Vad, Johannes von Stamm



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Seminar für Ländliche Entwicklung | Centre for Rural Development

SLE has been offering practice-oriented vocational education and training for future experts and managers in the field of international development cooperation since 1962. The courses range from Postgraduate Studies to Training Courses for international experts in Berlin to practice-oriented research and Consultancy for Organizations and Universities active in the field of development cooperation.

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Preface

For more than 56 years, the Centre for Rural Development at the Humboldt-Universität zu Berlin has annually trained 20 post graduates to become professionals equipped with excellent knowledge and skills in the field of German and international development cooperation.

Three-month empirical research projects conducted in cooperation with German or international development agencies form an integral part of this one-year course. Participants work in interdisciplinary teams supervised by experienced team leaders and carry out innovative, future-oriented research on development problems that prevail on the ground on a local or national scale. This strengthens global knowledge and provides partner organisations in the host country with strategies and tools. Here it is vital to involve a wide range of actors in the process, which includes surveys and consultations at household, expert and policy level.

The results are published in this series. Most of our more than 200 studies are linked to rural development themes and have a socio-economic focus, such as the enhancement of agricultural livelihoods or the design of regimes to manage natural resources sustainably. Up to now our partner countries have either been developing or transformation countries, and occasionally fragile states. In the future, however, studies will also be conducted in the global north, since the Sustainable Development Goals (SDGs) are to be achieved in all countries worldwide.

Aside of the subject orientation of most of our studies a considerable number focusses more on methodologies. In these cases the respective host country serves more as a test region, as it is also the case in this volume. Here, a practitioner's Guide was developed, using an empirical research stay of the SLE-team in Cambodia as example.

The subject of the present study is to find out about decent employment opportunities for rural youth and to explore how to bridge their skills gaps. The practitioners guide is especially developed for the needs of FAO, but can be also used by every other organisation or development agency.

Hence, we wish you a successful use. Yours sincerely,

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Humboldt-Universität zu Berlin

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Director of the Centre for Rural
Development (SLE)

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Abbreviations and acronyms

CSO	Civil Society Organisation
DRE	Decent Rural Employment
FAO	Food and Agriculture Organisation of the United Nations
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
IFC	International Finance Corporation
ILO	International Labour Organisation
ILS	International Labour Standards
MSME	Micro, Small and Medium Enterprises
NGO	Non-governmental Organisation
OECD	Organisation for Economic Co-operation and Development
SDG	Sustainable Development Goals
SLE	Seminar für ländliche Entwicklung – Center for Rural Development
STNA	Skills and Training Needs Assessment
TVET	Technical and vocational education and training
UCW	Understanding Children’s Work Project
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children’s Fund
VC	Value Chain
WB	World Bank

Glossary

- Agropreneur** Agropreneurs run their activities as a business along the agricultural value chain and produce for market needs to increase profits. Activities encompass the agricultural sector such as crops, livestock, fisheries, marketing, technology and innovation, as well as special projects such as agro-tourism and agro-based processing.
- Circular migration** Circular migration refers to all forms of a temporary, recurrent movement by the same person between two or more countries or between rural and urban areas, mainly for purposes of work or study.
- Decent Employment** Based on the four pillars of the ILO Decent Work Agenda – employment creation, social protection, rights at work, and social dialogue – which became integral elements of the new 2030 Agenda for Sustainable Development, decent employment refers to work that provides a living income and reasonable working conditions. Work should be remunerative and dignified. It should enable people – whether through self-employment or wage labour – to provide for themselves and their families. Workers should be able to perform their work under safe and healthy conditions and have a voice in the work place.
- Employability** Employability encompasses a set of achievements – skills, understandings and personal attributes – that make individuals more likely to gain employment and be successful in their chosen occupations. It requires the ability to acquire new skills, identify and evaluate options, understand rights at work including the right to a safe and healthy work environment, adapt successfully to changing situations and the courage to innovate.
- Employer** A person, business or organisation that controls and directs one or more people and pays him or her salary or wages in exchange for on-going work.
- Farmer Organisation** Farmer organisations such as farmer unions, farmer cooperatives, farmer groups and farmer associations are independent association of women and men, united voluntarily to meet their common agricultural needs and aspirations – such as collective action for the marketing and processing of agricultural products and or for the purchase and production of farm inputs – through a jointly owned and democratically controlled enterprise.

- Labour force** Labour force comprises all persons of working age who furnish the supply of labour for the production of goods and services during a specified time-reference period. It refers to the sum of all persons of working age who are employed and those who are unemployed, but being available for the labour market.
- Marginalised youth** Marginalised youth refer to young people who are most at risk. Thereby, marginalization is both an acute condition and a persistent process that prevents youth from full participation in social, economic, and political life. Amongst others, marginalized youth can include young people with disabilities, women, lesbian, gay, bisexual, transgender and intersex youths, members of minority groups, indigenous people, internally displaced persons, youths from poor families and non-national, including refugees, asylum seekers and young migrant workers.
- Safe migration** The concept of safe migration refers to a prevention of irregular movement that takes place outside regulatory norms of the sending, transit and receiving countries, and during which a migrant suffers from or risks suffering from severe physical, mental or emotional harm.
- Self-employment** Self-employment is the simplest form of business organisation comprising in its most basic form a one-person firm. Self-employment may be seen either as a survival strategy for those who cannot find any other means of earning an income or as evidence of entrepreneurial spirit and a desire to be one's own boss.
- The ILO distinguishes different types of self-employment according to the type of authority they will have over the productive unit which they represent or for which they work:
- Employers*, who hold self-employment jobs (i.e. whose remuneration depends directly on the profits derives from the goods and services produced);
- Own-account workers* are those workers who, working on their own account and have not engaged on a continuous basis any employees to work for them during the reference period;
- Members of producer cooperatives* take part on equal footing with other members in determining the organisation of production etc.;
- Family workers* cannot be regarded as partners in the operation of the productive unit because of their degree of commitment to the operation of the unit, in terms of working time or other factors, is not at a level comparable to that of the head of the enterprise.
- Skills** Skills refer to the ability to apply knowledge, use know-how to complete tasks, solve problems and carry out the tasks that comprise a

particular job. Against the content of the present study, skills relevant for agricultural work can be grouped into three types: technical skills, life skills and business skills

Skills and training needs assessment (STNA)

A skills and training needs assessment is a systematic analysis of present and future skills needs of the labour market against the skills available in the labour force in the target area. Also, it is a method to identify which training need exists and what training is required to fill the skills gaps and to help individuals and organisations accomplish their goals and objectives. Skills and training needs assessments can take place at the national, regional, local, or sectoral level. It usually provides quantitative (e.g. with reference to the changing number of people with a certain level of qualification and people enrolled in different training activities, or with a certain level of qualification), and qualitative information (e.g. with reference to providing descriptive information about the changing skill and training profiles).

Skills mismatch

Situation of imbalance in which the level or type of skills that individuals possess does not correspond to those that are needed by the labour market. Mismatches could be vertical (when the level of skills is more or less than the level of skills required to perform a job), horizontal (when the type of skills is not appropriate for the current job, but the level of skills matches the requirements of the job) or geographical (where the workers with types and levels of skills required are based in a region different from where such skills are needed).

Technical and vocational education and training (TVET)

Technical and vocational education and training (TVET) is understood as aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life. TVET thus equips people not only with vocational skills, but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life.

TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts.

Any establishment providing TVET programs, including some universities, agricultural colleges, institutes, centres, schools and private providers can be referred as TVET institutions or TVET provider.

Training

Training is used as an umbrella term to encompass short to long-term individual acquisition of work-related information, knowledge, understanding, attitudes, values, skills, competencies and behaviours

through experience, practice, study and/or teaching and instruction. It uses many forms of education and learning through non-formal or formal, public or private, off-the-job or on-the-job activities. As such, it is linked inextricably to the cultural, social, environmental and institutional contexts in which it takes place.

Underemployment

Underemployment reflects the underutilisation of the productive capacity of the employed population. Persons in underemployment are all those who worked or had a job during a reference period but were willing and available to work more adequately.

Unemployment

“Unemployment as defined according to the international standards requires that a person meet three criteria for inclusion: they (a) did not work in the reference period; (b) were available to take up a job had one been offered in the week prior to the reference period; and (c) actively sought work within the past 30 days (for example, by registering at an employment centre or answering a job advertisement).” (ILO 2015, 31)

Value chain

Value chain refers to all the processes or activities by which a person or a company increase the value of a product, including production, marketing, and the provision of after-sales service.

Youth

The United Nations (UN) defines youth as persons between the ages of 15 and 24. This definition is without prejudice to other definitions by member states, which may vary significantly. For example, in the case of Cambodia, where youth is defined as persons between the ages of 15 and 30.

Scope and structure of the guide

What is this Guide for?

This Practitioner's Guide responds to a need for practical guidance on how to promote decent employment opportunities for rural youth. The objective of the Guide is to establish a Skills and Training Needs Assessment (STNA) framework with a specific focus on youth. The Guide is designed to be broadly applicable to the content and processes of different country contexts. Since national training systems and technical and vocational education and training (TVET)

initiatives vary widely, from short-time community-based programmes to highly advanced technical schools, it will be necessary to adapt the generic approach offered here to suit the specific situation in your target region.

The Guide can be used as a starting point for systemic analysis, and provides some ideas how a youth-tailored TVET or training programme could be configured.

BOX 1: GUIDANCE OBJECTIVES

Specifically, the manual aims to provide practitioners with skills that will enable them to:

- Identify relevant stakeholders and decent employment and self-employment opportunities along agricultural value chains that offer potential for youth and in a second step analyse barriers and enablers for decent rural youth employment;
- Assessment and promotion of skills and training needs for youth, specifically youth aged 15-17 years
- Analyse which skills are needed by employers or for being self-employed;
- Assess which skills are provided through which providers in the given context;
- Analyse youth aspirations and how to make agriculture more attractive for them;
- Identify where skills mismatches occur and assess reasons for mismatches and skills gaps;
- Propose solutions on how to address the previously identified mismatches and the gaps they evoke;
- Evaluate options for how youth can acquire adequate skills.

Who should use this Guide?

BOX 2: TARGET AUDIENCE

The Guidance is intended for use by:

- FAO staff who are required to coordinate, support, participate in or conduct youth employment programmes;
- Managers of FAO technical staff involved in skills and training needs assessments;
- Policy-makers and staff working in agencies who will be involved in promoting decent employment opportunities for rural youth. It mainly targets staff in the ministry responsible for decent rural youth employment and its subsectors;
- Staff in the ministry responsible for labour issues, which is typically responsible at national level for mainstreaming decent work across the different sectors;
- Public or private institutions, such as Civil Society Organisations (CSOs) which are or should be involved in strategic planning for rural development, agriculture or youth;
- Other agricultural stakeholders such as policy-makers, programme designers and implementers, researchers, and statisticians
- Finally, it also aims to inspire a broader development audience with an interest in rural youth employment issues.

POINTS TO CONSIDER

The Practitioner's Guide is not intended to substitute for guidance on specific assessments. It should be used in conjunction with such training materials. Links to official guidance for specific assessment methodologies are included.



How to use it?

The Practitioner’s Guide on how to Bridge the Skills Gap to Promote Decent Rural (Youth) Employment is designed to support development practitioners in the field of technical and vocational education and training (TVET) and youth employment.

Part 1 gives an introduction and sets the background regarding training needs for youth in agriculture. It also explains the concept of decent rural employment and how it is linked to skills development, as well as to training in broader terms.

Part 2 outlines a four-step framework for the Skills and Training Needs Assessment (STNA). Each chapter follows the same logic and indicating the relevance and what results you can expect when completing the steps described. They also organise the institutions or key actors that you need to consult to achieve the different described results.

Although the process steps are presented in a linear way they can be implemented in parallel or in a different order. This Guidance does not try to cover everything you need to know to plan and implement a skills and training needs assessment. Feel free to adapt the ideas and examples where appropriate. Some boxes and figures are titled “Examples”. The content is drawn from literature and field experience in Cambodia. Examples can be used as an entry point for understanding the situation and additionally, they can be used as an inspiration on how to organise certain information and data.

BOX 3: DEFINING TVET

Technical and vocational education and training (TVET) is a complex sector, in which a wide range of skills and knowledge is imparted in a wide range of settings. It is understood as aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life. TVET thus equips people not only with vocational skills, but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life.

TVET can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts.

What you need to know about the markers



Points to Consider

Lightbulbs indicate general points to consider and are presented in a separate box.



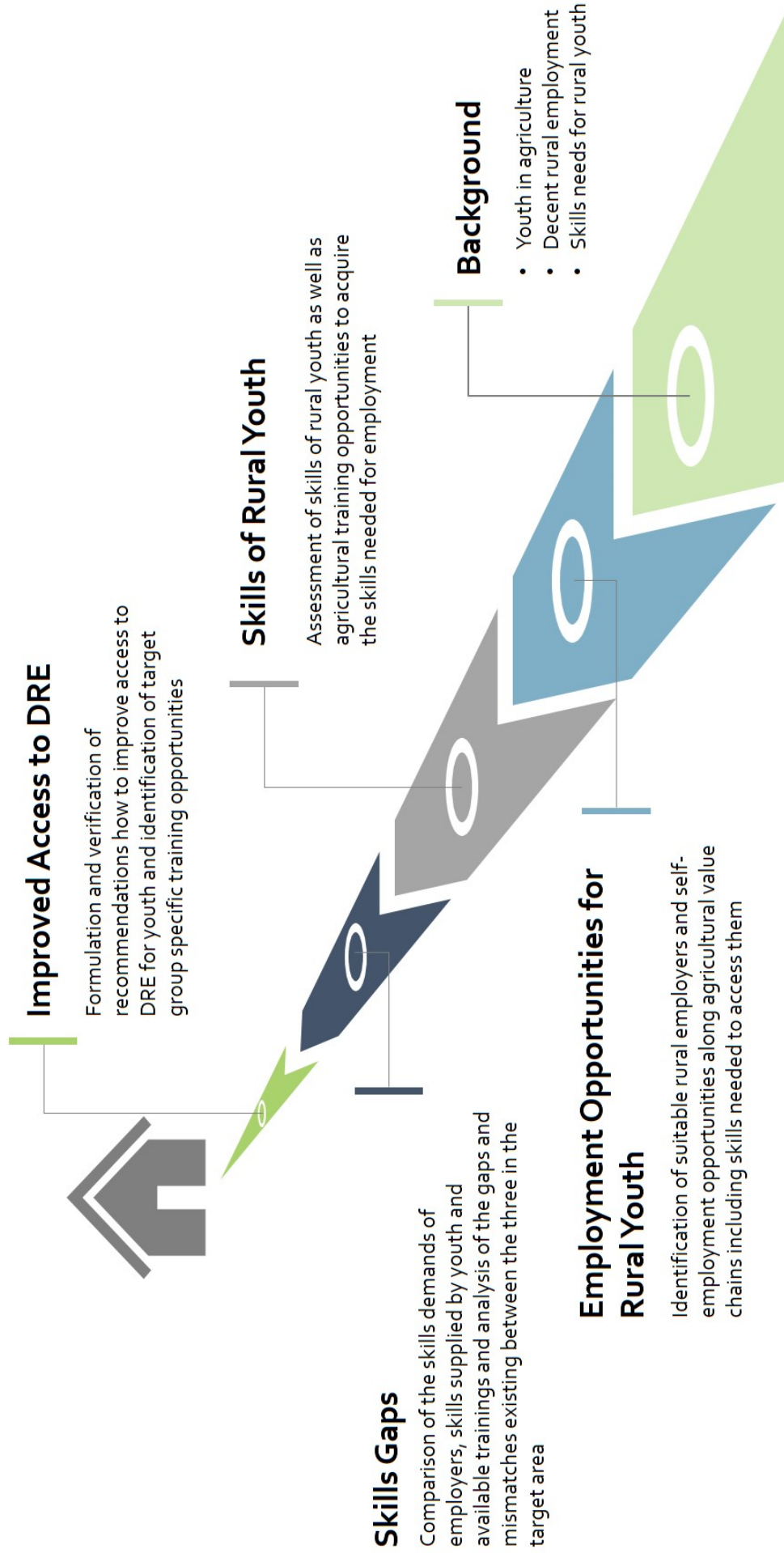
Gender

Women play a crucial role in rural economies but face significant gender-based constraints compared to their male counterparts, particularly in access to productive resources, services and economic opportunities. These gender inequalities prevent women from reaching their full potential, weakening the agricultural sector and undermining rural development. To allow for a gender sensitive analysis and formulation of recommendations data should be collected and analysed in a gender disaggregated way. The gender icon indicates out some points for further consideration and tools.



Youth aged 15-17 years

Youth aged 15-17 face specific barriers and challenges and have needs that might differ from other age groups - including older youth groups. These should be taken into consideration at all stages of the practitioner's guide. The icon indicates where the practitioner can pay additional attention to that age group.



1 Youth in Agriculture

Why bother about youth in agriculture?

Agriculture plays a central role in the economy of most developing countries, which means that rural employment entails mainly agricultural work – including both on-farm self-employment and wage employment.

Rural youth are the future of agriculture, food security and rural poverty reduction. They are also the present as there are more young people today than ever before – 1.8

billion between the ages of 10 and 24 – most of them living in less developed countries and in rural areas (FAO, 2017). With unprecedented growth in their youth populations, many low-income countries face the challenge of providing decent employment to millions of new entrants to their labour markets. Young workers leaving agriculture and unable to find jobs in the local non-farm economy must seek employment elsewhere, leading to seasonal or permanent migration.

BOX 4: SPECIFIC CHALLENGES OF YOUTH AGED 15-17

Considerable work has been undertaken on understanding the challenges and solutions facing rural youth. However, youth is a heterogeneous group, and attention needs to be paid to those under 18 who have reached the minimum age for employment. This stage in life is typically decisive in how young people will transition from school to work and for the likelihood of transitioning out of poverty. Youth under 18 also face specific barriers and vulnerabilities: they can easily succumb to child labour and face additional challenges in accessing decent employment opportunities, productive resources, services, employment opportunities and markets (FAO, 2017a).

For more information on challenges faced by youth aged 15-17, see:

FAO (2017): Results of the Expert Meeting on Addressing the Challenges Faced by Rural Youth Aged 15-17

15-17

Efforts to promote more and better jobs for rapidly expanding youth populations should pay particular attention to rural areas and focus on both agriculture and non-farm activities. This is because, first, agriculture is the most important source of food and income for the poor, and second, because agriculture can play a key role in stimulating non-farm activities, especially in high-

potential areas. A more skilled youth labour force in low-income countries would increase the productivity of agriculture and stimulate growth. Skills are complementary to technology and necessary for accessing better-paid jobs. Policies supporting education at all levels are important to inclusive rural transformation, although their impacts will be felt in the long term.

Measures that facilitate the employability of rural youth include strengthening vocational training and education, establishing mechanisms for the recognition of labour experience in the informal sector, and creating greater awareness of job opportunities and labour rights.

Given these realities, it is unfortunate that the training needs of young rural people – in particular those needed to develop capacities to engage in productive, profitable and sustainable agriculture – have rarely been systematically addressed in training agendas. This is especially the case when it comes to youth aged 15-17 as beneficiaries (FAO, 2017). Agricultural training and learning services often ignore the specific characteristics of rural youth and fail to address the specific needs of young people. While access to good quality education in school and beyond should be promoted wherever possible for this age group, youth that drop out of school need particular attention and targeted interventions.

BOX 5: DEFINING YOUTH

The easiest way to define youth is through age, especially in relation to education and employment. The United Nations (UN) define youth as persons between the ages of 15 and 24. This definition is without prejudice to other definitions by member states which may vary significantly. For example, in the case of Cambodia youth is defined as persons between the ages of 15 and 30. The United Nations Convention on the Rights of the Child defines children as persons below the age of 18. The line between youth and children becomes blurry for the age group 15-17, as children in this age group are legally able to work if it is not hazardous.

For more information on youth in agriculture, see:

FAO (2014): Youth and agriculture: key challenges and concrete solutions

FAO (2016): Developing the Knowledge, Skills and Talent of Youth to Further Food Security and Nutrition

2 Decent Rural Employment

Decent employment refers to work that provides a living income and reasonable working conditions. Work should be remunerative and dignified. It should enable people – whether through self-employment or wage labour – to provide for themselves and their families. Workers should be able to perform their work under safe and healthy conditions and have a voice in the work place.

In contributing to the global Decent Work Agenda, FAO's Strategic Framework prioritizes the promotion of decent rural employment, with a particular focus on youth and women. Decent rural employment is any activity, occupation, work, business or service performed for pay or profit by women and men, adults and youth residing in rural areas that fulfils the following criteria:

BOX 6: DEFINING DECENT RURAL EMPLOYMENT (DRE)

- i. Respects the core labour standards as defined in ILO Conventions, and therefore:
 - is not child labour;
 - is not forced labour;
 - guarantees freedom of association and the right to collective bargaining and promotes organisation of rural workers;
 - does not entail discrimination at work on the basis of race, colour, sex, religion, political opinion,
 - national extraction, social origin or other
- ii. Provides an adequate living income;
- iii. Entails an adequate degree of employment security and stability;
- iv. Adopts minimum occupational safety and health (OSH) measures, which are adapted to address sector-specific risks and hazards;
- v. Avoids excessive working hours and allows sufficient time for rest;
- vi. Promotes access to adapted technical and vocational training.

This applied definition acknowledges the considerable heterogeneity of rural contexts across the world. Designed by FAO to provide a general minimum standard for decent employment in rural settings, it may be adjusted to the specific geographical, sectoral and socio-economic contexts in which it is to be implemented. Any adaptation however need to respect the four core labour standards, which are universally accepted as fundamental principles and rights at work.

For more information on reflecting DRE concerns in country-level programmes, projects and activities, see:

FAO (2013): Guidance on how to address decent rural employment in FAO country activities

FAO (2014): Decent rural employment toolbox

BOX 7: MAIN GLOBAL DATABASES OF DRE-RELATED DATA

ILO/FAO	The policy database on employment and decent work in rural areas is an online inventory of policies, programmes and studies that are relevant to the promotion of more and better jobs in the rural areas of developing countries.
ILOSTAT	Population, labour force, employment, unemployment, persons outside the labour force, youth, working time, earnings and employment-related income, labour cost, occupational injuries, trade unions and collective bargaining, strikes and lockouts, working poor, labour inspection
iNORMLEX and NATLEX	The application of ILS Information on national labour law by countries
FAOSTAT	Rural population, food security, production
WB Data	Rural population, employment in agriculture, vulnerable employment, labour force, labour force participation rate, unemployment, long-term unemployment, children in employment, employees in agriculture, poverty gap at rural poverty line, share of women employed in non-agricultural sector
ASPIRE: The Atlas of Social Protection	Coverage, benefit incidence and adequacy of social assistance, social insurance and labour market programmes based on nationally representative household survey data
UIS.Stat	Rural population, youth literacy rate (15–24), net enrolment rate, out-of-school children of primary school age
UNICEF MICS	The Multiple Indicator Cluster Surveys include data on child labour
UCW Child Labour Indicators	Child involvement in economic activity, type of child economic activity, intensity of child economic activity, child activity and household income, child labour
youthSTATS	Employment-to-population rate, unemployment-to-population rate, school attendance, informal employment as share of total employment, working hours, wages, sector of employment, educational attainment, poverty
MSME Country Indicators (IFC)	No. of employees, No. of MSMEs, SMEs by sector distribution (agribusiness), micro enterprises by sector distribution (agribusiness)
OECD Employment database	Labour costs, earnings, employment protection, labour force, working hours, trade union

3 Why Skills Matter

Youth need to be equipped with the skills required to access the world of work, including skills for self-employment. Thereby, skills refer to the ability to apply knowledge, use know-how to complete tasks and solve problems and carry out the tasks that comprise a particular job. If they lead to decent employment they can be enabling and empowering factors. Beside technical skills, life skills are important for the general wellbeing of individuals but also lead to better employability.

A key challenge in many developing countries is addressing the skills needed for accessing decent employment both in terms of formal employment and self-employment. In this regard, training and formal TVET

systems play an important role in equipping youth with the skills required for bridging the skills gaps and empowering young people with education and training that is key to realizing their full potential. In the 2030 Agenda for Sustainable Development the signatory states also agreed on the need for youth skills development with clear indicators under Goal 4, target 4.4 which commits to “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”. It is therefore essential to ensure that education is holistic, not only addressing quickly changing technical skills, but also focussing on greater life skills.

Technical Skills

Technical skills reflect practical knowledge and are the abilities needed to perform specific tasks along the agricultural value chain. Typically, youth attain these from training and through experience on the farm. Young farmers need a variety of specific agricultural skills such as in crop cultivation, field preparation, sowing and transplanting, pest control, soil and water management, use of local biodiversity, agro-processing and post-harvesting techniques.

BOX 8: WHY SKILLS MATTER

BOX 1

For further information on the core work skills needed to address the currently high levels of youth unemployment in rural areas, see:

UNICEF (2016): Learning knowledge and skills for agriculture to improve rural livelihoods

ILO (2013): Enhancing youth employability: What? Why? and How? Guide to core work skills

FAO (2012): Entrepreneurship in Farming

Business Skills

In many rural areas with an unstable formal economy or an established informal economy, the most viable option for decent rural employment for youth is self-employment. In these countries, formal sector employment is limited; therefore, job creation through entrepreneurship is the best option for young people who are entering the job market. Thus, young people, whether or not they are able to start and sustain a business, need to get equipped with a variety of business skills, such as business plan development, group organisation management, savings and financial management, basic marketing and business management skills to perform professionally within an agricultural business or to professionalize family farms and to run an own farm successfully.

Life Skills

Life skills are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Youth critically need those skills to become motivated and confident decision-makers who can realize their potential (UNICEF, 2012).

BOX 9: DEFINING LIFE SKILLS

BOX 1

Critical thinking skills

Include decision-making and problem-solving skills as well as information-gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyse the influence of their own values and the values of those around them.

Communication skills

Include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category are negotiation/refusal skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society.

Self-management skills

Self-management skills are those characteristics that help an employee to be more productive at the workplace. They refer to the ability to control feelings, emotions, and activities. Self-esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills.

4 Guide for a skills and training needs assessment

4.1 Youth Employment Opportunities

Why This Chapter?

This chapter helps practitioners to identify relevant stakeholders of youth employment as well as decent employment and self-employment opportunities along agricultural value chains. It additionally provides guidance on how to analyse which skills are needed by employers and which are needed by rural youth to be successfully self-employed.

EXPECTED RESULTS

- Map of relevant stakeholders for youth employment
- Identification of promising agricultural VCs for decent youth (self-) employment
- Assessment of skills needed by employers and for successful self-employment
- Understanding of job matching undertakings done by e.g. employment agencies or job centres.

SOURCES OF INFORMATION

What skill requirements do rural employers have for potential young employees?

Political institutions responsible for Agriculture, Industry, Labour on all levels, Employment Agencies, Agricultural Employers including rural employers along agricultural value chains

Which VCs offer (self-) employment opportunities for youth in the target region?

Political institutions responsible for Agriculture, Industry, Labour on all levels, Agricultural Employers, Agropreneurs

What skills do youth need for successful self-employment?

Agropreneurs including rural employers, Employment Agencies

Optional: Political institutions responsible for Agriculture, Industry, Labour on all levels

How do employment agencies assist young people in rural areas to access decent employment?

Employment Agencies

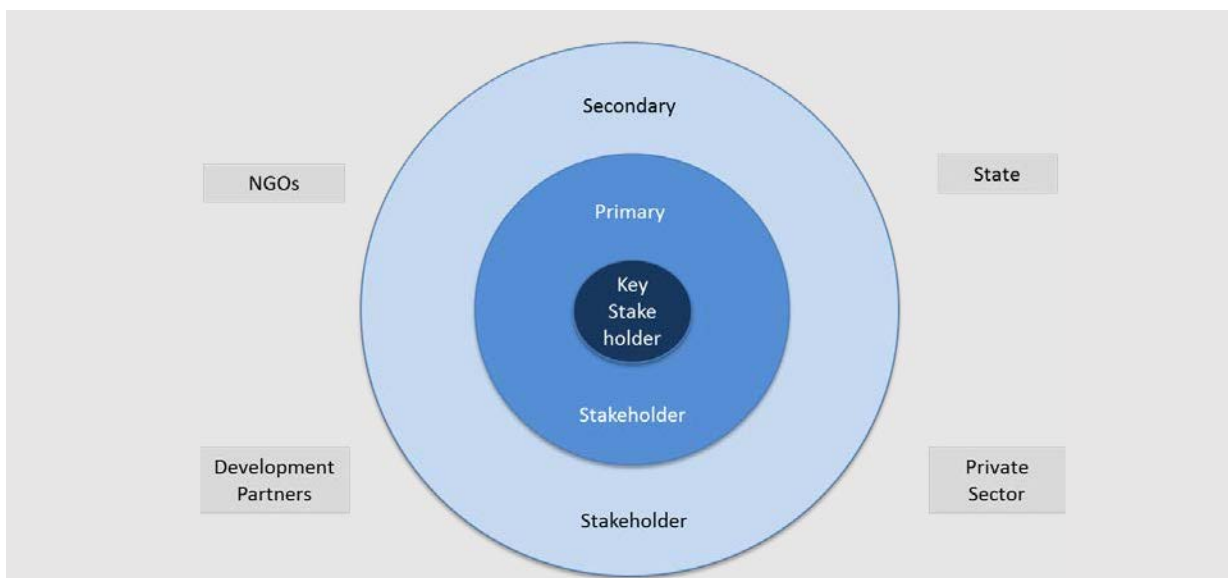
Optional: Political institutions responsible for Agriculture, Industry, Labour on all levels, Agricultural Employers

Identifying Stakeholders

Stakeholder mapping is a useful tool to visualize and organize an overview of relevant stakeholders to know whom to include in the following steps. There are different ways to organize stakeholder mappings. For the present purpose, clustering stakeholders according to their relevance (partners as inner circle, stakeholders important for assessment in the second circle and stakeholders to keep informed in the outer circle) and their

background (state, private sector, NGOs and development partners) has proved most suitable. In Cambodia the stakeholder mapping covered key stakeholders from the relevant ministries of agriculture, labour, youth, education and training, job centres, training providers, employers and their associations, youth and employee groups, agropreneurs as well as research institutions, NGOs and other development partners.

EXAMPLE 1: STAKEHOLDER MAPPING



If new to an area, you could use the snowball method where first partners or experts serve as starting points referring you to other stakeholders that also meet your requisites (in this case being an expert in the field of decent rural youth employment), those again to other relevant institutions or experts they know. This method, used originally for sampling target groups that are difficult to reach, is helpful if new to a context where you still don't know relevant actors or, as originally used for, to access otherwise difficult to reach target groups. Create a stakeholder mapping for example as shown above and complete it steadily with every new stakeholder you identify.

Otherwise you can engage in joint creation of a stakeholder map as part of a workshop to ensure the most reliable and comprehensive results. A kick-off workshop commensurate with the available resources and the scope of the planned intervention is useful to inform all relevant stakeholders and gather information from them about the status quo of youth employment, including policies and regulations and the economic situation in rural areas as well as existing training provision and anticipated trends. Even though the intervention might take place on a smaller scale, it is crucial that national level actors are included due to their influence on policies that shape conditions on the intervention level.

Identifying Market Opportunities

Sectorial studies or studies of specific value chains can provide insights into market opportunities for the agricultural and agribusiness sector. In addition to analysing the relevance of their findings for your context, integrate own interviews to assess the specific situation of youth in the targeted rural area and which market trends they can benefit from. If you have very little time, you

should at least conduct interviews with experts on employment and market trends on national and regional level on the topics mentioned in the box below. Key informants should definitely include private sector actors and relevant government departments plus research institutions and relevant national and international organisations if active in your intervention context.

BOX 10: TOPICS FOR INTERVIEWS ABOUT MARKET SITUATION

- Current situation of agriculture and agribusiness
- Current situation of youth in agriculture (employment and self-employment)
- Promising sectors and innovations, new value chains or new steps along existing agricultural value chains
- Specificities for female youth ,
- Specificities of marginalised youth groups,
- National/regional development plans and priorities and strategies for agriculture including investment, export and infrastructure plans

Whenever possible, a more thorough analysis of specific market opportunities should be conducted. To identify market opportunities at community level, complementary surveys like creating a community

profile, the ILO suggests to perform a consumer demand survey and a market opportunity survey to assess possibilities for rural economic empowerment.

Creating a Community Profile

On the intervention level, the first step is to create a community profile. This gathers data about the current state of the local economy including its expansion potential and local raw and intermediate products that could be used for income-generating activities. Furthermore, it allows a deeper look at the socio-economic status of different groups of the community, taking into consideration the special conditions of marginalized groups. Data is collected

through group discussions with local formal and informal leaders and local government representatives, entrepreneurs and trade organisations, training institutions, representatives of women groups, vulnerable groups and NGOs. A survey form giving further guidance about this tool can be found in ILO's generic *manual on training for rural economic empowerment*. The data collected are also suitable as a baseline.

Doing a Consumer Demand Survey

Through a consumer demand survey, you can assess randomly selected household's unsatisfied demands for specific products. A template covers several products ranging from cooking oil and local cakes via fertilizers and animal feed, garment and leather products to charcoal and furniture. Some items and especially services on the list might not be relevant for the context and need modification, but the *questionnaire* provides a

good starting point. By asking the interviewed households to choose the reason for their dissatisfaction with the product (like lack of supply; low quality and inappropriate design and/or style), the survey not only indicates for what products there is unmet demand but also specifies the reason for this mismatch. This might help to indicate market opportunities along agricultural value chains.

Conducting a Market Opportunity Survey

Following the consumer demand survey, with a market opportunity survey you can find out if the products identified as lacking could be produced locally either with own raw materials or with raw material from outside of the target area and if there is a potential for local business and thus employment. Interviews with local producers and traders can indicate how this demand can be met,

which are the requirements needed and which support mechanisms are available to produce the required products in the desired quality and design. Two *market opportunity survey forms* for traders and producers have been created by ILO and can be used as a base for your interviews.

Analysing Political Plans for Future Markets

Additional research and interviews can reveal further opportunities arising from political interventions or from linking local production to distant markets. The latter includes rural urban linkages and can even extend to overseas markets as in the case of *young agropreneur Haowa Bello* from Nigeria, who raises goats to produce high end leather bags for shops in London, New York and Berlin. In the case of very distant markets it is of special importance to evaluate the feasibility, risks and opportunities carefully.

and local), agricultural development, plans to attract foreign direct investment into agriculture as well as policies related to agriculture and climate and biodiversity helps to better understand future market opportunities and thus future job options for rural youth. If working with young people aged 15-17, check if policies or programs consider them adequately. As in most cases there are inequality gaps concerning gender in existing agricultural policies, there is a need to identify those gaps as well as concrete policy solutions to bridge them. The degree of gender sensitivity of a policy is determined by the extent to which it takes into account relevant gender dimensions and incorporates measures to allow women and men to enjoy the same rights and opportunities, while ensuring that their different living conditions,

Additionally, a thorough analysis of policies and strategic plans at national, subnational but also supranational level can help to get insights on how the economy is foreseen to develop and where funds may be allocated to support youth entrepreneurship. Analysing rural development plans (national



needs and aspirations are equally valued and supported.

Once identified, it is important to scrutinize the market opportunities along rural value chains according to their suitability for rural youth and how much employment opportunities they provide – keeping in mind the national and international regulations for child protection, like the prohibition for under

Analysing value chains

Value chains are a useful way to organize rural markets and systematically follow a product, assessing all possible value adding steps and input needs along the chain. Thus, it makes sense to link the assessed market opportunities to the respective value chains. When collecting data on the different steps of the value chain disaggregate it by sex and

18 year old to perform hazardous work. Risks and benefits must be thoroughly pondered. Self-employment – and specifically being a farmer – is not only a self-determined business but also a risky field. Hence, there is a need to check profoundly which support mechanisms or organisational forms can help youth to minimize the risks of self-employment.

age. This will enable you to understand to what extent different household members are involved in agricultural activities along the agricultural value chains. This will show which tasks, roles and responsibilities young women and young men have and to which extent being part of the specific age cohort of 15-17 years is a constraining or enabling factor.



Skill Needs Assessment

Skill Needs Assessment for Employment

For a skills needs assessment in rural areas potential interview partners include business associations and enterprises along different value chains and all value chain steps. It is possible that skills needs assessments covering the project area have already been conducted beforehand by a job centre or other actors. Nevertheless, due to a fast-developing economic environment in many countries it will still be necessary to conduct some interviews yourself to shed light on the specific skills required by employers.

Specific attention should be given to innovative companies that, for example, do new processing steps or successfully use novel techniques. Those offering development opportunities for young employees are of special interest.

During interviews you can either follow broad categories or ask in depth about

specific technical, soft and business skills as illustrated below.

POINTS TO CONSIDER

- skills required in company
 - technical skills
 - business skills
 - life skills
- criteria for recruiting and selecting new employees
- specificities for youth
 - limitations
 - advantages
- working conditions, social protection, health and safety measures
- development opportunities and support within company
- situation of marginalised youth groups

Keep in mind that for marginalised youths the situation is not only specific but also enquire with representatives of the specific lobby organisations for people with disabilities and others. In particular, face double disadvantages due to both their gender and age.



In addition to the topics mentioned above, a further focus on the importance and availability of specific skills could be measure using score cards. The utilisation of the specific score cards only makes sense if employers are able to estimate importance

and availability on a scale. If this is the case, the obtained results show a clearer picture about skills that should be integrated in trainings and TVETs – in particular those with high importance but low availability.

BOX 12: DETAILED ANALYSIS OF SKILLS REQUIREMENTS OF EMPLOYERS USING SCORE CARDS

- Importance: How important is the skill when hiring new employees?
 1. not at all important
 2. not very important
 3. somewhat important
 4. important
 5. extremely important

- Availability: How easy is it to find adequate candidates in the job market?
 1. not at all easy
 2. not very easy
 3. somewhat easy
 4. easy
 5. extremely easy

Example for soft skill: Cooperation/Teamwork

Category	Topic	Importance	Availability
Communication	Cooperation Teamwork	4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Example: When your employee is working together with other employees, s/he listens to the ideas of others, considers them carefully and adds own suggestions so that the group completes the task together.

employment

As in the project area only few decent employment opportunities might exist, self-employment can provide a viable alternative.

whether self-employment will be successful or not. The particular skills of an entrepreneur are important (see figure 1 below). Nevertheless other essential factors should not be underestimated such as access to

resources, including land, input, financial services, insurance, access to markets and market information along with other framework conditions such as national regulatory conditions for assessing the *skills needed for successful self-employment* of young people, agricultural entrepreneurs are

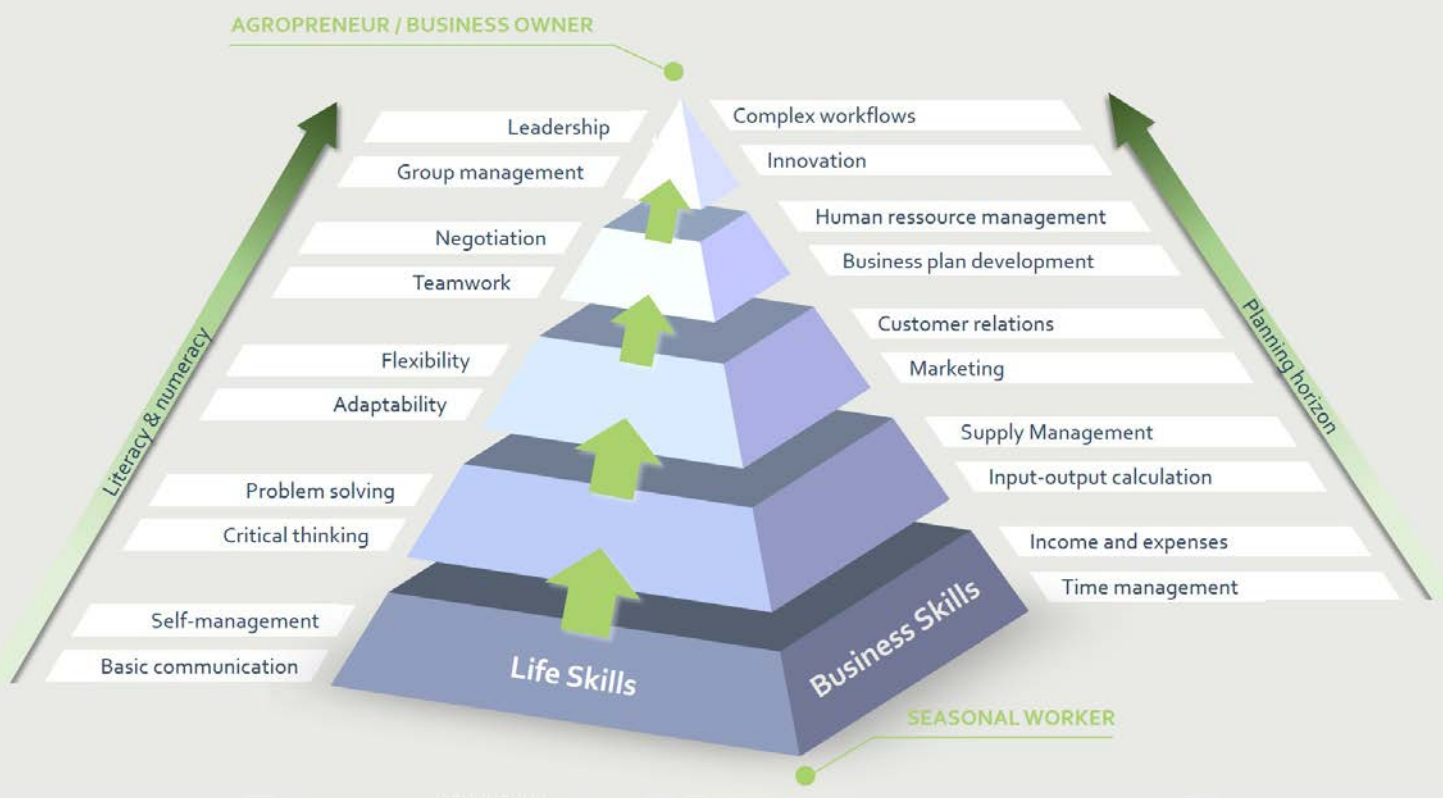
a valuable source of information. Interviewing them about the skills they needed and what they consider necessary for young agropreneurs (see below for interview topics) can be completed with insights from job centres or other actors (indicated above in sources of information).

BOX 13: TOPICS FOR INTERVIEWS REGARDING SELF-EMPLOYMENT

- Relevant skills for self-employment
- Difficulties for self-employment
- Promising sectors/innovations
- Available support
- Specificities for youth, e.g. aged 15-17: access to land, finance etc. might be especially limited
- Barriers and enablers, they faced when starting self-employment

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FIGURE 1: SELF-EMPLOYMENT SKILLS PYRAMID



Analysing Job Matching Processes

Job centres or other employment agencies are crucial actors matching supply and demand in the labour market. It is their task to provide information about formal

employment opportunities to job seekers and to collect information on skills of job seekers. Thus, they are an important source of information and cooperation partners.

BOX 14: TOPICS FOR INTERVIEWS WITH EMPLOYMENT AGENCIES

- Relevant skills for self-employment
- Status quo and trends of employment and self-employment opportunities in rural area including skills needed
- Situation of job seekers in rural areas including skill availability and job-related needs and aspirations, with focus on youth if available
- Barriers and enablers currently influencing access of rural youth to jobs
- Outreach strategy to inform companies and job seekers
- Other institutions that provide job matching services (e.g. schools that provide information)
- Cooperation between employment agencies, job centres or other institutions (e.g. job fare)

4.2 Assessing Skills of Youth

Why This Chapter?

For a skills needs assessment it is important to assess not only the skills young people provide but integrate their needs and aspirations to develop solutions that suit their reality, desires and needs. The steps described in this chapter guide through an assessment of the different training opportunities available for rural youth and show how to analyse access to them as well as to decent (self-) employment. Another focus lies on the needs and aspirations of youth regarding their future (self-) employment. In the event that agriculture and agribusiness are not popular among youth, this chapter additionally provides tools to analyse how to make (self-) employment along agricultural value chains more attractive.

EXPECTED RESULTS

- List of existing training opportunities and their content
- Assessment of skills rural youth have
- Overview of barriers and enablers regarding access to decent (self-) employment for rural youth
- Knowledge about rural youth's job-related needs and aspirations
- Suggestions on how to make (self-) employment in agriculture and agribusiness more attractive for youth

SOURCES OF INFORMATION

What trainings are available for rural youth and what skills do they provide graduates with?	Political institutions responsible for Education, Training, Youths on all levels, Training Providers including TVET institutions, rural NGOS etc.
What skills do rural youth currently have?	Training Provider, Rural Youth, Teachers, Local Authorities, Youth Clubs, Training Participants <i>Optional: Political institutions responsible for Education, Training, Youth on all levels</i>
What barriers and enablers exist for young people in their access to decent (self-) employment and training options?	Training Provider, Rural Youth, Teachers, Local Authorities, Youth Clubs, Training Participants, Employers, Farmers <i>Optional: Political institutions responsible for Education, Training, Youth on all levels, Teachers, Local Authorities, Youth Clubs</i>
What are rural youths' job-related needs and aspirations (including self-employment)?	Rural Youth, Training Participants <i>Optional: Training Provider, Political institutions responsible for Education, Training, Youth on all levels, Teachers</i>

Identifying Available Trainings

The first step to assess skills rural youth can acquire in the intervention area is to identify responsible training and educational institutions. They might be part of the national education and training system, in which case the ministry of education or the ministry of labour and their regional offices are sources of information.

A list of institutions might encompass state-led institutions such as TVET centres, but also officially recognized courses by private institutions and NGOs.

To assess whether the training provided matches labour demand, and whether it addresses the needs of youth aspiring to be self-employed, the following topics could be discussed.

BOX 15: TOPICS TO BE DISCUSSED WITH TRAINING PROVIDERS

- Agriculture related courses offered, including structure, numbers of participants, duration, official recognition and certification (and interactive learning)
- Skills considered as relevant for agriculture and agribusiness
- Skills youth have when entering training
- Success of agricultural skills training
- Integration of practical learning like working on test fields, internships, excursions
- Barriers and support to access agricultural training (including potentially limitations for women, youth under 18 or other marginalized sub groups)
- Do youth under 18 face any specific limitations?

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While the above-mentioned topics could be assessed through semi-structured interviews, a standardized questionnaire can help during some parts of the interview to collect information about common training content and design aspects as well as skills they aim to teach. Other aspects might be more sensitive like their teaching success.

Training providers are a valuable source of information on ways how youth learn. Training providers, teachers, youth organisations, youth representatives (e.g. from youth initiatives, sport clubs) and other experts know best how youth can be motivated to learn. Some ideas are presented in the box below.

BOX 16: HOW YOUNG PEOPLE LEARN BEST

Young people learn best when:

- They can gain direct experience, digging deep into the activity
Experts interviewed in Cambodia pointed out that young people learn a lot from peers and role models, often copying their experiences.
- They can focus in depth on a few things at a time; when they see a clear purpose in learning activities; and when they have an active role.
- They are motivated to learn - motivation is a powerful driver for learning. Motivation to learn is stronger when it emerges from the young person's prior knowledge and interests. Being successful in what they do/learn is a strong motivation.
- It is social; when it occurs as a shared activity within meaningful relationships; and when it allows for increasingly responsible participation.

Identifying Target Group

The identification and analysis of the targeted youth group is necessary to understand whether training is needed, and which training should be offered. An intervention might differ significantly if it is designed for local youth in general, or for the ones most in need, the most promising students, different age groups or specifically for youth with disabilities. Depending on

where training is needed, target groups can be, for example:

- Youth on village level, in and out of school
- Youth in training or higher education facilities
- Graduates from training

Including the Youths' Perspective

The two following points – assessing the skills rural youth already have using a questionnaire and conducting a focus group discussion of five to eight participants to find out their job-related needs and aspirations as

well as barriers and enablers that affect their access to decent employment – can be done in varying ways. These may vary according to gender, age or other categories, so ask and disaggregate data accordingly.



Assessing Skills of Rural Youth

For assessing the skills rural youth already have, a questionnaire by which participating young people indicate which skills they have, which ones they would like to acquire or improve, might be useful. Local authorities and teachers might be valuable sources to verify the obtained information from youth in the focus group discussions.

For example:

- general skills (mentioned in chapter 3),
- skills that employers in your context consider crucial (see step 4.1.),
- skills self-employed young people indicate as important (see step 4.1.)

Assessing Job-Related Aspirations, Barriers and Enablers

Focus group discussions or individual interviews with young people are crucial to understand their aspirations, and to discuss with them their ideas and preferences. Interviews with representatives of youth groups could be used to complement the information acquired. To find out young people's job-related needs and aspirations as well as the barriers and enablers they perceive regarding access to decent (self-) employment and training opportunities, the following topics could be addressed:

For example:

- Job wishes and reasons for their job choices
- Job related needs regarding their job wishes, including for self-employment
- Their opinion on working in the agricultural sector
- Possibilities open for youth to acquire agricultural skills (e.g. training)
- Possibilities to make working in the agricultural sector more attractive

BOX 17: PLANNING A FOCUS GROUP DISCUSSION

Objectives	Time needed
<p>Collecting qualitative data on</p> <ul style="list-style-type: none"> - Skills youth have and want - Capturing discourses among youth on attractiveness of agriculture, job-related needs and aspirations - Create a space where youth can discuss - Barriers and enablers regarding their access to decent rural employment 	<p>1.5 to 2.5 hours for the three parts of the Focus Group Discussion and energizers:</p> <ul style="list-style-type: none"> - Filling out the skills questionnaires - Discussing about job-related needs and aspirations and agriculture - Conducting a force-field analysis
	Material needed
	<ul style="list-style-type: none"> - Questionnaires to assess skills of youth - Markers and paper to document the discussion - Balloons, stones, a stick, post-its and pens for the force-field analysis - Snacks and drinks to create a comfortable atmosphere

POINTS TO CONSIDER

Depending on the context, in some cases it might be more appropriate to separate different age groups, gender and people with disability while in others it might not. Respect for the do-no-harm approach is a guiding principle. Furthermore, focus group discussions should take place at times when participants are unable to study or earn money. Keep in mind as well that participants might only have scarce free time. Thus, try to make the discussion environment as pleasant as possible, for example by providing snacks and drinks.



To gain insight into the barriers and enablers rural youth perceive impeding or facilitating their access to decent work, a force field analysis using the balloons and stones method, as described by Kumar (2002), could be used. The advantage of this tool is that it visualizes the situation comprehensibly for every participant. A stick in the middle symbolizes the status quo which is affected negatively by factors pulling it down (symbolized by stones) while on the

other side balloons represent the enablers. Participants name barriers they perceive impeding their access to decent work. Afterwards participants rank the barriers, placing the gravest ones further away from the stick, while barriers perceived as relatively small should be placed closer to the stick. Inversely, the “enabling” balloons are placed. Since training initiatives can improve access to decent work, they should explicitly be included in the discussion.



In a next step, possible solutions should be discussed by the participants of the focus group. This can be an open process or guided along the barriers/enablers, inquiring how to

mitigate the negative impacts or how to strengthen the positive influence of the existing enablers.

Some representatives of youth groups could be invited to the consultation workshop with different stakeholders (see Chapter 4.4.) and present their ideas and approaches. Concerning possible barriers and enablers and the role of training provision, participants in trainings like agricultural TVETs are a valuable source of information as they know best about their experiences accessing the course. The same holds true for newly (self-) employed due to their experience when entering the job market or building their own business.

EXAMPLE 3: BARRIERS AND ENABLERS

	Potential barriers	Potential enablers
Access to training	Provider of training opportunity not reachable	Scholarships for training
Access to employment	No information about employment opportunities	Job counselling as part of training/job centre
Access to self-employment	Limited access to finance for starting own business	Possibility to join producer group

4.3 Assessing the Skills Gap

Why This Chapter?

In this chapter the results of chapters 4.1. and 4.2. are used for an assessment of the current skills gap. Information on employment opportunities, skills of youth and training opportunities is analysed to identify the reasons for mismatches. The analysis enables a deeper understanding of potential entry points for future intervention. Training needs are assessed, taking into account market needs and limitations such as limited formal employment options.

EXPECTED RESULTS

- Table of mismatch situations as one possibility of visualization including reasons for mismatches and first ideas for possible solutions
- Knowledge about barriers and enablers for decent rural youth employment
- Optional: Table on employment pathways in agriculture and their land, finance and skill requirements
- Assessment of training needs

SOURCES OF INFORMATION

Where exactly do mismatches exist limiting youth's access to decent work in rural areas?

Data from chapters 4.1 and 4.2

What are the main causes for mismatches between employers' needs, youth's skills and training opportunities?

Barriers and enablers mentioned in focus group discussions and expert interviews

What are the main training needs of youth in the target region?

Data from chapter 4.1 and 4.2

Reviewing Collected Data

The two previous chapters set out how to gather data on both employers' demand for skills and the skills provided by youth, as well as the perceived barriers and enablers to

access decent (self-) employment. To be able to assess the skills gap, the following information is needed from the two previous chapters:

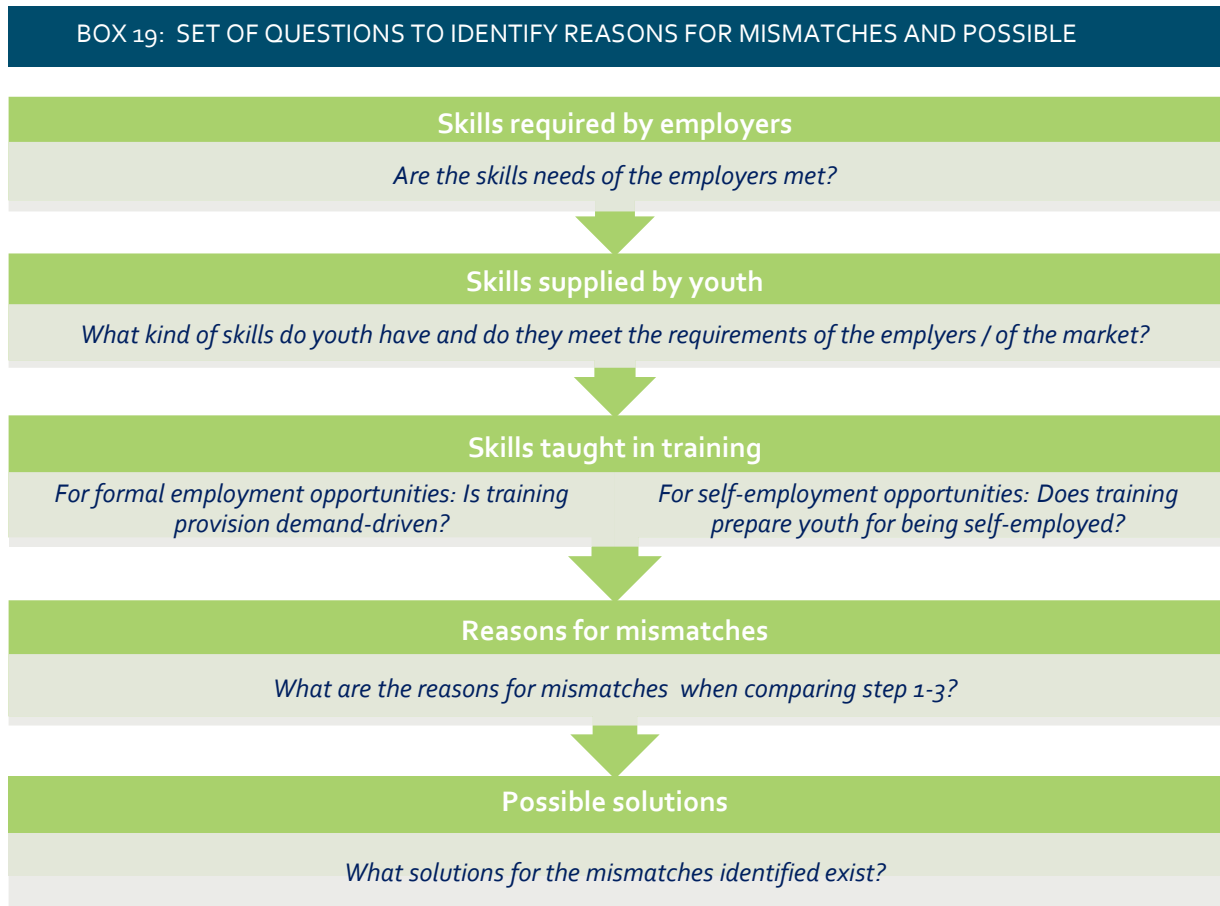
BOX 18: OVERVIEW OF DATA

Key Information	<i>If not available, complete the following step</i>
<i>Key stakeholders</i>	Stakeholder mapping, p.13
<i>Employers skills needs</i>	Identification of market opportunities, p.14 Skills needs assessment, p.16
<i>Skills needs for self-employment</i>	Skills needs assessment for self-employment, p. 18
<i>Employment agencies</i>	Matching processes, p.19
<i>Training Opportunities</i>	Assessment of available trainings, p.21
<i>Youth</i>	Identification of target group, p.22 Needs and aspirations, p.23 Barriers and enablers to access DRE, p.24

Identifying Mismatches

By comparing the demand of employers for skills with the skills of youth and the training opportunities available, you can

systematically categorize the raw data gathered. This enables you to identify the different reasons and causes for mismatches.



POINTS TO CONSIDER

When looking at very diverse groups of youth (for example youth that dropped out of school and youth still in school) develop scenarios targeted specifically at each group.

Remember that different forms of self-employment require different skill sets, see figure 1, p.18 on skills for self-employment

Labour mismatch is often caused by the migration of the young workforce to urban areas or abroad. Returning migrants might therefore require specific attention



EXAMPLE 4: POSSIBLE MISMATCH SITUATIONS

	Employers	Youths	Training Providers	Reasons for Mismatch	Possible Solution
a)	...have specific skills needs that are not met yet	...have skills that match the needs of employers	...provide trainings that suit the employers' needs	Employment agency and/or matching process is missing	<i>Develop/ improve job centre or other employment platform</i>
b)	...have specific skills needs that are not met yet	...have other skills than those that are needed by employers	...provide trainings that do not fit to the employers' needs	Trainings are not suited for employers' needs	<i>Initiate dialogue between relevant stakeholders</i>
c)	...have specific skills needs that are not met yet	...have other skills than those that are needed by employers, or none	...provide trainings that suit the employers' needs	Youths do not have access to trainings	<i>Improve access by identifying possible barriers and develop targeted measures</i>
d)	...have specific skills needs that are not met yet	...have other skills than those that are needed by employers, or none	...provide trainings that suit the employers' needs	Youths are not interested in the training provided	<i>1) Marketing campaign to foster interest 2) Give incentives for youths to take part in trainings</i>
e)	...have specific skills needs that are not met yet	...have skills that match the needs of employers	...provide trainings that suit the employers' needs	Employers are prejudiced against youths and refuse to employ them	<i>1) Develop awareness/ information campaign on youths 2) Conduct workshops involving employers and youths</i>
f)	...do not need employees with specific skills	...have skills/ no skills	...provide trainings that are not required by employees	Youths do not want/ are legally not allowed to work in the working conditions offered	<i>1) Foster processing with demand for more highly skilled labour 2) Promote a better exchange about training needs between employers and training providers</i>

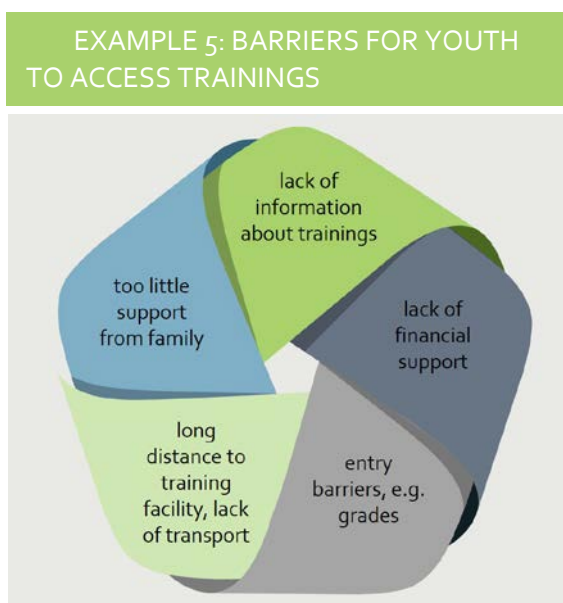
One possibility to cluster the answers is a table as proposed below. There is probably more than one specific situation that explains,

for example, why the skills needs of employers are not met.

The example below proposes mismatch situations valid for formal wage employment but not for self-employment, and is not exhaustive.

By looking at mismatches and possible solutions the table allows to identify the points interventions need to target. The next step takes up the collected data on barriers and enablers for accessing decent rural employment opportunities to obtain a comprehensive picture of the situation of rural youth. Depending on resources and the amount of data gathered in the field during the focus group discussions and the expert interviews, you need to decide on a suitable method to organize the raw data. This can be done using Excel or a qualitative text analysis (coding) program.

Use the **barriers** identified in focus group discussions with youth and parents and in interviews with local authorities, teachers, employers and other key experts to analyse what exactly hinders access to decent rural employment for youth or the specific age cohort of youth aged 15-17. It is important to consider that they are often not legally entitled to have access to land and loans or other financial services under the age of 18. Additionally, youth aged 15-17 are more vulnerable and affected by risks and hazards. Ensure that employment opportunities identified respect safety and health standards as well as the national and international law on child labour.



Use the **enablers** for accessing decent rural employment identified in focus group discussions with youth and parents and in interviews with local authorities, teachers, employers and other key experts to further strengthen supporting mechanisms and/or make them accessible for a larger group of youths

Barriers and enablers for accessing decent rural employment are dependent on the

national and intervention context but often include or are related to the following topics:

- Access to (basic) education and training
- Access to land
- Access to finance (e.g. loans) and financial support (e.g. scholarships)
- Access to information (e.g. about employment or training opportunities)

When focusing on agricultural production make sure to consider the local statutory and

customary laws that can affect men and women’s access to and control over resources

including water, energy, biodiversity and land.

Optional: Assessing Resources and Capacities Needed for Different Employment Pathways



For conducting a deeper analysis of employment pathways along agricultural value chains it is necessary to differentiate between waged labour and self-employment and to further analyse and assess the land, finance and skill requirements.

POINTS TO CONSIDER

The needs for land, finance and skills stated in the table provide only a rough guidance and should be adapted to the specific case.



EXAMPLE 6: RESOURCE AND CAPACITY NEEDS FOR EMPLOYMENT PATHS			
Type of Employment	Need for Land	Need for Finance	Need for Skills
Full-time on existing family agricultural holding	None	Medium	Medium
Explanation example	Land is passed on by inheritance	Ongoing investments in agricultural inputs	Knowledge passed on between family members
Full-time on own new agricultural holding	High	High	High
Explanation			
Part-time farm work combined with household enterprise; e.g., sale of services	Low	Medium	High
Explanation			
Off-farm wage (formally employed) work	None	None	Medium or High
Explanation			
Off-farm self-employed	Variable	Medium or High	Medium or High
Explanation			

Source: adapted from (Brooks, Zorya, Gautam, & Goyal, 2013, p. 13)

Assessing Specific Training Needs

For analysing what kind of trainings are suitable for the specific context make a suggestion for the framework and setting as well as the content – what skills should training participants acquire? – of the envisaged training. When developing new suggestions for trainings build on the assessment and lessons learned of currently available trainings (see p.21) and keep in mind what barriers exist for your target group for accessing trainings and what ways exist to reduce them. Even if trainings are theoretically accessible for youth aged 15-17 it is important to consider which barriers might

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hinder the participation and to include respective measures for those specific target groups. The provision of dorms can for example reduce the financial burden on participants and at the same time reduce security risks for young women that would otherwise need to commute. Flexibility to re-enter a training also makes trainings more accessible for participants that had to drop-out for different reasons, for example young mothers or youth that have to help their parents during the agricultural season.



Skills: What Kind of Skills Should Be Included in Trainings?

Training needs depend mainly on four factors

1. The availability of trainings for youth/target group
2. The skill level of youth/target group
3. The economic activity targeted
4. The areas of interest for youth/target group

POINTS TO CONSIDER

Make sure that youth acquire skills that match a promising career path.



How to obtain information on the four points is discussed in chapters 4.1 and 4.2. To make trainings relevant and interesting for youth they should build on the competences and skills that youth already have and take into account what areas of work are of interest for youth and offer good employment and personal development opportunities.

Building on the assessment of national and regional development plans also includes new and innovative technologies and skills that are needed for the future labour market. Additionally, consider how youth acquire skills in your context (see also box 16, p.21). Working with role models might be a promising path, or including ICT in the curriculum.

Training needs will differ depending on whether trainings aim at fostering skills for formal wage employment or for self-employment. In the first case, skills needs of employers assessed in chapter 4.1. provides guidance on current skills gaps, for example specific technical skills, important life skills such as communication and the ability to work in teams.

To identify skills supporting self-employment for youth there is a need to determine the type of self-employment envisaged. Skill requirements for someone selling his or her own labour force on a daily or seasonal basis will differ greatly from the skill set required by a youth that wants to start an enterprise in the agricultural sector. Use the

illustration self-employment skills set as a basis to identify a set of important self-employment skills for your context.

To develop trainings adapted to the needs of youth it is furthermore important to assess

the specific situation of young people targeted. For example, are they still in school? If not, when did they drop out and what skills have they acquired in or out of school? It is likely to encounter all or a variation of the situations illustrated on the following page.

4.4 How to close the gaps: Improving access to decent employment

Why This Chapter?

This chapter first looks at recommendations based on the mismatches and gaps identified in the previous chapter. In a second step, ways to verify and prioritize the recommendations are discussed before heading on to look at potential ways forward. These include examples and best practices of how the identified mismatches and gaps can be closed and which potential partners for implementing a project can be identified.

EXPECTED RESULTS

- Verified and prioritized list of recommendations on how to improve access to decent rural employment for youth, targeting identified mismatches and gaps
- Draft/ideas for implementing a project and shortlist of potential implementation partners and/or structures

SOURCES OF INFORMATION

Ideas on how access to decent employment and self-employment for youth in rural areas can be improved

Political institutions responsible for Education, Vocational Training and Labour on all levels, Training provider, Youth, Employer, Farmer, NGOs, International organisations, Donor agencies

What projects/ programmes are needed to improve the situation of rural youth? Who are potential partners for implementation?

Political institutions responsible for Education, Vocational Training and Labour on all levels, Training provider, Employer, Farmer, NGOs

Formulating Recommendations

Based on the research and the assessment of identified mismatches and gaps as well as barriers and enablers for accessing decent rural employment, possible solutions can be formulated.

Based on identified reasons for mismatches (see table below) the following table provides first ideas for recommendations:

EXAMPLE 7: IDENTIFYING RECCOMENDATIONS AND GOOD PRACTICES		
Reasons for Mismatch and Gaps	Possible Solution	Methods and Good Practices
Trainings are not suited to employers' needs	Initiate dialogue between relevant stakeholders (incl. public administration and private sector)	<i>Social Dialogue</i> <i>Stakeholder Partnership</i>
Youths do not have access to trainings	Use identified root causes and barriers to develop suitable interventions Examples for identified barriers: <ul style="list-style-type: none"> • lack of access to financial support • lack of trainings available for rural youth 	<i>Strengthen available governmental training structures by e.g. training extension workers to provide trainings suitable for youth</i> <i>Junior Farmer Field and Life School</i> <i>TREE¹</i>
Youths are not interested in the provided trainings	Marketing campaign to foster interest Give incentives for youths to take part in trainings	Using knowledge of assessment "what makes agriculture attractive for youth?"
There are only few decent employment opportunities in the region	Promotion of self-employment opportunities	<i>Promote agropreneurship and help youths develop their own business plans</i>

¹ Volume IV of the generic manual on training for rural economic empowerment (TREE) by ILO (2009) provides guidance on how to design, organize and deliver training and evaluate courses. If the focus of a training specifically aims to target women or people with disabilities, volumes VII and VIII of TREE provide further guidance.

Structuring them according to predefined topics will later simplify their verification and prioritization with external stakeholders. Recommendations for improving access to decent rural employment for youth will likely

include topics covering training, education, school-to-work transition and youth empowerment but differ widely depending on the context.

Verifying and Prioritizing Recommendations

In order to verify the recommendations derived from analysis of the current situation and receive feedback on them it is important to consult with all relevant stakeholders on the national and intervention level. Stakeholder dialogues are a cooperative method to increase the likelihood of consensus among stakeholders and ensure sustainability of change processes initiated. Stakeholder dialogues can be differentiated in two main categories (GIZ, 2011):

In a *consultative stakeholder dialogue* actors contribute their expertise, viewpoints and experience. Initiators of stakeholder dialogues are usually responsible for the future use of recommendations and lessons

learned. One-off stakeholder consultations and series of stakeholder consultations fall into this category and provide good entry points for verifying and prioritizing the recommendations.

A *cooperative stakeholder dialogue* focuses on cooperation between actors who bear joint responsibility for actively putting a solution into practice.

Building on the *stakeholder analysis* conducted under Step 4.1. (p.13) and the list of stakeholders interviewed during data collection the most important (primary) groups of relevant stakeholders that should be consulted include:

BOX 20: RELEVANT STAKEHOLDERS FOR CONSULTATION PROCESS

- State institutions, amongst others ministries responsible for agriculture, education, (vocational) training, labour, commerce
- Employment agencies
- Training institutions
- Private sector, amongst others employers' associations, employers along the agricultural value chains
- Youth organisations
- International organisations and donor agencies
- International and local NGOs

Conducting a Stakeholder Consultation

In order to obtain feedback, exchange experiences and verify the recommendations derived from the field study, a stakeholder consultation provides a good entry point. It can be conducted in the target regions and/or on the national level. It is important to inform all relevant stakeholders in time and provide information about the recommendations that will be discussed at the consultation to give time for preparation.

Depending on the range and scope of the recommendations the verification and feedback process can take one to three days.

Round tables are an interactive way of gathering feedback on a wide range of topics, giving space to discuss topics raised by the team and at the same time allowing assessment of the discussions and different opinions of stakeholders on specific issues.

Round table discussions in small groups can cover different topics and can be repeated in several consecutive sessions. To benefit from the experience and knowledge of the representatives present at the consultation workshop the World Café is a possible method.

BOX 21: MAIN PARTS OF A ONE-OFF STAKEHOLDER CONSULTATION

- Presentation of results and recommendations followed by brief
- Q&A and discussion
- Round table discussions in small groups
- Plenary presentation of main results of round table discussions

EXAMPLE 8: QUESTIONS FOR ROUND-TABLE DISCUSSIONS

Training	<ul style="list-style-type: none"> • What kind of trainings (content, duration) and by what kind of provider (state, private, other) are most appropriate for youth in the agricultural sector? What are special requirements for marginalized youth? • How can cooperation between training providers and the private sector be encouraged/strengthened? Are curricula adapted to skills needs and market trends? Are internship opportunities offered during and after the training period? • What kind of trainings can reach remote areas/ facilitate access for youth from remote areas?
Post-Training Support	<ul style="list-style-type: none"> • How can post-training support be organized? • What aspects should be included in post-training support (e.g. facilitating access to markets and credit, business incubation support, knowledge exchange and support, networks between graduates, training providers and the private sector, tracking of graduates)?
Knowledge exchange	<ul style="list-style-type: none"> • How can a (young) farmer-to-(young) farmer (cross-border) knowledge exchange be organized?
Job counselling	<ul style="list-style-type: none"> • What actors can provide career guidance in schools, trainings and after graduation?
Youth empowerment	<ul style="list-style-type: none"> • How can a youth/ young farmer network be organized?
Self-organisation	<ul style="list-style-type: none"> • How can young farmers be encouraged to engage in farmer's associations or farmer's cooperatives?
Agricultural Policies	<ul style="list-style-type: none"> • How can gender equality in agriculture be strengthened through agricultural policies? • How can equal access to rural labour markets for women and men, young and old, be supported?

15-17



After conducting stakeholder consultations on national level and/ or in the project area recommendations should be adapted according to the feedback and information received. Furthermore, all stakeholders partici-

pating in the consultation should receive a summary of the results obtained.

A detailed documentation of the stakeholder consultation including a list of participating institutions and organisations, their fields of expertise and their involvement in the different topics

covered by the recommendations provides a useful tool when looking for implementing partners for future

projects. In a next step, recommendations are prioritized according to self-defined criteria.

To prioritize recommendations at the consultation workshop the criteria in the box below might give some hints for ranking them. In order to make it manageable not

more than 20 recommendations should be presented and clustered according to specific topics.

EXAMPLE 9: CRITERIA FOR RANKING RECOMMENDATIONS

- Targeting most marginalized youth
- Advancing gender equality in agriculture
- Favoured by participants of stakeholder consultation
- Adapted to and appropriate for the context
- Resources (financial, human) available
- Possibility of integrating projects in national strategic frameworks

Intensifying Stakeholder Consultations

If the results of the first stakeholder consultation prove useful it can be considered to repeat this form of consultation over a given period as a series of stakeholder consultations to receive more in-depth feedback, and to work on concretising prioritized recommendations and planning next steps with stakeholder groups and experts on current and future developments.

A series of stakeholder consultations is a useful tool to:

- Further intensify constructive relationships with different stakeholder groups and experts;
- Obtain regular feedback and recommendations and systematically integrate these into the process;
- Start strategy development.

Planning for Implementing Trainings

Depending on what stakeholders decide during the first consultation or the series of consultations and depending on what structures or mechanisms (for example sectoral working groups) are already in place establishing a platform or initiative for joint coordination or intervention might prove a suitable way forward to strengthen skills building and access to decent employment for rural youth. The consultations should at this point be used

- to decide on a joint way forward;
- to define a clear target; and
- to identify stakeholders that are willing to commit themselves for a longer period of time; to contribute necessary human and financial resources for a planned intervention.

Training interventions should take into account the specific needs youth have given their current living and working situation. This includes:

- Type, structure (a.o. full-time/part-time, possibility to re-enter after taking a break) and duration of training
- Location of training
- Time of training and availability of target group (season, time during the day)
- Potential for cooperation with the private sector (on the job learning, internships)
- Special needs of marginalised youth (amongst others with disabilities, HIV/AIDS, ethnicity) for accessing trainings

POINTS TO CONSIDER

Funding for trainings, including TVETs, is a major challenge for implementation. All relevant stakeholders, governmental institutions, governmental and non-governmental training provider, donor agencies and employers should be considered for the development of sustainable financing plans.



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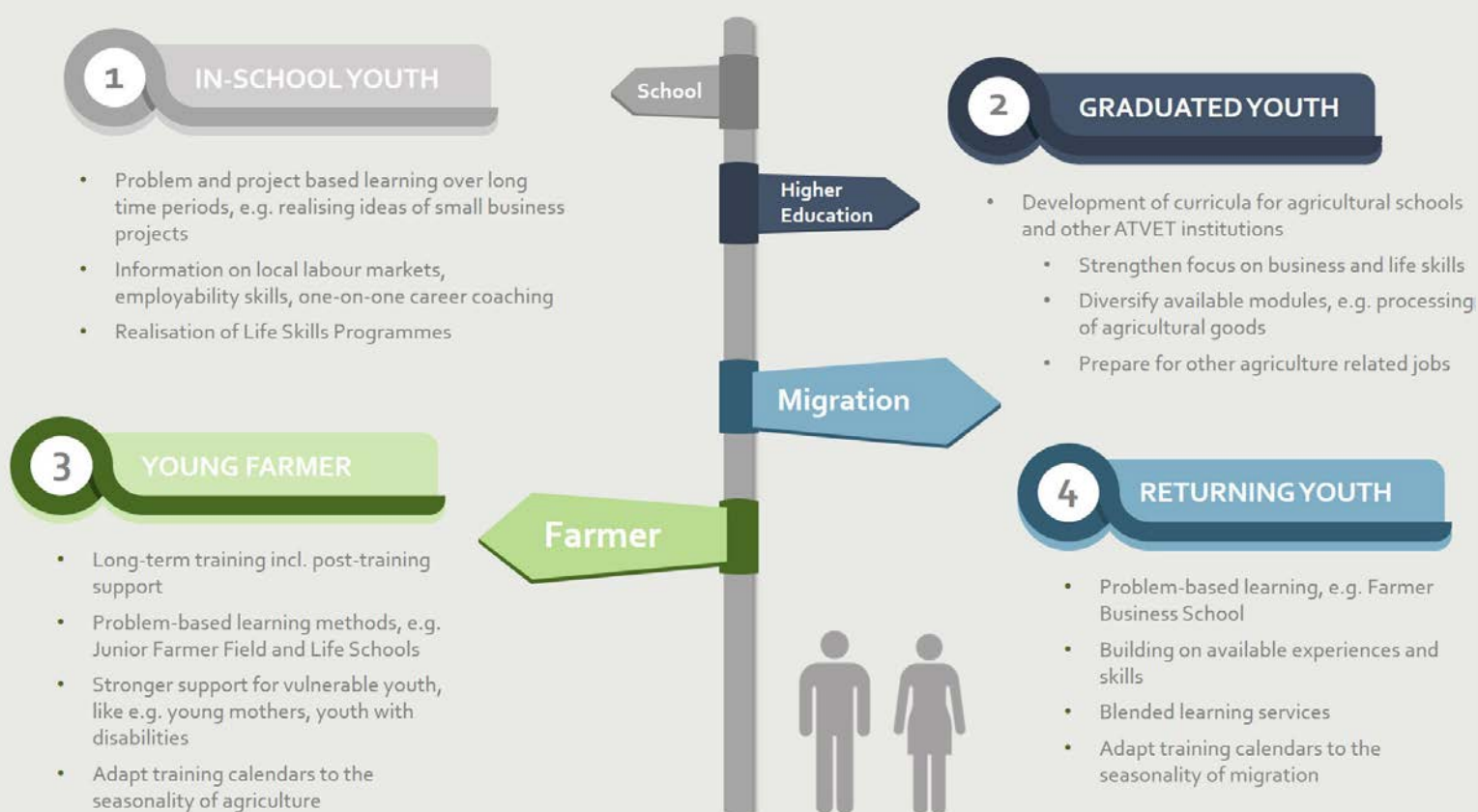
The following illustration can serve as a guidance on what interventions are suitable for which youth group and what their specific needs are:

1. **In-school youth** refers to all children and youth that are still formally enrolled in the school system and therefore able to participate in programs and projects that are conducted either as part of the official curriculum or as an additional, voluntary activity.
2. **Graduated youth** refers to youth that graduated with a degree from school that allows them to access the governmental TVET system, including TVET centres and agricultural schools. In some contexts, a high-school diploma might be necessary,

The illustration shows four common pathways of rural youth that at some point work in agriculture or an agriculture related field like for example for an extension service:

- in others graduating from secondary school is sufficient.
3. **Young Farmers** refers to youth that after either dropping out of school or graduating from school start working on their family farm to support their families without having participated in an agricultural training.
4. **Returning youth** refers to young people that after having migrated to urban areas or abroad return to their rural hometown and start working in agriculture either on their family or their own farm.

EXAMPLE 10: PATHWAYS OF RURAL YOUTH IN AGRICULTURE



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