

# At the intersection of gender and generation

## Engaging with ‘youth’ in the CGIAR Research Program on Forests, Trees and Agroforestry

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### Introduction

The CGIAR Research Program on Forests, Trees and Agroforestry (FTA) aims to unlock the potential forests, trees and agroforestry have to contribute to the Sustainable Development Goals (SDGs), including poverty reduction, food security, and reduced gender and other inequalities. To achieve this, FTA aims to develop innovations — technical options, management approaches, governance arrangements, and policies — to enhance the roles trees play in improving production systems, securing people’s livelihoods, and enhancing resilience and food security, including for young and marginalized people (FTA 2017a). Yet rapid rural transformations, including massive demographic shifts and the changing aspirations and opportunities of young people in forest and agroforestry systems pose critical questions for the future of these systems. With many youths leaving rural areas, who will produce food, fiber, and other forest and tree products; and who will manage and innovate in these landscapes in the future? How can these systems contribute to meeting the livelihood needs and aspirations of the growing number of young people globally?

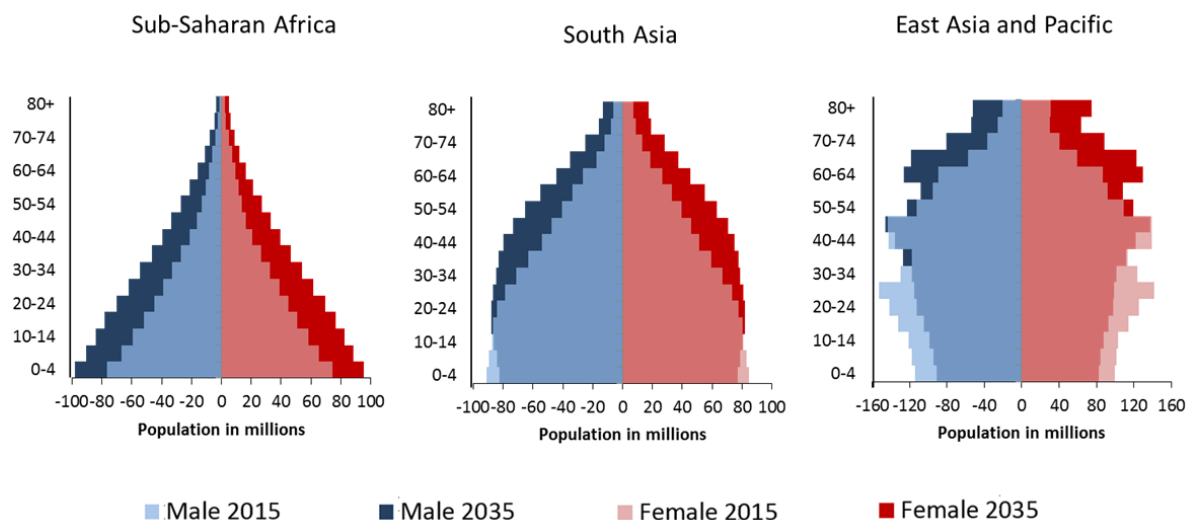
Despite the importance of youth in shaping rural landscapes, particularly as land, forest, and labor relations are rapidly changing, research on rural young people in relation to forest and agroforestry production systems remains limited. Such research on young women’s and men’s positions, aspirations, opportunities and constraints, as well as the knowledge, skills, and resources they need to make a living in rural areas, is needed to highlight where action at various scales can be most relevant. This understanding can help redress and retune agricultural, land and forest policies and programs to match their needs and strategic interests.

The purpose of this brief is to identify the critical issues concerning young people in rural areas that hold significance for FTA’s ability to achieve impact at this time of rapid rural transformation; the key questions concerning youth that matter for FTA; and the approaches by which FTA should engage with these issues and questions as a Program. This brief foregrounds key thematic and conceptual issues that will inform the Program’s revised Gender Equality and Social Inclusion Strategy, which will explicitly address generational issues. It begins by describing demographic trends pertaining to youth in the Global South before turning to critical issues related to young women and men in forest, tree and agroforestry landscapes. Finally, it outlines the contours of a youth research agenda for FTA: the value of taking a relational

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**Figure 1. Demographic trends for youth in three developing regions of the world.**

Source: Filmer and Fox, 2014

approach to studying young people, and research questions that can form the basis of research on youth in FTA.

## Demographic shifts and youth in global agendas

Increasingly, development reports and media cite the so-called global 'youth bulge': the 1.1 billion people between the ages of 15 and 24 (UNDESA 2017), or 1.8 billion people between the ages of 10 to 24 (UNDP 2014), who comprise the most 'youthful' world population to date. Roughly 90 per cent of these young people live in the developing world (World Bank 2006; UNDP 2014). Asia alone holds the majority of the world's young people with India, China and Indonesia holding the largest share of 10- to 24-year-olds (UNFPA 2014). Africa represents the world's youngest region: half the population in Sub-Saharan Africa is under the age of 18, and the entire continent has a median age of 25 (UNFPA 2014; AfDB 2016). And as Figure 1 shows, as opposed to the youth population in South and East Asia and the Pacific, the population of youth in Africa is projected to grow.

Crucial is that the majority of these young people live in rural areas and are chronically unemployed or in vulnerable work positions (UNDP 2014; AfDB 2016; Castaneda et al.

2018). These young men and women face a number of work and education challenges, but also new opportunities, in rapidly changing rural to urban spaces. Within these contexts, development discourse and economic outlooks often portray youth as human capital, where they have the potential to be 'agents' and 'makers' of the future, or as 'threats' and 'breakers' of economic downturns and political unrest (Honwana and de Boek 2005; World Bank 2006; DFID 2016). Either way, figures suggest that the Global South will experience unprecedented challenges in governing and providing for its rising younger population in a substantive and meaningful manner.

Consequently, a growing number of international agencies and development initiatives have begun to focus on this significant, though understudied, population. International actors and funding agencies, ranging from the World Bank and the United Nations Organization to the African Union, have introduced development approaches that focus on young people. In many of these programs, actors and agencies are promoting activities aimed to enhance young people's skills and abilities, and access to assets, technologies and markets in the Global South. We draw from a critical review of their strategies and background documents and from the literature on rural youth to underscore four critical issues that form a basis for FTA's understandings of, and engagement with, youth.

## Critical issues related to young women and men in forest, tree and agroforestry landscapes

### Heterogeneity of 'youth' and young people's experiences

For many governments and international development organizations, age is used to define young people, but these age frames can vary widely. The UN, for example, generally identifies youth by the ages of 15 to 24 years old, as does the OECD. UNICEF and the UN Convention on the Rights of the Child overlap with this range by recognizing a child as between the ages of 0 and 17 years old. The UN Habitat Youth fund uses a broader age range, from 15 to 32, and in the African Youth Charter, the African Union extends a youth age range from 15 to 35 years old. Several development agencies also have different age ranges, which show that a number of factors contribute to differing understandings of 'youth'. These factors include social, cultural, and biological understandings that mark a person's development and label how youth or adults are defined. Such understandings, for instance, may be focused on life cycle rather than age: that is, when young men and women can (or are expected to) own land, graduate from school, work, marry, or migrate. Hence, the definition of youth can vary greatly across local socio-cultural contexts, depending on perspectives and objectives.

Even among 'youth' within a single region or country, there is great diversity. Numerous factors – including gender, age, and the socio-economic, cultural and political contexts that inform one's life course – shape how a society defines a young person, and the experience of being young. Consequently, 'youth' is better understood as a relational category, as larger social relations inform, affect and define being young and growing up. So too do formal education and employment factors, and key events in young people's life course, such as migration, marriage or pregnancy. Critically, geography, gender, class and culture inform options for youth. In Zambia, for example, economic stagnation has slowed education and employment sectors where many youth see their lives as 'on hold' and where 'just waiting' for a job is more acceptable for women than men (Locke and te Lintelo 2012). Similarly, in India, groups of young men refer to themselves as 'Generation Nowhere', in reference to the lack of opportunities they have in finding secure, salaried work despite the time and money invested

in acquiring formal education (Jeffery 2004; Jeffery 2008). Local understandings of 'youth' may also be short-lived for some social groups. For example, in Sub-Saharan Africa, youth is "clearly a gendered concept, with some young women experiencing youth only as a brief interlude between puberty and motherhood" (Langevang and Gough 2012, p. 243). Young women are commonly disadvantaged compared to young men, when they have poorer access to assets, are forced into early marriages, or suffer social mobility constraints that reduce their work opportunities (Bertini 2011).

Studying and working within a society's recognized designations for 'young people', both male and female, is important for grounding FTA research, and understanding where challenges and opportunities lie for different groups of youth. This requires approaching young people in an intersectional way, where youth are studied in relation to their peers and society and to other social identities, such as gender and class, which shape their options and aspirations (Elias et al. 2018).

### Migration and off-farm livelihoods

As urban and rural landscapes and land uses have changed, so have the demands for urban and rural labor. Although geographically-specific and uneven, the last few decades have seen increased regional and international trends in migration and mobility between and within rural-urban and transnational spaces, with the largest movements in Asia (World Development Indicators 2017). Studies in Africa and Southeast Asia, for example, note changes occurring in rural areas, such as how many households reflect more urban (than rural) ways of living, through patterns in consumerism, off-farm work and mobility (Bryceson 1996; Kelly 2011; Rigg et al. 2012). Rural livelihoods are becoming delocalized as new, intensifying forms of mobility and migration involve daily, temporary, or permanent moves of working age, and increasingly younger household members to other national and international locations (Ibid; UN 2017, p. 16). Different types of migration carry distinct livelihood implications. For example, seasonal migrants (rural to rural or rural to urban) often continue to pursue agricultural activities in their home village, whereas longer term migration, including abroad to urban locations, may lead to an extended or permanent exit from agriculture (Giuliani et al. 2017). Migration is often part of a household strategy, with household members contributing to the migration decision and related expenses, rather than based on the individual decision of a young person (Stark and Bloom 1985).

Rural young people are attracted towards urban places for greater (often assumed) opportunities in work and education, but also for 'modern' or new experiences compared to village life (Punch and Sugden 2013; Farrugia 2016). However, much of the work accessed through migration is low return and precarious in countries with weak social safety nets, perpetuating poverty and self-exploitation (Razavi 2009; Rigg et al. 2018). Still, off-farm work and remittances are playing greater roles in supporting many rural household economies (Bryceson 1996; Rigg 2006).

Although roughly half (46 percent) of the world's population, and more than 60 percent of low and lower-middle income countries' populations, continue to live in rural areas (World Development Indicators 2017), the size and shape of rural households is changing. Households are not only older and multi-sited, but also smaller. For instance, the median age of farmers in Thailand has risen from 35 to 58; older women are increasingly household heads; and rural families are 'hollowed out', or consisting of mainly grandparents and grandchildren, while parents live and work away for longer periods (Rigg et al. 2012). Changes in family structure and locations influence visions for and the management of forest and agroforestry systems.

### **Formal education, an aspiration-achievement gap, and changing relations to land and labor**

These labor movements, accompanied by shifting values and in many areas increased household incomes have led many rural families to place greater investments in formal education, such that today's younger generations have, on average, more years of schooling than generations before. Studies in Indonesia, for instance, show how many children are more educated than their parents, work fewer hours, and are more dependent on their parents for cash than generations prior, placing greater strain on the household (White 2012b; Robinson 2016). Yet averages conceal disparities across genders, wealth groups and countries. Although gender gaps in school attendance and labor force participation are decreasing for 15-24 year olds, more young women than young men still lack education, and biases against women students persist (World Bank 2006). There are significantly more unschooled youth among the poor than the rich, with 130 million illiterate 15 to 24 year olds, mostly in South Asia and Sub-Saharan Africa (World Bank 2006). Among the

poor and rich who attend school, there are also important differences in the grade levels achieved.

Poorer families and young people with little or no education are vastly disadvantaged in the labour market, and early marriage is common among women in this group. In Southeast Asia in particular, greater levels of formal education among women have led to later marriages and more single women, altering the socio-demographics of family relationships and the broader rural landscape (Rigg 2012).

These generational, socio-economic, and cultural changes have not only altered the physical form and functions of households, but have fundamentally transformed rural youth's social relationships to land and rural life. Historical changes in labor, agricultural and off-farm work practices, and poor terms of trade for most agricultural products, along with shifting values linked to media and greater time in school, have contributed to many young people's disinterest in rural work (White 2012a, 2012b). Moreover, the lack of emphasis on, and value given to agriculture in primary and secondary school curricula, as well as outdated agricultural curricula where they do exist, have failed to support the skills or interest of youth in agriculture (White 2012a, 2012b; FAO et al. 2014). In fact, many rural young people (and families) see rural work as a last resort, as broader socio-cultural changes have de-valued forest and farm work (Tadele and Gella 2012; FAO et al. 2014). For example, studies from Asia and Africa find that rural young people are largely not attracted to – and at times, excluded from – land and farming, and importantly, that their parents also do not want them to farm (Katz 2004; White 2012a; Sumberg et al. 2015). Some authors caution, however, that rural young people – particularly young men – do not altogether reject agricultural livelihoods, but rather agriculture that is low-return, labor-intensive, and lacking in the use of modern knowledge and technology (Anyidoho et al. 2012; White 2012; Kristensen and Birch-Thompson 2013; Ameur et al. 2015; El Hassane et al. 2015; Elias et al. 2018). For example, after a brief period of mobility to gain formal education and professional experience, young men in Morocco's Saïss region are returning to their rural homes to apply the knowledge and capital they have acquired to agricultural enterprises (Ftouhi et al. 2015). Yet the vision of a modern, remunerative, and knowledge-intensive agriculture contrasts with realities in many rural contexts of the Global South, especially for the poorest farmers. Hence, today, many young people aspire for more secure and remunerative employment

that complements their education and carries a higher social status (Katz 2004; White 2012a; Sumberg et al, 2015).

In most countries of the Global South, however, aspirations pertaining to formal, skilled blue and white collar jobs stand in contrast to the few formal (government or private sector) employment opportunities and the predominance of the informal sector (White 2012; Leavy and Hossein 2014). This 'aspiration-attainment' gap has been widely reported in Africa (Kritzing 2002; Leavy and Smith 2010; Chinsinga and Chasukwa 2012) and other regions of the Global South (White 2012). For instance, the OECD reports that in a 32-country comparative study across Africa, Asia, Latin America and the Caribbean, and Europe, around 57 percent of students interviewed wished to work in the public sector, but the sector accounted for only 17 percent of employment among young workers, including those at state-owned enterprises (OECD 2017). In contrast, the private sector accounted for 60 percent of employment among youth, but on average only 20 percent of young people expressed interest in working in this sector (Ibid.). Understanding young people's aspirations and employment prospects, as well as how rural households invest in younger generations, whether through migration, education, land or other means, highlights key challenges and opportunities for the involvement of future generations in tree and forest management.

### **'Youth-specific' versus generalized rural development constraints and opportunities**

It is well known that young people in rural areas experience particular resource constraints, including limited access to land (amid increasing scarcity and costs of land, and delayed inter-generational transfers of land from parents or relatives), technology, knowledge, and financial resources (FAO et al. 2014; Berckmoes and White 2014; Bezu and Holden 2014; Ribot and Peluso 2003; White 2012a). While some such constraints apply disproportionately to young people (e.g. limited networks), others apply to rural dwellers more generally; for example, as rural dwellers in the Global South commonly have inadequate infrastructure and face isolation from markets and challenges accessing credit (Ripoll et al. 2017). Young people thus participate in the larger ups and downs of rural development. There is great heterogeneity in these processes, rates of change, and consequences for different groups of rural dwellers. In Southeast Asia, for instance, some of the major processes of change in forested landscapes include expansion of commercial agriculture

and non-agricultural land uses, titling and zoning programs, and land and resource claims based on ethnicity or identity, to name a few (Hall et al. 2011). In some cases, these have boosted productivity, generated employment and enhanced food security; in parallel, however, some of these changes have undermined the rights and livelihoods of current and future generations of workers, indigenous communities and smallholders (Sikor 2010; Hall et al. 2011). In an analysis of 11 Sub-Saharan African countries, Bryceson identifies broad trends of: "labor contraction in male commercial peasant family farming, smallholder subsistence-based land cultivation squeezed by medium-scale commercial farmers, female resource control and labor autonomy continuing to be impinged by male patriarchal attitudes, and an emerging tendency for 'older women left behind' in the countryside, who provide an agrarian fallback for returned migrant family members and other members engaged in local non-agricultural occupations needing subsistence food support" (Bryceson 2019, p. 60).

Hence, creating opportunities for youth in rural landscapes is inscribed in the larger challenge of rural economic development, within which additional measures may be required to ensure that young people – both women and men – are equitably able to access emerging opportunities (Ripoll et al. 2017). In some circumstances, such as when formal education is an asset, young people may be particularly well positioned to capture such opportunities. For example, in Morocco, young male graduates are taking up agriculture as innovative entrepreneurs able to negotiate with the state to access training and local development projects (El Hassane et al. 2015). Social media and information technologies may also offer new opportunities for young people to access and share knowledge, organize, or improve their terms of trade in rural areas (White 2015).

Several programs now focus on 'youth-specific' programming to create employment or capacity strengthening opportunities that specifically target young people (see FAO et al. 2014, for example). Yet there are often mismatches between rural young people's own aspirations and what these programs can deliver in terms of skills development or employment (FAO et al. 2014; Ayele et al. 2017). What is more, despite having some level of formal education, many rural youth, and particularly young women, lack the skills, credit, information and experience to run an enterprise, and may not be interested in such precarious business. Finally, given the broad social diversity that exists among youth, any rural development

approach that applies a 'one-size fits all' strategy to rural youth, such as entrepreneurship, will not match the current skills, abilities and resources of many young people living in remote or marginal areas.

Hence, UNDESA underscores the need to address the socio-economic contexts where young people live, rather than simply the skills-for-employability of young people with an assumption that there are formal sector jobs available for prepared young people (UNDESA 2019). It also signals the need to recognize that young people's aspirations are far broader than employment attainment, and to value and support their ability to achieve what they value for their own development and that of their communities (Ibid.).

## A youth research agenda for FTA

### A relational approach to studying youth and researching with young people

In light of the critical issues discussed above, how can FTA engage meaningfully with young women and men to enhance their opportunities and abilities to achieve their aspirations in (and beyond) tree and forest landscapes? Young people are often studied from two different perspectives: that of 'becoming adults' and in transition; and that of 'being young', and in relation to their peers. Other approaches have studied youth by 'generation', or by the era-defining influences that have shaped generational cohorts (Mannheim 1952). These approaches are helpful in understanding the societal influences and expectations on young people. However, FTA requires a relational approach that engages with the wide range of economic, societal and cultural factors that shape the use and management of land and forests; and with the everyday lives of families and young people who live in rural areas and are rarely heard. Taking a bird's eye view across the different regions must be coupled with attention to the specificities of the localities and of the different types of production systems where FTA works for more in-depth analyses. For instance, the experiences of rural young people may vary greatly across more traditional production systems in isolated areas to 'modern' systems using new technologies, new or greatly expanded production of specific crops/products (palm oil, cocoa, coffee, nuts), value chains or markets.

A relational approach to studying young people means understanding the wider social relations within the households and societies within which they are embedded. These relations, and the multiple factors that mediate them,

shape young people's (and adults') access to information, land, natural resources, and values, as well as their ability to access jobs, education and capital. Social norms that structure such relations determine abilities and opportunities, including ability to live and work independently of parents, or in the case of women, to work or travel outside the household, with or without their parents' or husband's permission or presence (Elias et al. 2018). A relational approach distinguishes the structures within which rural youth are embedded, and the personal agency (however constrained) that young people are able to exercise, as well as the networks that influence them, such as their peers and family, and membership of traditional age grades, and youth groups (e.g. church groups, scouts, football groups). For instance, it recognizes that, as mentioned above, decisions that a young person should migrate are often made with senior family members, and with expectations that youth should send remittances for household welfare (Stark and Bloom 1985). Adopting such an approach, research methods are needed to engage with young women's and men's interests, abilities, and livelihood opportunities in tree and forest landscapes, and the actors and discourses which influence their movements and actions. This requires doing research **with** young women and men, rather than simply **about** them.

### Questions concerning young people in forest, tree and agroforestry landscapes

At the heart of FTA's mandate for sustainable tree-based landscapes and livelihoods are questions such as: what are young generations of rural women and men doing now, and what will they be doing in the future? What rights and entitlements over resources do they have, and what obligations do they have to provide labor or cash to the household? Where will they live and with whom? How will their activities and aspirations shape forest and agroforestry landscapes; and how will changes in these landscapes and beyond affect their aspirations and current and future ability to achieve these and make a living?

FTA's challenge is to understand the context-specific constraints young people face in rural areas, including with respect to entrepreneurial activities, decision-making, and productive resources, as well as the ways young people are managing to overcome these constraints; but also the lives they wish to lead and the opportunities they have to pursue their aspirations. To move beyond identifying the factors pushing young people out of rural areas, FTA research should explore places where young women and



men are interested and able to make dignified livelihoods for themselves in and through forest and agroforestry landscapes. This means asking: what do (political, economic, institutional, normative) rural contexts that appeal to young people look like? How are young women and men able to innovate, make a meaningful living in, and enhance the sustainability of forest and agroforestry systems? What knowledge, resources, policies and institutions are needed to enable diverse groups of young women and men to achieve these livelihoods, and the aspirations they have reason to value?

Table 1 presents more specific research questions on youth of pertinence to FTA in general and to each of FTA's five

Flagships (research themes), and the types of outcomes sought by addressing these questions.<sup>1</sup> Flagship leaders identified these questions in 2017, during interviews carried out in preparation for an FTA background paper on youth (Clendenning 2019). Although mapped to specific Flagships, the questions and outcomes

<sup>1</sup> FTA has five main research themes or 'Flagships': Flagship 1: Tree genetic resources to bridge production gaps and promote resilience; Flagship 2: Enhancing how trees and forests contribute to smallholder livelihoods; Flagship 3: Sustainable value chains and investments to support forest conservation and equitable development; Flagship 4: Landscape dynamics, productivity and resilience; Flagship 5: Forests, trees and agroforestry for climate change adaptation and mitigation (FTA 2017b).

**Table 1. Integrating youth perspectives in FTA**

Key research questions	Desirable outcomes as a result of FTA's influence on youth discourses, policies and programmes, outreach and capacity development
<b>FTA-wide</b>	
<ol style="list-style-type: none"> <li>1. What are the specific tree and forest sectors in which those involved are aging? What are their characteristics and why are young men and/or women moving away from them? What sectors attract young women and men and why?</li> <li>2. How are benefits from forests and agroforestry systems distributed across generations and among groups of young people?</li> <li>3. How are the division of household labor and responsibilities changing in rural areas? What opportunities do forest and agroforestry systems offer young women and men to work independently?</li> <li>4. How will (agro)ecological knowledge be maintained and reproduced as many young people leave their villages and rural areas?</li> </ol>	<ul style="list-style-type: none"> <li>• Engagement of a diversity of rural young women and men in local to national level partnerships to advocate and give a voice to rural young people's needs and interests in tree and forest landscapes.</li> <li>• Contextually-rooted knowledge on intergenerational changes in communities' forestry and agroforestry knowledge and practice to influence youth-related (and rural development) discourses and policies.</li> <li>• Training/education and employment prospects that support the interests of young women and men.</li> <li>• Local and regional rural development activities that strengthen and advocate for young people's organizations and involvement in tree, forest, and farm landscapes.</li> </ul>
<b>Flagship 1: Tree production for sustainable landscapes and resilience</b>	
<ol style="list-style-type: none"> <li>1. What types of tree crops and production techniques are young women and men interested in and why?</li> <li>2. What tree, crop and forestry training are available, missing and/or needed in school curricula, technical education and development programmes?</li> <li>3. How can information and communication technologies (ICTs) be harnessed to make tree crops and agroforestry attractive for young people?</li> </ol>	<ul style="list-style-type: none"> <li>• Replication of successful regional farms and/or field schools or other models for working with young women and men to raise seedlings, domesticate strong varieties, and/or create local products.</li> <li>• Education and funding for youth education in the use and production of fruit trees.</li> </ul>

Key research questions	Desirable outcomes as a result of FTA's influence on youth discourses, policies and programmes, outreach and capacity development
<b>Flagship 2: Improving tree and crop production and marketing for smallholders' livelihoods</b>	
<ol style="list-style-type: none"> <li>1. How do young people contribute to their household's or family's livelihood strategies, and how is this affected by gender and stage in the life cycle?</li> <li>2. How are land uses and labor dynamics evolving as young people and household members pursue more multi-local livelihoods?</li> <li>3. What are young men and women's interests in producing and marketing tree products?</li> <li>4. What opportunities and constraints do different groups of young people face to accessing modern ICTs to improve marketing and organizational development?</li> </ol>	<ul style="list-style-type: none"> <li>• Actors and institutions that can facilitate technology, training and resources for young women and men's production and marketing of trees and crops.</li> <li>• Secondary and tertiary education institutions that offer young men and women courses and degrees relevant to tree and agroforestry sectors, with attention to production and marketing activities and other areas that reflect young people's interests and offer improved livelihood prospects.</li> </ul>
<b>Flagship 3: Sustainable value-chains and investments for forest conservation</b>	
<ol style="list-style-type: none"> <li>1. What are the challenges and opportunities that different youth face in accessing markets and information related to tree products?</li> <li>2. In which tree or forest-based enterprises, if any, are young men and women interested in participating? What skills, incentives and institutional arrangements are required to enable them to do so?</li> <li>3. What are the livelihood trajectories of young people working in oil palm, timber, and other tree-based commodity sectors? What is their relationship to their natal village lands?</li> <li>4. How do young women and men organize and access the land, technologies, finance, markets, and/or other resources required to participate in tree-product value chains?</li> <li>5. How do local forest enterprises, agroforestry or agribusiness investments affect the dynamics of youth employment and migration in surrounding rural communities?</li> </ol>	<ul style="list-style-type: none"> <li>• Market institutions, information channels, financing, etc. that work for young women and men.</li> <li>• Value chain development for forest and agroforestry products of interest to young men and women.</li> <li>• Measures (policies, programmes, projects) that enhance young women's and men's inclusion in agribusiness decision-making and governance.</li> <li>• Options for resource-constrained (e.g. land constrained) young people to access entrepreneurship opportunities (e.g. out-grower schemes).</li> <li>• Policy, legal, financial, and business training and support for youth engaged in value chains (e.g. through cooperatives, private businesses, etc.)</li> <li>• Contextually-informed policies and programmes that support safe youth migration, safe sending of remittances, and rural economic diversification, amid changing rural land uses and labor dynamics.</li> </ul>



Key research questions	Desirable outcomes as a result of FTA's influence on youth discourses, policies and programmes, outreach and capacity development
<b>Flagship 4: Institutions and actors in landscape dynamics</b>	
<ol style="list-style-type: none"> <li>1. How are young women and men positioned within rural organizations and forest and land governance?</li> <li>2. How are changes in rural institutions (e.g. new policies or governance systems introduced by governments, cooperatives, or private sector enterprises, normative changes, or other institutional changes) affecting young women and men?</li> <li>3. What institutional arrangements support young women's and men's (secure) access to land and resources?</li> </ol>	<ul style="list-style-type: none"> <li>• Local institutions, collective organizations, and governance mechanisms that offer young women and men voice and influence over the future of forest and agroforestry landscapes.</li> <li>• Measures to improve young people's access to land (e.g. through cooperatives, outgrower associations, land leasing, land markets or purchases, distribution of state land) and resources.</li> </ul>
<b>Flagship 5: Mitigate and adapt to climate change in land and forests</b>	
<ol style="list-style-type: none"> <li>1. How does climate change factor into the livelihood and migration decisions of rural households and their young women and men?</li> <li>2. How are young people contributing to decisions concerning climate change mitigation and adaptation at multiple scales?</li> <li>3. What are the interests and opportunities for young women and men in the bioenergy sector? What are the related training and skills rural youth need, and what are the available technologies and financing options?</li> </ol>	<ul style="list-style-type: none"> <li>• Measures to enhance the voice and influence of young women and men in climate change-related decisions and processes.</li> <li>• New rural and urban opportunities for young women and men in renewable energy/climate change sectors, addressing the technical, marketing and management skills (and finance) needed to fill these roles.</li> </ul>
<b>Monitoring and Evaluation</b>	
<ol style="list-style-type: none"> <li>1. How are diverse groups of young people integrated and engaged in project planning, development and implementation of activities?</li> <li>2. How can young women and men contribute to monitoring changes in, and adaptive learning for the sustainable management of forests and agroforestry systems?</li> <li>3. What indicators are needed to track progress towards improving the equitable inclusion of young people in forest and agroforestry development processes?</li> </ol>	<ul style="list-style-type: none"> <li>• Approaches to engage young people in monitoring change in rural landscapes to make informed decisions about land and resource management.</li> <li>• Project design frameworks and methods that successfully integrate social dynamics (gender, youth, aging, etc.) into project phase development, planning and implementation.</li> </ul>

identified actually cut across and can inform the work of several Flagships. Flagship leaders additionally described efforts focused on youth carried out within their Flagship research portfolio. These included a limited set of activities targeting young mothers, focused on the value of fruit trees for nutrition and value added production; engaging youth organizations in international forums on climate change; and being inclusive of positions for young people within the employment structures of rural enterprises. The questions provided in Table 1 highlight areas for fruitful FTA engagement with youth perspectives moving forward. At this critical juncture, ambitious efforts in this regard will be required if FTA is to contribute to improved livelihoods and enhanced resilience in forestry and agroforestry systems, while honoring the goals and aspirations of young women and men who are their future custodians.

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