



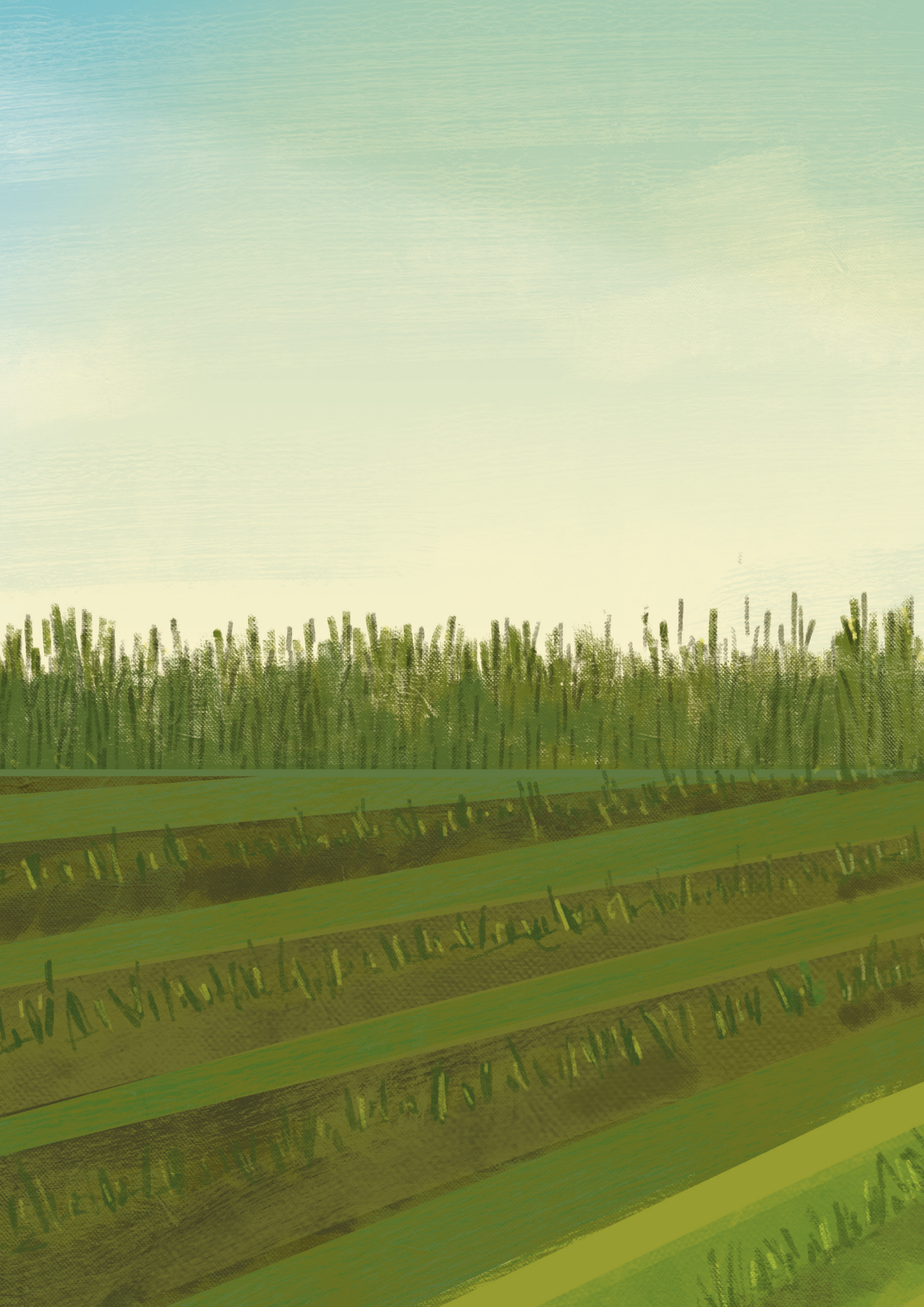
Food and Agriculture  
Organization of the  
United Nations

# EMPOWERING YOUTH TO ENGAGE IN RESPONSIBLE INVESTMENT IN AGRICULTURE AND FOOD SYSTEMS

Guidance for organizers and facilitators  
to support the utilization of the rapid  
capacity assessment tool









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# INTRODUCTION

## 1 Nature and scope of this guidance document

This document provides guidance to support the utilization of the “Rapid Capacity Assessment Tool: Strengthening capacities to empower youth<sup>1</sup> to carry out and benefit from responsible investment in agriculture<sup>2</sup> and food systems<sup>3</sup>”.

The guidance document contains two distinctive, yet interrelated parts:

- Guidance notes for organizers of the capacity assessment, which provide relevant information on planning, designing and conducting the capacity assessment;
- Guidance notes for facilitators, which contain concrete suggestions on how to prepare and facilitate multi-stakeholder discussions on the questions outlined in the tool.

These parts can be read and printed separately. However, while each section has been designed specifically for organizers or facilitators, both may find it useful to read the whole document to acquire a holistic understanding of the process.

Please note that the utilization of these guidance notes requires a basic understanding of facilitation and/or workshop organization.

## 2 Background, scope and rationale of the capacity assessment tool

### 2.1. What is the rapid capacity assessment tool for?

This rapid capacity assessment tool aims to help practitioners (such as government agencies, youth organizations, or development partners) to carry out a multi-stakeholder assessment of existing and needed capacities<sup>4</sup> to engage and empower youth to carry out and benefit from responsible investment in agriculture and food systems. It is designed to support the application of the CFS Principles for Responsible Investment in Agriculture and Food Systems (CFS-RAI), with a particular focus on principle four (“Engage and Empower Youth”).



You can learn more about the CFS-RAI by using a mobile resource, which explains the rationale, scope, background and content of the Principles. This resource, which can be used on computers and all portable devices is available here: [www.fao.org/elearning/#/elc/en/courses/RAI](http://www.fao.org/elearning/#/elc/en/courses/RAI).

## 2.2. Which issues does the rapid capacity assessment tool address?

This tool addresses the three systemic dimensions of capacity development<sup>5</sup>. It has four parts:

1<sup>st</sup> part:

The institutional set-up for agricultural investment related policy processes

2<sup>st</sup> part:

Policies, laws and incentives of relevance to agricultural investments

3<sup>st</sup> part:

Organizations and services that empower youth operating along agricultural supply chains

4<sup>st</sup> part:

Individual capacities to empower youth in agriculture





### 2.3. How has the capacity assessment tool been developed?

The “Rapid Capacity Assessment Tool: Strengthening capacities to empower youth to carry out and benefit from responsible investment in agriculture and food systems” was developed by FAO. It draws on the extensive experience of the Organization in carrying out capacity development related activities. FAO has applied similar tools - referred to as “capacity assessment questionnaires”<sup>6</sup> - for more than eight years to support capacity assessments and subsequent capacity development activities in various contexts at global, regional and national level. One of these tools is a CFS-RAI specific questionnaire that was developed in 2016 as basis for a series of capacity identification workshops to develop FAO’s Umbrella Programme “Supporting Responsible Investment in Agriculture and Food Systems”<sup>7</sup>.

This youth-focused tool has been developed with support of the Swiss Federal Office for Agriculture (FOAG). It was applied in two national multi-stakeholder capacity identification workshops in Uganda (November 2017) and Côte d’Ivoire (April 2018), as well as in a sub-regional workshop (March 2018) with four countries from the SADC region (Malawi, Mozambique, Namibia and South Africa), and has been refined following feedback and experience gained from each event.



The tool and guidance notes were drafted by Yannick Fiedler and Maud Oustry under the supervision of Michael Riggs and the overall guidance of Andrew Nadeau. Input was provided at various stages of the development by Sally Berman, Janetta Carlucci, Craig Chibanda, Gracian Chimwaza and the team of the Information Training and Outreach Centre for Africa (ITOCA), Justin Chisenga, Maryline Darmaun, Christiaan Duijst, Ileana Grandelis, Patrick Kalas, Jesper Karlsson, Madeleine Kaufmann, Anna Korzensky, Emma McGhie, Bernadete Neves, Chiara Nicodemi, Courtney Paisley, Edward Tanyima, Robert Lehmann, Barbara Eiselen, Christian Speckhardt, Beat Rösli and Michael Stäuble, as well as by the facilitators and workshop participants in Côte d’Ivoire, Uganda and the SADC region. The authors gratefully acknowledge the graphic design and layout for this publication by Giulia Fanelli.



# INFORMATION AND GUIDANCE FOR ORGANIZERS: PLANNING AND PREPARING THE CAPACITY ASSESSMENT

## 1 Prepare a background document and define the scope of the workshop

Prior to the workshop, it may be useful to prepare a background document to facilitate informed discussions during the multi-stakeholder capacity assessment. This background document could be prepared by anybody with sufficient expertise in the domain of youth and agricultural investment, including the organizer, the facilitators, or independent experts.

Ideally, the document (20-25 pages) would contain background information on key challenges and opportunities for young farmers and agri-entrepreneurs working along agricultural value chains to carry out and benefit from responsible investment in agriculture and food systems at country level, including:

- A review of current demographic, employment and investment trends: this includes data on overall demographic trends, the average age of farmers; land distribution by age; employment status by age; FDI (foreign direct investment) inflows in agriculture and food, beverages and tobacco; total FDI inflows; government expenditure in agriculture; and credit to agriculture. Much of this information can be found on FAOSTAT ([www.fao.org/faostat](http://www.fao.org/faostat)); ILOSTAT ([www.ilo.org/ilostat/](http://www.ilo.org/ilostat/)) and the World Development Indicators website (<https://data.worldbank.org/products/wdi>).
- Basic information on the principal institutions, policies, programmes and strategies, laws and incentives frameworks that impact on the capacities of youth to carry out and benefit from responsible agricultural investments.
- Basic information on youth organizations and the services these organizations provide (i.e. facilitate access to land, credit and markets; utilize and promote the utilization of certification schemes; offer training on financial literacy or business plan development; etc.).



This background paper should also help you to subsequently delimitate the scope of the assessment. In particular, you may wish to identify whether agriculture and food systems in your country primarily depend on small-scale farmers and processors, or whether larger-scale companies are important contributors to the total agricultural production and livelihood opportunities. This will help you decide whether you may wish to focus:

- a primarily on the role of young women and men as entrepreneurs and investors,
- b larger-scale companies as investors providing potential benefits to the youth, or
- c a mix between both. The current tool is flexible enough to accommodate either choice. Some sections (i.e. section 2 and 3) may require a country-specific adaptation.

## 2 Choose the most appropriate process and format for the capacity assessment

The rapid assessment tool should ideally be used in an inclusive and participatory multi-stakeholder workshop. Choosing an inclusive process has significant advantages for the long-term sustainability of the process outcomes. Firstly, by giving voice to those actually concerned, a multi-stakeholder capacity assessment will initiate a focused dialogue between the youth, state and non-state actors about meaningful interventions to strengthen national capacities to drive youth empowerment. Secondly, an inclusive and facilitated process is more likely to reveal areas of consensus and areas of disagreement among different stakeholders. Finally, it can help involved parties develop a common vision of the underlying capacities (both strengths and gaps) and create champions for change.

Ideally consider organizing a 2.5 or 3 day workshop to answer the questions outlined in the tool in a multi-stakeholder setting. This includes half a day for welcome remarks, stage-setting

presentations, including on the CFS-RAI and main findings of the background document, and an introduction of the process to participants (please refer to the annex for a sample agenda).

While these guidance notes only consider the full workshop version, alternative options for applying the tool are possible. In case of time constraints or limited resources, you may consider utilizing a “blended” format, in which you discuss some sections online prior to the workshop. In line with recommendations from the Swiss National FAO Committee (CNS-FAO), FAO is developing an online tool in which sections that principally aim to collect facts would be discussed online, reducing the duration of the workshop to about one day. When budget for a more comprehensive assessment is available and local expertise allows to do, you may consider an alternative process involving expert interviews and literature review to identify potential answers, as well as multi-stakeholder and youth-specific validation workshops. Such an alternative version is currently being developed in partnership with the CNS-FAO.

More information on FAO’s approach to capacity assessments can be found in “FAO approaches to capacity development in programming: processes and tools learning module 2<sup>8</sup>”.



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### 3 Identify participants for the workshop

The workshop should be inclusive of all relevant stakeholders, with a particular focus on youth. Ideally, you should consider inviting 25 to 35 participants to allow for a sufficiently broad representation of different stakeholders while guaranteeing that the process is easily manageable. At least one third of the participants should be youth, since “minority representation needs to be above a certain critical level” to have an impact on discussions and “a single member with a divergent view will be less heard and may become reluctant to contribute her or his divergent view”<sup>9</sup>.

Participants may include representatives of the following stakeholder groups:

- young farmers and agro-entrepreneurs
- youth organizations
- farmer and other producer organizations
- relevant ministries (youth, agriculture, labour, economy, finance, among others)
- civil society involved in youth, agriculture and/or rural development
- financial institutions
- private companies
- universities and academic institutions
- extension services

Once you have identified all participants, ensure that invitation letters and mails kindly request them to familiarize themselves with the CFS-RAI using the mobile resource ([www.fao.org/elearning/#/elc/en/courses/RAI](http://www.fao.org/elearning/#/elc/en/courses/RAI)).

## 4 Adapt the capacity assessment tool

Review the rapid assessment tool with one or two local experts. You may wish to adapt specific questions to your local, national or regional context, but do this without prescribing answers. The guidance notes for facilitators identify areas that deserve specific attention in this regard. This includes adapting the questionnaire according to local definitions of youth, names and mandates of Ministries, etc., as well as to the delimitation on the scope of the assessment discussed above.

## 5 Plan the set-up of the workshop

Participants should work in groups of five to eight persons that mix individuals from different stakeholder groups to answer the questions outlined in the tool. Participants will be provided with flipcharts or other materials to discuss and transcribe answers in a participatory process.

You will need one facilitator per group, who has the capacity to facilitate and inform group discussions without prescribing answers. Normally, the facilitator is regarded as a neutral person who takes an active role in supporting participants to understand questions and ensuring the inclusiveness of discussions without taking decisions on their behalf or pre-defining the content of the answers<sup>10</sup>.

When planning the set-up of the workshop, decide who should transcribe results from the flipcharts into digital format during or after each day of the workshop.



Participants at the capacity identification workshop "Renforcer les capacités des jeunes à investir et à bénéficier des investissements agricoles responsables en Côte d'Ivoire", Abidjan, Côte d'Ivoire, 10-12 April 2018. © 2018 FAO



# GUIDANCE FOR FACILITATORS

## Overall recommendations for facilitators

- Clarify the purpose and nature of this process. In particular, you may wish to highlight that: a) all ideas are welcome - discussion and even disagreement may enrich the process and the ultimate outcome; b) no names will be included in the final analytical report / output, and input to the process will remain anonymous in the sense of Chatham House Rules; c) this is the beginning of a broader process the assessment itself does not constitute an official recommendation, agreement or requirement for action on any stakeholder.
- Identify a rapporteur for your group who will capture and document the responses on the flipchart. Experience has shown that using a flipchart or large format paper results in a more inclusive process than if the rapporteur is capturing the discussion directly to a laptop computer. Information summarized by the rapporteur should document group consensus, but may also point out areas of difference. Consider rotating rapporteur functions to ensure that every participant will act as rapporteur during the workshop.
- Encourage constructive and participatory discussions and dialogue throughout the sessions. This includes setting “ground rules” for collaboration such as: listen and contribute; respect different points of views and diversity; switch mobile phone on mute; etc.
- Encourage participation of all group members.
- Manage your group’s time allocated to each session (please refer to the annex for an indicative timeframe).
- Clarify that the objective of each section is clear to all participants. This may include reading out loud each question before discussing it.
- Always seek to understand whether participants can reach a consensus on a specific question. If this is not possible, the rapporteur may note that no consensus could be reached.

Depending on the group dynamics, facilitators may employ a wide range of facilitation techniques including, but not limited to:

- Brainstorming, which is a useful technique for most sections of the tool. Ideas on how to organize a brainstorming may be found in FAO's 4th Learning Module on Capacity Development<sup>11</sup> and in the Knowledge Sharing Toolkit ([www.kstoolkit.org/Brainstorming](http://www.kstoolkit.org/Brainstorming))
- Card Collection ([www.kstoolkit.org/Card+Collection](http://www.kstoolkit.org/Card+Collection))
- World Café ([www.kstoolkit.org/The+World+Cafe](http://www.kstoolkit.org/The+World+Cafe))
- Marketplace ([www.kstoolkit.org/Market+place](http://www.kstoolkit.org/Market+place) )
- Etc.

## 1 Part 1: Institutional set-up for investments in agriculture and food systems

### **1.1. What are the main entities or organizations that are currently involved in policy-making processes related to investments in agriculture and food systems? What roles do these entities play, and what other functions should they ideally carry out?**

#### Background

Enhancing investments in agriculture and food systems is a complex task that involves a wide range of stakeholders. It is necessary to know who is involved in the policy and decision-making process leading to the development or review of laws, policies and incentives of relevance to agricultural investments. This may involve, inter alia, different ministries, investment promotion agencies, civil society organizations, and producers' associations. Answering this question is key to understand whether youth are well represented in decision-making processes.



State actors include central and local government entities and actors, including ministries, investment promotion agencies, parliamentarians and parliamentary committees.

Non-state actors include, for example, intergovernmental and regional organizations; financing institutions, donors, foundations and funds; research organizations, universities and extension organizations; small-scale producers, including family farmers and their organizations; business enterprises including large-scale farmers; civil society organizations; workers and their organizations; communities; consumer organizations (cf. CFS-RAI; Roles and Responsibilities).

### Instructions for facilitators

Prior to the workshop, you may wish to identify some state and non-state actors from your country to facilitate and stimulate discussions.

List of relevant state and non-state actors in your country that are currently engaged in agricultural investment related policy making:

During the workshop, please work with your group to identify roles of organizations currently involved in policy-making processes related

to investments in agriculture and food systems. In order to ensure a smooth process, it is suggested to discuss each of the following three steps separately:

- a List the main entities and organizations involved in policy-making processes (both State and non-state actors);
- b Indicate current roles of these organizations in creating an enabling environment for responsible investments, including investments carried out by or with youth;
- c Indicate other functions (“desired roles”) that these organizations should carry out to enhance responsible agricultural investments. Please note that these are roles that organizations would ideally play.

You may invite participants to reflect individually upon each question before facilitating a group discussion.

Answers do not necessarily have to be exhaustive. Rather, participants should reflect upon the most relevant entities.

**1.2. What entities and actors are not currently involved, but should be involved in the development and review of policies, laws and incentives that empower youth to carry out and benefit from agricultural investment? What constraints need to be overcome to ensure that these entities participate?**

Background

Some actors may be crucial for enhancing responsible investment in agriculture and food systems by and with youth, but are currently not involved in policy decision making.

For example, civil society organizations or the private sector may want to engage in policy making, but are not or only rarely consulted by the government.



## Instructions for facilitators

Prior to the workshop, you may wish to identify some state and non-state actors that should, but do currently not participate in agricultural investment related policy making to facilitate and stimulate discussions.

List of relevant state and non-state actors in your country that are currently not engaged in agricultural investment related policy making:

During the workshop, you may use the same facilitation technique as in 1.1. If the group dynamics are constructive and inclusive, you may consider starting the group discussion immediately without asking for prior individual reflection or work in sub-groups.

### **1.3. What are the existing coordination mechanisms for agricultural investment related policy making? What is the purpose of coordination?**

#### Background

Coordination mechanisms are bodies (councils, working groups, committees or fora) that bring together more than one

organization, entity or actor to ensure proper management of a specific sector (such as agriculture, mining, etc.) or a specific issue (such as food security, investment, or youth employment). Coordination mechanisms may be the fora for policy dialogues. They may include, inter alia, inter-ministerial working groups on food security or investment that are inclusive of non-governmental stakeholders, or non-governmental coordination mechanisms that seek to give voice to underrepresented stakeholders in policy making processes.

Examples include:

- The Agriculture Sector Working Group of Uganda, which is led by the Ministry of Agriculture, Animal Industry and Fisheries (MAAIF) and includes other Ministries, donors and civil society organizations. Its objective is to be a multi-stakeholder platform for planning, coordinating, monitoring and reviewing the performance of the MAAIF<sup>12</sup>.
- The System of Development Councils (“Sistema de los Consejos de desarrollo”) of Guatemala, which is the permanent instrument of participation and representation of different sectors of the population, with specific attention to indigenous peoples, at the community, municipal, departmental, regional and national levels. The System aims at coordinating the development process through the formulation of policies, plans and budget programmes.
- The South African Youth Council (SAYC), which was formed in 1997 as an autonomous, non-partisan umbrella association for youth organizations to defend the interests and aspirations of young people in South Africa, and which caters for a broad range of youth organizations including political, students, religious, cultural, sporting and voluntary youth organizations. SAYC actively advocates for the interests of the youth in policy making processes.

## Instructions for facilitators

Prior to the workshop, you may wish to identify existing coordination mechanisms in order to facilitate or stimulate group discussions.

List of relevant coordination mechanisms in your country:





## 1.4. Are existing coordination mechanisms inclusive of all relevant stakeholders?

### Background

Inclusive governance is key for enhancing responsible investments in agriculture and food systems. This is recognized in the CFS Principles for Responsible Investment in Agriculture and Food Systems (CFS-RAI), which encourage states to “promot[e] the meaningful participation of relevant stakeholders in agricultural and food system investment policies and/or policy-making, including by establishing inclusive and equitable multi-stakeholder and multi-sectoral platforms” (§ 36).

As agricultural investments can be carried out by, or have impacts on a very broad range of groups, potentially relevant stakeholders could include any of the groups suggested in the table of the tool. In some cases, you may encounter challenges related to definitions or political sensitivity. The case of indigenous peoples is a good example of such a challenge, since there are conflictual definitions of “indigenous peoples” that may vary according to countries and regions.

### **Definition: Indigenous peoples**

There is no agreed universal definition of indigenous peoples. FAO abides by the following criteria: priority in time, with respect to occupation and use of a specific territory; the voluntary perpetuation of cultural distinctiveness, which may include aspects of language, social organization, religion and spiritual values, modes of production, laws and institutions; self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity; and an experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist. ([www.fao.org/indigenous-peoples/en/](http://www.fao.org/indigenous-peoples/en/))

## Instructions for facilitators

Prior to the workshop, adapt the table to your country - in particular, you may wish to identify the names of the main ministries that are likely to be involved in coordination mechanisms related to agricultural investments. You may also wish to verify whether all stakeholder groups suggested in the table exist in your country.

During the workshop, ask your participants to discuss whether

- a stakeholders are currently included in the existing mechanism;
- b they should be included in the mechanism; and
- c a specific group of stakeholders has leadership in the existing mechanism (see 1.3 for examples).

In case your group has identified more than two mechanisms under 1.3, you can divide your group into sub-groups consisting of two to three persons and assign one or two coordination mechanisms to each of the sub-groups.

### **1.5. Please rate the presence and participation of youth in the existing coordination mechanisms identified in question 1.3.**

#### Background

While these may appear to be similar notions, presence and participation do not refer to the same level of engagement.

Presence - being in a certain place - is a precondition for participation. However, some stakeholder groups may be physically present in coordination mechanisms without actively participating - engaging in discussions, influencing decisions and defending their interests. This may be due to various factors, and it is crucial that workshop participants understand how presence and participation differ.

For example, youth may be invited to assist in coordination mechanisms, but cannot voice their concerns in meetings because of cultural norms or prejudices (negative perceptions of youth). Youth are therefore present, but do not participate.

### Instructions for facilitators

Explain the difference between presence and participation and verify whether the difference between these two terms is well understood in your group.

If you observe strong disagreements within the group on the level of participation of the youth in a coordination mechanism, avoid the group compromising on an average number (e.g. 3) in order to move on. Rather suggest noting the discrepancy on the flipchart (e.g. two individuals indicate a “1” and four individuals indicate a “4”).

### **1.6. What actions need to be taken to improve existing coordination mechanisms to increase the presence and participation of youth? (Please be as specific as possible.)**

#### Instructions for facilitators

You may propose an oral brainstorming to the group to answer this question. If this should not be possible, or in case of a deadlock, suggest that every participant writes down one measure on a card and subsequently shares his idea with the others.

### **1.7. Is a new coordination mechanism needed? If yes, what should be the purpose? Who should be the members and leaders**

#### Instructions for facilitators

Ensure that participants effectively discuss the need for new coordination mechanisms rather than new organizations. Remind



participants about the focus on policy processes rather than investments in general. Also ensure that participants are identifying only the purpose of the mechanism in the first column, not trying to develop a name, legal status or other information.

## 2 Part 2. Policies, strategies, laws and incentives

### 2.1. What are the main existing national policies, strategies, laws (incl. international) and incentives relevant to agricultural investments?

#### Background

Policies, strategies, laws and incentives are key to stimulate responsible agricultural investment and minimize the likelihood of adverse impacts of investments. Examples include, amongst others:

- National Agricultural Investment Plans, such as those developed to support the implementation of the Comprehensive Africa Agriculture Development Programme (CAADP);
- Transparency laws, such as the Mozambican Right to Information Law;
- Youth specific policies, such as the South African National Youth Policy 2015-2020;
- Incentives such as:
  - the Guatemalan “Programa de Incentivos Forestales para poseedores de Pequeñas Extensiones de Tierra de Vocación Forestal o Agroforestal” which provides

financial incentives to people or communities which possess (even without registered titles) small plots of land to plant trees or manage natural forests;

- the provision of loans to young people on advantageous terms (“prêts fonciers”) by the Tunisian Agricultural Investment Promotion Agency (APIA) to facilitate access to land<sup>13</sup>; and
- the Japanese “Agricultural employment program for the corporation side” which provides financial support for training of new young employees, as well as the “Young farmer benefits” programme which provides financial incentives for youth to engage in farming (including coverage of training costs prior to launching farming activities).



### **Definition: Incentives**

Incentives are arrangements designed to encourage investment. Incentives can take a variety of forms, including preferential fiscal treatment, the allocation of grants and loans, in-kind contributions (land, water, or infrastructure) and advantageous economic and regulatory frameworks. Incentives are “arrangements designed to encourage investment, by increasing its rewards”<sup>14</sup>.

Sometimes, incentives are attributed in the context of comprehensive programmes, such as “agricultural growth poles”.

They are often provided in contexts in which the initial costs of such incentives are believed to be likely offset by future benefits in terms of employment gains or faster economic growth.



### **Instructions for facilitators**

Prior to the workshop, you may wish to identify some policies, strategies, laws and incentives from your country to facilitate and stimulate discussions.



List of relevant policies, strategies, laws and incentives:

**2.2. Reflecting upon question 2.1, among those policies, strategies, laws and incentives that have been identified, what changes should be made to ensure that they support youth in agriculture?**

Background

Some policies, laws and incentives may inadvertently discriminate against youth. For example, a legislation which stipulates that the allocation of loans is conditioned to the existence of a collateral may de facto exclude young people from accessing these financial services since they often do not possess any land or real estate.

At another level, some policies could have a potentially positive impact on young agri-entrepreneurs. Participants at the Uganda workshop argued for example that the introduction of quotas for products made by young agri-entrepreneurs in public procurement policies would be a powerful tool to stimulate growth among these emerging agri-businesses.

During the workshop, participants should discuss each of the suggested issue areas and identify relevant policies, laws and incentives. You may remind participants that the identified policies, strategies, laws and incentives do not necessarily have to be youth specific.

When you discuss “awareness” of policies, laws, strategies and incentives, please note that the group does not necessarily have to reach a consensus. You may rather suggest that strong discrepancies be recorded on flipcharts.

### Instructions for facilitators

If the participants identify more than five, please prioritize those that specifically aim to support youth or that would have the most impact on youth.

You may wish to initially let the group discuss and, according to the group dynamics, decide to divide your table in sub-groups and assign one or two policy, law or incentives.

**2.3. Reflecting upon question 2.1, are there any policies, strategies, laws and incentives that you have identified that require changes to be aligned with the CFS-RAI (beyond youth)? If yes, please indicate which changes are needed.**

### Instructions for facilitators

If necessary, remind the participants that they can consult the CFS-RAI here: [www.fao.org/3/a-au866e.pdf](http://www.fao.org/3/a-au866e.pdf) or [www.fao.org/elearning/#/elc/en/courses/RAI](http://www.fao.org/elearning/#/elc/en/courses/RAI).

You may wish to initially let the group discuss and, according to the group dynamics, decide to divide your table in sub-groups and assign one or two policy, law or incentives.



## **2.4. Are there any policies, laws or incentives identified under 2.1 that are not yet fully implemented? Which actions could lead to full implementation?**

### Instructions for facilitators

You may wish to initially let the group discuss and, according to the group dynamics, decide to divide your table in sub-groups and assign one or two policy, law or incentives.

If your group identifies more than five policies, programmes, laws or incentives, please prioritize those that specifically aim to support youth. Please remind participants that they should identify priority areas of intervention beyond an increase in human and financial resources.

## **2.5. What additional policies, laws or incentives are needed (if any) to support young farmers and agri-entrepreneurs to carry out and benefit from responsible investment in agriculture and food systems?**

### Instructions for facilitators

Clarify with all participants whether the question has been well understood. In particular, it should be clear that the group is asked to identify policies, laws and incentives and not organizations providing services (which will be done in part 3).

## 3 Part 3. Organizations and services that empower youth

### 3.1. How easy is it for young people to access the services below? Which organizations provide them?

#### Background

The existence of youth-led or youth-sensitive organizations that provide services and goods to their members or clients is key to strengthen the capacity of youth to carry out and benefit from responsible agricultural investment. Provided services may include, amongst others, access to finance, land and markets, or skills development. However, in many cases, crucial services may not be available or accessible for youth. Accessibility may be limited due to various factors, including high costs, deliberate or inadvertent exclusion of youth from services or organizational structures, or limited coverage of service provision outside of the capital.

Organizations which typically provide relevant services to young agri-entrepreneurs include youth organizations, cooperatives, producers' organizations, universities and academic institutions, development organizations, or some governmental agencies.

#### Instructions for facilitators

Firstly, ask participants whether the service is provided. If the answer is "yes", enquire how easy it is for young people to access that service - both in urban and rural areas. Subsequently, ask which organizations provide these services. In many cases, the answer would include both governmental and non-governmental, youth-led and other organizations.



**3.2. What are the main youth-led organizations in your country that support young farmers, workers and agri-entrepreneurs along the value chains in carrying out and benefitting from responsible investments in agriculture and food systems? What are their current and desired roles?**

Instructions for facilitators

Invite participants to identify those organizations listed under 3.1. that specifically aim to support young women and men (such as youth saving groups).

Remind participants that “desired roles” refer to those additional roles that the organization would have in an ideal situation.

**3.3. Which other (non-youth-led) organizations in your country support young farmers, workers and agri-entrepreneurs along the value chains in carrying out and benefitting from responsible investments in agriculture and food systems? What are their current and desired roles?**

Instructions for facilitators

Invite participants to identify all organizations listed under 3.1. which support young women and men (such as cooperatives, microfinance institutions, or extension services) but are not led by them.

Remind participants that “desired roles” refer to those additional roles that the organization would have in an ideal situation.

**3.4. Are the organizations enumerated in 3.2 and 3.3 inclusive of different youth stakeholders?**

Instructions for facilitators

Prior to the workshop, adapt the table by indicating the correct age categories.

During the workshop, divide your group into sub-groups consisting of two to three persons and assign one or two organizations to each of the sub-groups. Once all sub-groups have finished their work, invite them to share their results with the entire group.

### **3.5. Reflecting upon question 3.1, what could be done to improve the accessibility of services that have been rated 1-2?**

#### Background

Many factors can impede access to services. For example, many banks may require collaterals as a precondition for access to credit, which excludes the majority of the youth who do not own any land or real estate.

At another level, high fees may prevent youth from benefitting from good training programmes that strengthen entrepreneurial capacities.

#### **Instructions for facilitators**

If your group has identified more than five services, divide your group into sub-groups consisting of two to three persons and assign one or two services to each of the sub-groups. Once all sub-groups have finished their work, invite them to share their results with the entire group.

### **3.6. Which services that are currently not being provided, are needed? Which existing organization should provide them?**

#### **Instructions for facilitators**

Remind your group to focus on those services that are currently not being provided by any organization and, if necessary, recall the distinction between policies, laws and incentives on the one hand, and services on the other hand.

Suggest to start the group work reflecting upon those services mentioned under 3.1 that are currently not provided.

According to the group dynamics, you may consider organizing a collective brainstorming to answer this question.

**3.7. Is a new youth-sensitive / led organization needed?  
What should the purpose of such organization be?  
Who should be the members and leaders?**

**Instructions for facilitators**

Invite the entire group to collectively reflect upon the question. If any services indicated under 3.1 are currently not provided and participants have not identified any organization that could provide them, ask whether these services are important enough to justify the possible creation of a new organization.







## 4 Part 4. Individual Capacities

**4.1. Please respond to the questions below that relate to the accessibility and attendance of agriculture / agribusiness related education programmes in your country.**

### Background

Adequate education programmes on agriculture and agribusiness help young people to become successful entrepreneurs in the agricultural sector. However, such education programmes may not always be available in specific regions (e.g. rural areas). At another level, even when education programmes exist, youth may face various barriers to access them, including high fees and complicated selection processes.

Programmes may be provided through formal education (mainly schools and universities), as well as informal education (extension services, training by community-based organizations, NGOs, etc.).



## Instructions for facilitators

Invite participants to collectively reflect upon each of the three introductory questions.

### **4.2. Are relevant learning opportunities that allow young women and men to strengthen technical agricultural/agronomist skills available and accessible in your country?**

#### Background

This section aims to identify education programmes that specifically focus on agricultural or agronomist skills, including in forestry, fishery and aquaculture. Examples could include different farming and cropping techniques, horticultural skills, or pest and disease management.

## Instructions for facilitators

Invite participants to reflect individually upon relevant skills and their availability and accessibility. Subsequently, ask participants to select the two most relevant ones and to share their answers within the group.

### **4.3. Are relevant learning opportunities that strengthen entrepreneurial and analytical skills available and accessible in your country?**

#### Background

This section aims to identify education programmes that specifically strengthen entrepreneurial and analytical skills. Examples of needed skills include financial literacy, human resources management, knowledge of private law, marketing and communication, or market analysis skills.

## Instructions for facilitators

Invite participants to reflect individually on relevant skills and subjects and then ask your group to collectively select the 10 most important skills. Subsequently, ask your group to discuss where education programmes are currently provided and should ideally be provided.

**4.4. What is the objective of your institution / organization in regard to empowering youth to carry out and benefit from responsible agricultural investment? What capacities do members of your institution or organization need to successfully convey the message / project of your organization among your key target audience (for example: policy makers, private companies, youth, etc.)?**

### Background

This question aims to help participants reflect about the individual capacities that members of their organization need to empower youth in agriculture.

For example, what capacities and skills would a member of a youth group need that aims to convince policy makers of the importance of developing laws and incentives that favour agri-entrepreneurship among the youth?

## Instructions for facilitators

Invite participants to reflect individually before sharing with the group, and insist that they should identify capacities which would allow them to further improve their work.

It is important to remind participants that they should identify capacity needs that go beyond human and financial resources, including the capacity to mobilize funds. Capacities include skills, information and knowledge.

## 5 Prioritization exercise

At the end of the capacity assessment, you may wish to organize a prioritization exercise using the 2,4 consensus building exercise.

In this case, ask participants to reflect individually and identify three priority capacities that would be needed to empower youth to carry out and benefit from responsible agricultural investment in your country. These should be written on cards.

Remind participants that these priorities should not only include individual capacities, but ideally reflect the three dimensions of capacity development.

Subsequently, invite participants to work in pair. Each pair discusses and selects their top three priorities among the six previously identified. Then, ask each group (ideally of two pairs) to compare and discuss the lists of top three priorities of each pair, and to agree on a joint top three.

Finally, ask participants to share their top three priorities on cards with all other participants. The cards can be clustered on a main board / flipchart according to the three dimensions of capacity development.

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# ANNEXES

## Annex 1: Sample Workshop Agenda

### Strengthening Capacities of Youth to Carry Out and Benefit from Responsible Agricultural Investments: Capacity Identification Workshop

#### Agenda Day 1



08:30 - 09:00

#### **REGISTRATION**



09:00 - 12:30

#### **OPENING SESSION & INTRODUCTION**

This session will include welcome remarks and opening speech by [...], a presentation of the main findings of the background document, as well as a Q&A session.

A brief overview of the workshop will be provided, followed by a presentation on responsible investments and the CFS Principles for Responsible Investment in Agriculture and Food Systems (CFS-RAI). The session will include activities to familiarize participants with each other and the CFS-RAI.

The opening session comprises a coffee/tea break.

#### **LUNCH BREAK**



13:30 - 14:30

#### **CHAT SHOW ON YOUTH AND AGRICULTURAL INVESTMENTS**

During this session, panelists will discuss challenges and opportunities for youth to carry out and benefit from responsible agricultural investment based on their own experience.



14:30 - 16:30

#### **CAPACITY ASSESSMENT: IDENTIFYING CAPACITIES NEEDED FOR YOUTH TO CARRY OUT AND BENEFIT FROM RESPONSIBLE AGRICULTURAL INVESTMENTS**

During this session, FAO will facilitate a structured exchange. Guided by a questionnaire and working in small groups, participants will identify existing and needed capacities for youth to carry out and benefit from responsible agricultural investments.

#### **PART 1: THE INSTITUTIONAL SET-UP FOR INVESTMENTS IN AGRICULTURE AND FOOD SYSTEMS**

Participants will reflect on the institutional set-up for agricultural investments. This includes questions related to institutions involved in agricultural investment policy making, multi-stakeholder coordination mechanisms and the role of youth in investment decision making. Time will be provided for plenary reporting. The afternoon session comprises a coffee/tea break..



## Agenda Day 2



09:00 - 10:00

### CAPACITY ASSESSMENT PART 1 CONTINUED



10:00 - 12:30

### CAPACITY ASSESSMENT PART 2: POLICIES, LAWS AND INCENTIVES

Participants will reflect on the policies, laws and incentives that impact on the quantity and quality of agricultural investments. This includes a reflection on policies, laws and incentives that are or should be in place to specifically support youth. Time will be provided for plenary reporting.

The morning session comprises a coffee/tea break.

### **LUNCH BREAK**

10:00 - 12:30

### CAPACITY ASSESSMENT PART 2 CONTINUED



13:30 - 17:00

### CAPACITY ASSESSMENT PART 3: ORGANIZATIONAL CAPACITIES

Participants will discuss existing and needed organizational capacities of young farmers and agri-entrepreneurs to effectively carry out and benefit from responsible investment in agriculture and food systems.

The afternoon session comprises a coffee/tea break.

## Agenda Day 3



09:00 - 10:30

### CAPACITY ASSESSMENT PART 4: INDIVIDUAL CAPACITIES

Participants will reflect on some of the individual capacities that youth may require to become successful agri-entrepreneurs. Time will be provided for group reporting in plenary.

10:30 - 11:30

### COFFEE / TEA BREAK



11:30 - 12:00

### DISCUSSIONS IN PLENARY ON RESULTS FROM PART 3 AND 4



12:00 - 12:30

### PRIORITIZATION OF CAPACITY NEEDS

### **LUNCH BREAK**

13:30 - 15:00

### PRIORITIZATION OF CAPACITY NEEDS CONTINUED





15:00 - 16:00

### EVALUATION OF THE CAPACITY IDENTIFICATION WORKSHOP & CLOSING

# ANNEXES

## Annex 2: Indicative duration of each step

 Steps	 Duration
- Clarification of instructions - Identification of a rapporteur	5 minutes
Preliminary questions	20 minutes
Question 1.1	20 minutes
Question 1.2	20 minutes
Question 1.3	20 minutes
Question 1.4	20 minutes
Question 1.5	20 minutes
Question 1.6	20 minutes
Question 1.7	20 minutes
Plenary reporting	20 minutes
- Clarification of instructions - Identification of a rapporteur	5 minutes
Question 2.1	20 minutes
Question 2.2	20 minutes
Question 2.3	20 minutes
Question 2.4	20 minutes
Question 2.5	20 minutes
Plenary reporting	20 minutes
- Clarification of instructions - Identification of a rapporteur	5 minutes
Question 3.1	45 minutes



## Steps



## Duration

Question 3.2	10 minutes
Question 3.3	10 minutes
Question 3.4	20 minutes
Question 3.5	20 minutes
Question 3.6	20 minutes
Plenary reporting	20 minutes
- Clarification of instructions - Identification of a rapporteur	5 minutes
Question 4.1	15 minutes
Question 4.2	20 minutes
Question 4.3	30 minutes
Question 4.4	10 minutes
Plenary reporting	20 minutes
Clarification of instructions	5 minutes
Prioritization	120 minutes

# NOTES

<sup>1</sup>The definition of youth may vary according to the national context. The UN defines “youth” as all persons between the ages of 15 and 24. The African Union defines youth as individuals aged 15 to 35. The member states of the Association of Southeast Asian Nations (ASEAN) agreed on an age range of population categorized as youth which are between 15 - 35 years for the purpose of the ASEAN Youth Development Index. All these definitions indicate that “youth” are not children, but rather adolescents and young adults.

<sup>2</sup>Agriculture refers to all agriculture (crops and livestock), fisheries and forests.

<sup>3</sup>Agriculture and food systems refers to all activities related to agriculture, including, amongst others, farming, processing, marketing and trading. Therefore, this questionnaire addresses challenges of young farmers, agri-entrepreneurs engaged in non-farming activities and young workers.

<sup>4</sup>Please read chapter 2 of the 2nd FAO Learning Module on Capacity Development for more information on capacity assessments: FAO. 2012. FAO approaches to capacity development in programming: processes and tools. Rome, FAO.  
[www.fao.org/fileadmin/user\\_upload/capacity\\_building/FAO\\_CD\\_LM2.pdf](http://www.fao.org/fileadmin/user_upload/capacity_building/FAO_CD_LM2.pdf)

<sup>5</sup>FAO. 2010. FAO Learning Module 1 on Capacity Development - Basic Principles. Rome, FAO. [www.fao.org/3/a-i1998e.pdf](http://www.fao.org/3/a-i1998e.pdf)

<sup>6</sup>[www.fao.org/capacity-development/resources/practical-tools/capacity-assessment/en/](http://www.fao.org/capacity-development/resources/practical-tools/capacity-assessment/en/)

<sup>7</sup>[www.fao.org/3/a-i6820e.pdf](http://www.fao.org/3/a-i6820e.pdf)

<sup>8</sup>FAO. 2015. FAO approaches to capacity development in programming: processes and tools learning module 2 - Revised edition. Rome, FAO, pp. 9-18. [www.fao.org/3/a-i5243e.pdf](http://www.fao.org/3/a-i5243e.pdf)

<sup>9</sup>Minu Hemmati, “Multi-Stakeholder Processes for Governance and Sustainability: Beyond Deadlock and Conflict” (Earthscan Publications Ltd. 2002), pp. 226.

<sup>10</sup>Please read the following publication for further information: FAO. 2015. FAO approaches to capacity development in programming: processes and tools learning module 2, revised edition. Rome, FAO. [www.fao.org/3/a-i5243e.pdf](http://www.fao.org/3/a-i5243e.pdf)

<sup>11</sup>Read “Tool 8: Brainstorming” (pp.148-149) in FAO. 2013. FAO Learning Module 4 - Organization analysis and development. Rome, FAO. [www.fao.org/3/a-i3538e.pdf](http://www.fao.org/3/a-i3538e.pdf)

<sup>12</sup><http://npa.ug/wp-content/uploads/2016/08/ASSP-Final-Draft.pdf>

<sup>13</sup>[www.apia.com.tn/prets-fonciers-2.html](http://www.apia.com.tn/prets-fonciers-2.html)

<sup>14</sup>John Black, Nigar Hashimzade, and Gareth Myles. 2017. Oxford Dictionary of Economics. Oxford University Press.







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