



Agricultural livelihoods of rural youth in the drylands of Midelt, Morocco:

An assessment of realities, viewpoints, challenges, opportunities and aspirations

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Agenda

- 1. About the research
- 2. Findings
- 3. Implications

1. About the research

Background

 Research study commissioned by the CGIAR Research Program (CRP) on Dryland Systems



- Organized through Young Professionals for Agricultural Development (YPARD)
- Coordinated by BFH-HAFL
- Conducted between September 2015 and June 2016
- Carried out in the Midelt Province,
 Morocco





Rationale - why?

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- Insufficient knowledge/research around youth and agriculture
- General assumption that farming is unattractive ...
 - Neglecting of agriculture, ageing farming system
 - Increasing youth populations
 - Rural outmigration of youth
 - High youth unemployment
 - Particularly dry areas affected
- ... BUT the sector's future depends on young people's engagement
- Youth are too heterogeneous to be seen as one 'social category'

- Youth must be seen as opportunities
- Agriculture and related sectors as an opportunity:
 - Employment
 - Reducing rural outmigration
 - Inclusive economic growth
- What are the aspirations of youth? Is agriculture part of it? How?
- Context-specific knowledge about different youth needed to account for different situations
- Close 'gaps' between realities and aspirations to engage youth in the agricultural sector

Goal - what?

Provide a diagnostic analysis of the realities, viewpoints, challenges, opportunities and aspirations of rural, farming youth ...

... AND determine possible entry points for support and intervention aiming at improving their livelihoods

- Covering all three agricultural livelihood systems (ALSs) of dry areas:
 - Pastoral
 - Irrigated
 - Rainfed

The research site

- Midelt Province, Morocco:
 - Population: 50,000/250,000 (town/province)
 - Rural area between Middle and High Atlas Mountains → rainsheltered position
 - Agriculture is main employer
 - Fragmented smallholder farming systems
- "All" three ALSs very important

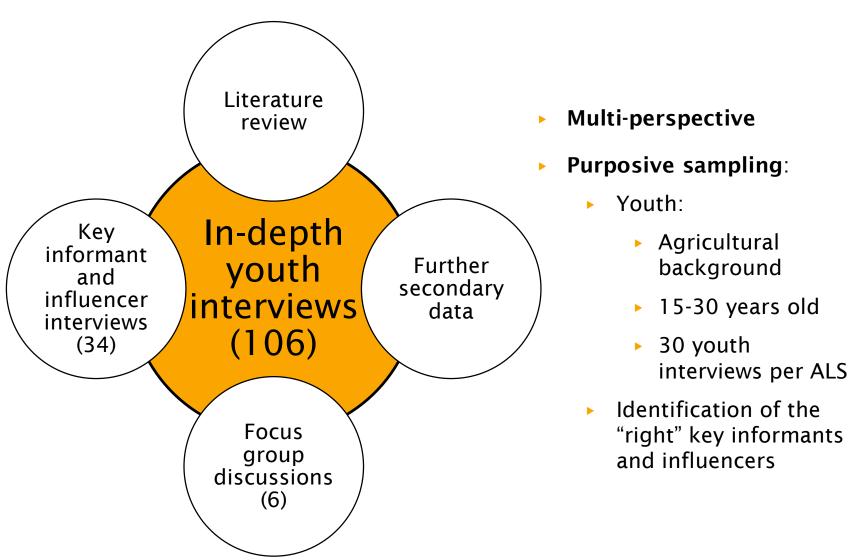


Source: Ezilon.com Regional Maps 2015





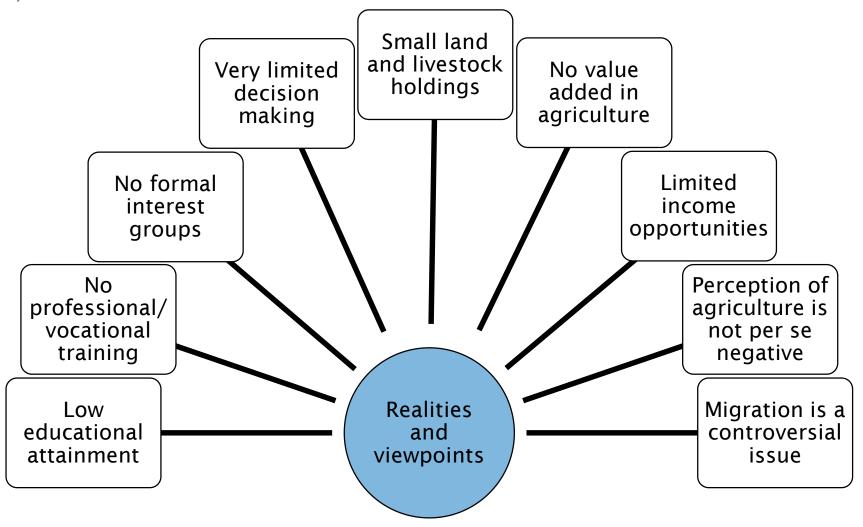
Methodological tools of the research



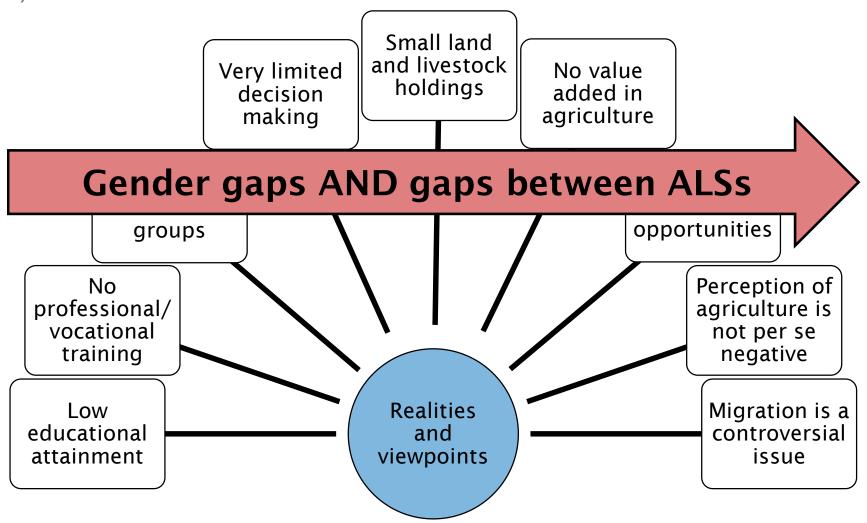


2. Findings

"What are the realities and viewpoints of youth in the three agricultural livelihood systems?"



"What are the realities and viewpoints of youth in the three agricultural livelihood systems?"



"What are the challenges faced by youth from the three agricultural livelihood systems and which solutions/opportunities do they perceive?"



Challenges

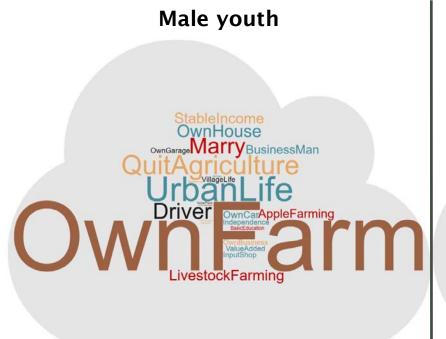
- The unfulfilled basic needs:
 - Low educational attainment, no professional/vocational training
 - Absence of rural infrastructure
 above all roads has
 multidimensional impacts
- State of and limited access to productive resources, i.e. land, water, finance
- No formal interest groups means that support remains inaccessible
- Social inequalities and limited decision making confine the youth

Solutions/opportunities



- Directly linked to challenges
- Fundamental requirements for any other opportunity:
 - Fulfillment of basic needs
 - Securing/improving productive resources
- Youth's identified opportunities:
 - Development of post-harvest infrastructure and value added activities based on local agricultural production
 - Rather vague ideas

"What aspirations do youth from the three agricultural livelihood systems have and do their aspirations correspond to the perceived/existing opportunities?"



Female youth



- Youth may want to combine rurality with modernity i.e. envision viable farming futures - but are unable to overcome current challenges
- Opportunities structural organization of the local agricultural sector, postharvest infrastructure and value added activities, crop and market diversification - may be matched with youth's aspirations, but require support

3. Implications

Implications

Context-specific conclusions and recommendations

1. Further research:

- Study/improve local ALSs
- Impact studies for feasibility/cost-benefit of support options
- Social action research for organizational development

2. Improve basic infrastructure/education:

- Fostering school attendance
- Improve/expand educational offer
- Improve other basic infrastructure, including roads, health care, etc.

3. Improve local agricultural and professional/vocational training

- Promote the limited existing opportunities
- Supply decentralized on-the-field training
- Integrate agricultural and professional/vocational aspects in school curricula

5. Direct support for the agricultural sector:

- Development of post-harvest infrastructure and value added activities
- Structure the sector, diversify crops/markets, support access to productive resources
 - Improve local ALSs

4. Capacity development and support of interest groups:

- Support organizational development
- Introduce mentorship programs for youth
- Develop youth skills and know-how for empowerment

Implications

Context-specific conclusions and recommendations

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Development of post-harvest infrastructure and value added activities

Supporting livelihoods of the local rural youth

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Implications

General conclusions and recommendations

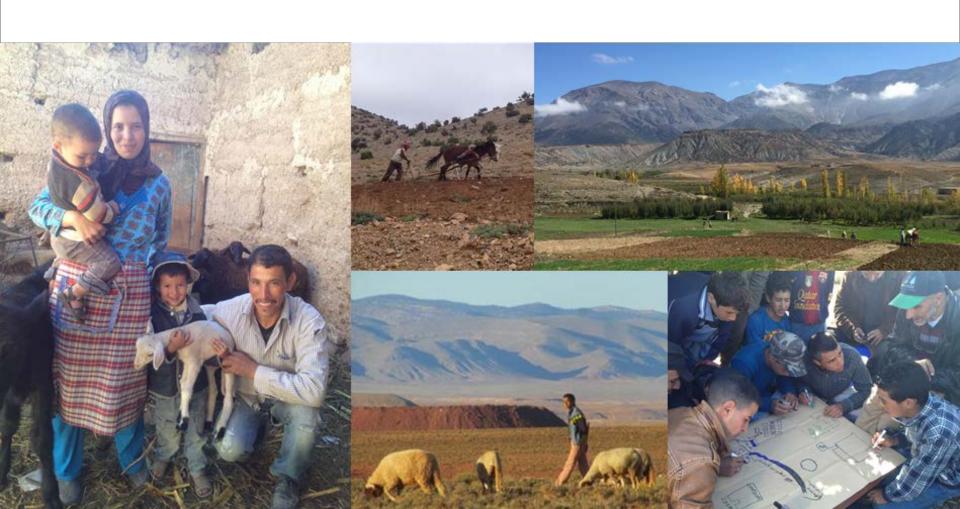
- I. Findings highlight the diversity of youth research, policy and decision makers and support programs must take account of that diversity:
 - Different youth must be recognized
- 2. Research was a first and context-specific assessment only:
 - Further research recommended
 - Impact, success and sustainability of possible actions remain unclear
- 3. Similar approaches to be replicated and scaled up and out:
 - Inform decision and policy makers about requirements in other contexts
 - Young people must have a say how they envision their futures
 - Enable cross-comparisons
 - Further scientific experiences achieve best practice to draw from
- 4. Categorically pair diagnostic assessments with concrete actions

Acknowledgements

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- Photos: Alessandra Giuliani, Nicole Perkins, Bastian Mengel

Youth and Agriculture in Rural Drylands - YPARD video

Short Film: Morocco: Youth of the Drylands - CGIAR video



Thank you for your attention

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Time for questions

