

Annex 2: Youth Analysis Guiding Questions

1. Guiding Questions for Initial Youth Synopsis (Project Planning Stage)

Project Design Decisions:

- Will the project/activity adopt a youth mainstreaming approach, or will there be dedicated youth activities?
- What are the potential youth cohorts to be prioritized by the program, and how will each cohort be characterized, broadly speaking?
- Are there opportunities for cross-sectoral collaboration?

YOUTH SYNOPSIS – Guiding Questions

Segmentation: How do the major demographic/economic patterns help us understand the particular circumstances of different youth cohorts and their relationship to the agriculture sector? Based on these findings, how might the project/activity link to other sector portfolios in the Mission (Economic Growth, Education, Democracy and Governance, Health)?

- **Major demographic trends:** population pyramid by age, expected number of youth entering the labor force over the next 5-10 years and over the next few decades.
- **Youth and the economy:** Youth economic participation disaggregated by sex, by geographic region (districts and urban vs. rural), by age, by income level, youth unemployment and under-employment, labor force participation vs. labor inactivity, proportion of youth in informal sector, sectors of employment (current and future).
- **Education trends:** disaggregated by sex, by geographic region, urban vs. rural, by age, by income level, youth literacy rate, youth educational attainment, access to agriculture education and training opportunities.

Youth in the Agri-Food System: Which youth cohorts are engaging in which functions of the agriculture sector and food system? What are the major barriers to and opportunities for youth engagement in the sector?

- **Youth participation in agriculture:** Review youth participation in the sector and/or in specific value chains, proportion of young men and women in the agricultural sector, and where they can be found in the sector, what segment of youth (gender, age, income bracket, education level) are engaged at what points in the value chains, where are opportunities for youth to integrate into or upgrade their participation in the sector.
- **Systems influences:** Major policy or enabling environment constraints to youth participation in the agricultural sector (usually related to land tenure, inheritance laws, finance, business enabling environment (e.g., taxation on startups), market-relevant skills and experience), social and cultural norms that influence participation in the sector by young men and women, capacity of institutions to support youth as they integrate into agriculture and food systems.

Cross-Sector Collaboration (as appropriate): To what degree do health and socio-political factors impact different youth cohorts' ability to participate in the agriculture sector in the target areas? Are there opportunities for cross-sectoral collaboration?

- **Youth health trends in target geographic areas:** disaggregated by sex, geographic region, rural vs. urban, age, income level, HIV prevalence, nutritional status, sexual and reproductive health behaviors (age of first marriage, first child, first sexual encounter), psycho-social considerations.
- **Socio-political factors:** Understanding of issues related to marginalization, inequity, poverty, conflict/violence, civic participation (youth decision-making and leadership), and how young men and women are affected.



2. Guiding Questions for Youth Analysis (Project Design and/or Activity Design Stage)

Project Design Decisions – The youth analysis feeds directly into sections of the PAD and/or solicitation:

- **Project Purpose:** To what extent are the project purpose and expected results in alignment with the aspirations/needs/opportunities of target youth cohorts?
- **Context:** How does youth inclusion in agriculture and food systems contribute to overall project sustainability and local ownership?
- **Relationship to Mission CDCS:** To what extent will the project leverage its youth-inclusive activities with other sectors?
- **Project Description:** How will project activities and/or interventions be adapted to reflect the experiences of different youth cohorts?
- **Other Leveraged Resources:** What existing government and non-government youth resources can be leveraged toward this project?
- **Monitoring, Evaluation, Research and Learning:** What changes in behaviors among youth and/or youth stakeholders need to happen to achieve project goals?

YOUTH SYNOPSIS – Guiding Questions

Segmentation: *How are different youth cohorts defined? What are the key characteristics, assets, and agency experienced by differing youth groups? What aspirations, behaviors, opportunities, and challenges do they face?*

- **Youth behaviors, perceptions, and experiences:** What are young male/female opinions on participating in agriculture at different points in each value chain? Which value chains are most applicable to youth? Where are there entry points? Opportunities? Challenges? How much time do women and girls spend on unpaid agricultural work compared to men and boys? Do youth have the ability to make decisions about their own enterprises, money, and activities? How does this differ between males and females? What are the nutritional practices in the household, and how can youth behaviors, incentives, and motivations contribute to improved nutrition at the household level?
- **Youth assets:** What resources (money, land, equipment, networks, skills) can youth access and how does this differ for different youth cohorts, especially for males and females? Who controls young people's assets/resources, and are there any male/female distinctions? What barriers do young men vs. women face in accessing resources?

Youth in the Agri-Food System: *How are youth decisions and behaviors in the agriculture system shaped by family, community, institutions, norms, and policy environment?*

- **Youth participation in agriculture sector and/or in relevant value chains:** How do youth engage in the agricultural sector and how does engagement differ by sex, age, education, socio-economic status, geography, etc.? How are youth engaged in the food system (wage employment, self-employment, family plots, seasonal, formal vs. informal, paid or unpaid, mixed livelihoods)? At what points in the value chain are they engaged (production, post-harvest handling, processing, distribution, input supplies and services, etc.)? How do these experiences differ between males and females? What is the division of labor between young males and females? Which crops or livestock are young women or girls more likely to work with? What relevant activities or interventions have occurred before with young men and/or women, and what were the lessons learned? What skills do youth possess, and what skills need to be developed further?



- **Household dynamics:** How do youth contribute to household income? How does this differ for males and females? How are youth involved in decision-making at the household level?
- **Stakeholder engagement and perceptions of youth:** Who are the different stakeholders influencing youth participation in agriculture? What norms (individual and communal) and beliefs govern the participation of young men versus young women in agriculture at the family and community levels? What is the cultural context regarding the role of young men and women in society? How do market actors across the food system perceive young males and females and their roles in the system?
- **Policy and enabling environment:** What laws or policies govern youth access to the resources and productive assets necessary to succeed in agriculture? Do the laws/policies enable or disable young people's access? How does this differ for males and females? What are the relevant inheritance and land ownership laws and how do they affect the rights to assets and property of young women and men? At what age does a young person officially become an adult with all the corresponding legal rights (ability to sign contracts, own land, access finance)? How does this vary by youth cohorts?
- **Institutions (mapping of services):** What resources are available to enable youth development in society and the economy? Among the relevant agriculture services, to what degree do they reach and understand youth? Among the relevant youth services, how responsive are youth to agriculture markets?

Cross-Sectoral Collaboration: What opportunities/ threats to youth come from other sectors? How can Feed the Future collaborate with other sectors?

- **Education:** Would the project/activity benefit from increasing youth skills and/or improving the quality/relevance/reach of agriculture education and training providers? Are certain male/female youth cohorts, particularly those in conflict-affected areas, experiencing inequitable access to education?
- **Health:** Are there opportunities to introduce nutrition-sensitive interventions with participants who are young mothers? Is it possible to coordinate existing HIV prevention, family planning, prevention of early marriage or other health efforts with youth participants in the agri-food system?
- **Democracy, Governance:** Is there an opportunity or need to promote youth advocacy and/or civic participation in the agriculture sector?
- **Conflict:** To what extent could the project/activity address the drivers of conflict and violence-- e.g. those related to economic or social injustice-- among youth cohorts in conflict-affected areas?

Alignment: What are the critical considerations to aligning youth skills, interests, and assets with the objectives of the project and the demands of the agriculture/food system?

