

## Acronyms

<b>ADB</b>	=	Asian Development Bank
<b>ADEA</b>	=	Association for the Development of Education in Africa
<b>AFEJ</b>	=	Asia-Pacific Forum of Environmental Journalists
<b>AMIC</b>	=	Asian Media Information and Communication Centre
<b>CBO</b>	=	Community Based Organisation
<b>CEDEFOP</b>	=	European Centre for the Development of Vocational Training
<b>CGD</b>	=	Centre for Global Development
<b>CHF</b>	=	Canadian Hunger Foundation
<b>CIDA</b>	=	Canadian International Development Agency
<b>CIS</b>	=	Commonwealth of Independent States
<b>CLC</b>	=	Community Learning Centre
<b>CSO</b>	=	Civil Society Organisation
<b>DHS</b>	=	Demographic and Health Survey
<b>EFA</b>	=	Education for All
<b>ETF</b>	=	European Training Foundation
<b>ERDF</b>	=	European Regional Development Fund
<b>ESCAP</b>	=	Economic and Social Commission for Asia and the Pacific
<b>FAO</b>	=	Food and Agriculture Organisation
<b>GCF</b>	=	Green Climate Fund
<b>GDP</b>	=	Gross Domestic Product
<b>GMR</b>	=	Global Monitoring Report
<b>GO</b>	=	Government Organisations
<b>HDI</b>	=	Human Development Index
<b>HIV/AIDS</b>	=	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
<b>IAD</b>	=	Integrated Agriculture Development
<b>ICT</b>	=	Information and Communication Technology
<b>IEA</b>	=	International Energy Agency
<b>IFFAD</b>	=	International Fund for Agricultural Development
<b>IIEP</b>	=	International Institute for Educational Planning
<b>ILO</b>	=	International Labour Organisation
<b>INRULED</b>	=	International Research and Training Centre for Rural Education
<b>IPCC</b>	=	Intergovernmental Panel on Climate Change
<b>ISCED</b>	=	International Standard Classification of Education
<b>LDCs</b>	=	Least Developed Countries
<b>MDG</b>	=	Millennium Development Goals
<b>MPI</b>	=	Multi-dimensional Poverty Index
<b>NGO</b>	=	Non-Governmental Organisation
<b>NRI</b>	=	Natural Resources Institute
<b>OECD</b>	=	Organisation for Economic Cooperation and Development
<b>PPP</b>	=	Purchasing Power Parity
<b>PROAP</b>	=	Principal Regional Office for Asia and the Pacific
<b>PRSP</b>	=	Poverty Reduction Strategy Papers
<b>RCRE</b>	=	Research Centre for the Rural Economy
<b>SENAR</b>	=	Brazil's National Rural Learning Service
<b>TVET</b>	=	Technical and Vocational Education and Training
<b>UIS</b>	=	UNESCO Institute for Statistics
<b>UN</b>	=	United Nations
<b>UNDP</b>	=	United Nations Development Programme
<b>UNECA</b>	=	United Nations Economic Commission for Africa
<b>UNEP</b>	=	United Nations Environmental Programme
<b>UNESCO</b>	=	United Nations Education, Scientific and Cultural Organisation
<b>UNFCCC</b>	=	United Nations Framework Convention on Climate Change
<b>UNICEF</b>	=	United Nations International Children's Emergency Fund
<b>USDA</b>	=	United States Department of Agriculture
<b>VET</b>	=	Vocational Education and Training
<b>WB</b>	=	World Bank
<b>WCEFA</b>	=	World Conference on Education for All
<b>WFP</b>	=	World Food Programme

## Glossary

**Absolute Poverty:** refers to being unable to afford basic human needs, which commonly include clean and fresh water, nutrition, health care, education, clothing and shelter. A level of income below that required to obtain a basket of minimum food (2124 kilo calories per person per day) or other non-food essentials such as clothing and shelter. Ten million people currently live in absolute poverty.

**Adult Education:** educational activities, offered through formal, non-formal or informal frameworks, targeted at adults (generally 15 years and above) aimed at advancing, or substituting for, initial education and training.

**Basic Education:** whole range of educational activities taking place in various settings (formal, non-formal and informal) that aim to meet basic learning needs; in the Dakar Framework for Action the term is synonymous with the broad Education for All agenda. Similarly, the OECD/DAC and standard aid classifications use a definition that includes early childhood education, primary education and basic life skills for youth and adults, including literacy. According to the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage).

**Basic Learning Needs:** essential tools for learning (e.g. literacy, oral expression, numeracy, problem-solving) as well as basic learning content (e.g. knowledge, skills, values, attitudes) that individuals should acquire in order to survive, develop personal capacities, live and work in dignity, participate in development, improve quality of life, make informed decisions and continue the learning.

**Basic Needs:** basic goods and services, such as food, shelter, clothing, sanitation and education, necessary for a minimum standard of living.

**Basic Skills:** refers to some minimum competence in reading, writing and calculating (using numbers). The term is synonymous in many uses with basic learning needs.

**Best Practices:** planning and/or operational practices that have proven successful in particular circumstances. Best practices are used to demonstrate what works and what does not and to accumulate and apply knowledge about how and why they work in different situations and contexts.

**Biodiversity:** the variety of all forms of life, from genes to species, through to the broad scale of ecosystems.

**Capacity Building:** development of an organisation's core skills, such as leadership, management and fundraising.

**Carbon Trading:** a scheme where firms (or countries) buy and sell carbon permits as part of a programme to reduce carbon emissions.

**Civil Society Organisations:** multitude of associations around which society voluntarily organises itself and which represent a wide range of interests and ties. These can include community-based organisations, indigenous peoples' organisations and nongovernment organisations.

**Civil Society:** institutions, organisations and voluntary participants outside of the state, the business world and the family. Specifically, civil society includes voluntary and non-profit organisations of many different kinds, philanthropic institutions, social and political movements and other forms of social involvement.

**Community Based Organisations:** small, local, non-profit organisations that address community needs. Typically they have firsthand knowledge of the problems they are addressing and a personal stake in the success of their solutions.

**Community Participation:** refers to a wide range of degrees of local involvement in external development interventions, from token and passive involvement to more empowerment-oriented forms of local decision-making.

**Conservation:** management of the natural world and its resources. Conservationist aims for sustainable benefit without inflicting damage to the environment.

**Continuing (or Further) Education:** a general term referring to a wide range of educational activities designed to meet the basic learning needs of adults.

**Cooperative:** an autonomous association of persons who voluntarily cooperate for their mutual, social, economic and cultural benefit.

**Decent Work:** decent work emphasises four elements: employment, social security, workers' rights and social dialogue. Employment refers to work of all kinds and has both quantitative and qualitative dimensions. Thus the notion of decent work is applicable not just to workers in the formal economy but also to "unregulated wage workers, the self-employed, and home workers". Further, it refers to both adequate opportunities and remuneration for work (in cash or kind). Decent work also embraces safety at work and healthy working conditions. The social security component of decent work is intended to protect against the risk of losing income.

**Deforestation:** process of clearing of forests. This is seen generally as a negative thing due to the fact that forests and trees protect soil, regulate the climate and contain the greatest biodiversity.

**Desertification:** process of land becoming desert due to climatic change or human action, especially in arid or semi-arid regions bordering existing deserts.

**Digital Divide:** refers to the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communications technologies (ICT's) and to their use of the Internet for a wide variety of activities.

**Early Childhood Care and Education (ECCE):** programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are usually designed for children from age 3 and include organised learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

**Ecosystem:** a community of organisms interacting with each other and with their environment such that energy is exchanged and system-level processes, such as the cycling of elements, emerge.

**Employment:** can be defined from either the supply or the demand side of the labour market. From the supply side, it refers to the total number of employed persons during a given reference period. From the demand side, employment refers to the total number of filled jobs which, owing to the existence of multiple job holding, tends to be higher than the total number of employed persons. Employment includes paid employment as well as self-employment, including unpaid work in an enterprise owned and operated by another member of the household or family, and the production of goods for own final use by households. The production of services (e.g. housework, caring for family members) for own final consumption by households is excluded.

**Empowerment:** ability of individuals or community to do things for themselves gained by increased ability and strength, skills, confidence, more effective organisation and the opportunity to participate in decision-making.

**Enterprise:** a unit engaged in the production of goods or services for sale or barter. In terms of legal organisation, enterprises may be corporations (including quasi-corporate enterprises), non-profit institutions, unincorporated enterprises owned by government units, or private unincorporated enterprises. The term "enterprise" is used in a broad sense. It covers not only production units which employ hired labour, but also those that are owned and operated by individuals working on their own account as self-employed persons, either alone or with the help of unpaid family members. The activities may be undertaken inside or outside the enterprise owner's home, and they may be carried out in identifiable premises or without fixed location. Accordingly, self-employed street vendors, taxi drivers, home-based workers, etc. are all considered enterprises.

**Environment:** complex set of physical, geographic, biological, social, cultural and political conditions that surround an individual or organism and that ultimately determines its form and nature of its survival.

**Evaluation:** a systematic (and as objective as possible) examination of a planned, ongoing or completed project. It aims to answer specific management questions and to judge the overall value of an endeavour and supply lessons learned to improve future actions, planning and decision-making. Evaluations commonly seek to determine the efficiency, effectiveness, impact, sustainability and the relevance of the project or organisation's objectives. An evaluation should provide information that is credible and useful, offering concrete lessons learned to help partners and funding agencies make decisions.

**Functional Literacy:** a person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development.

**Gender Equality:** gender equality occurs when women and men have equal access to socially valued goods and resources.

**Gender Equity:** fair treatment for women and men according to their respective needs. A gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women.

**Global Warming:** increased temperature of Earth's surface, including land, water and near-surface air.

**Globalisation:** is the system of interaction among the countries of the world in order to develop the global economy. Globalisation refers to the integration of economics and societies all over the world. Globalisation involves technological, economic, political, and cultural exchanges made possible largely by advances in communication, transportation, and infrastructure.

**Grassroots Organisations:** organisations based in communities that (may) represent the primary stakeholders vis-à-vis the project and can be implementation partners.

**Green Future:** the vision of the planet and communities which are cleaner, safer and greener than today.

**Green Jobs:** jobs that reduce the environmental impact of enterprises and economic sectors to levels that are sustainable.

**Greenhouse Gas Emissions:** greenhouse gases that allow sunlight to enter the atmosphere freely and contribute to the greenhouse effect, which many believe is the cause of global warming.

**Gross National Product (GNP):** gross domestic product plus net receipts of income from abroad. As these receipts may be positive or negative, GNP may be greater or smaller than GDP.

**Human Development Index:** a yearly assessment produced by the United Nations Development Programme (UNDP) on the progress made by nations in improving living standards. The Human Development Index assesses a country's average achievements in three basic aspects of human development: longevity (life expectancy), knowledge – measured by a combination of adult literacy rate and combined primary, secondary, and tertiary enrolment rates – and a decent standard of living using GDP per person. The HDI was created to place people and their capabilities as the ultimate criteria for assessing the development of a country, rather than economic growth.

**Human Poverty Index 1 (HPI1):** Human Poverty Index for developing countries which measures deprivations in the same three aspects used by the Human

**Development Index (HDI):** longevity, knowledge and a decent standard of living.

**Illiterate:** someone who cannot, with understanding, both read and write a short, simple statement on his or her everyday life. A person who can only read but not write, or can write but not read is considered to be illiterate. A person who can only write figures, his or her name or a memorised ritual phrase is also not considered literate.

**Impact:** changes in the lives of rural people, as perceived by them and their partners at the time of evaluation, plus sustainability-enhancing change in their environment to which the project has contributed. Changes can be positive or negative, intended or unintended. In the log-frame terminology these "per-

ceived changes in the lives of the people” may correspond either to the purpose level or to the goal level of a project intervention.

**Implementation:** individual steps taken when attempting to reach a specific goal. The implementation phase occurs after goals have been set and a strategy has been agreed upon.

**Indicator:** quantitative or qualitative factor or variable that provides a simple and reliable basis for assessing achievement, change or performance. A unit of information measured over time that can help show changes in a specific condition. A given goal or objective can have multiple indicators.

**Indirect Effects:** unplanned changes brought about as a result of the intervention.

**Informal Economy:** exchange of goods and services not accurately recorded in government figures and accounting. The informal economy, which is generally untaxed, commonly includes goods and services including day care, tutoring, or black market exchanges.

**Informal Education:** learning that takes place in daily life without clearly stated objectives. The term refers to a lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experiences and the educative influences and resources in his/her environment – e.g. family and neighbours, work and play, the market place, the library, the mass media.

**Informal Employment:** total number of informal jobs, whether carried out in formal or informal enterprises, or the total number of persons engaged in informal jobs during a given reference period. It comprises the activities of own-account workers and employers in informal enterprises; the activities of all contributing family workers (whether working in formal or informal enterprises); the employment of all employees in informal jobs in formal enterprises, informal enterprises or households; members of informal producers’ cooperatives; and the activities of persons engaged in the own-account production of goods for own final use by their households.

**Informal Job:** own-account workers, employers and members of producers’ cooperatives are considered to have an informal job if their enterprise is an informal enterprise. All contributing (unpaid) family workers are considered to have informal jobs, irrespective of the characteristics of the enterprise for which they work. Activities of persons engaged in the production of goods for own final use by their household (e.g. subsistence farmers) is also considered informal jobs. Employees (including paid domestic workers employed by households) are considered to have informal jobs if their employment relationship is not subject to standard labour legislation, taxation, social protection or entitlement to certain employment benefits (e.g. advance notice of dismissal, severance pay, paid annual or sick leave) for reasons including the following: the job or employee is undeclared (the latter refers, for example, to the employment of illegal immigrants); the job is casual or of a short duration; hours of work or wages are below a certain threshold; the employer is an unregistered enterprise or a person in a household; or the employee’s place of work is outside the premises of the employer’s or customer’s enterprise.

**Input:** financial, human and material resources necessary to produce the intended outputs of a project.

**Job:** a set of tasks and duties meant to be executed by one person. A person can have more than one job at a time (e.g. a teacher driving a taxi during evening hours and weekends).

**Labour Force:** is the sum of the number of persons employed and the number of persons unemployed.

**Land Tenure:** the relationship, whether legally or customarily defined, among people, as individuals or groups, with respect to land.

**Landless Labourers:** those in the developing world, mainly small-scale or subsistence farmers, who are effectively without land.

**LDCs (Least Developed Countries):** some of the world poorest countries designated by the UN as “least developed” on the basis of health care, literacy, and per capita income. Most of them are in Africa, few in Asia and Pacific, and one (Haiti) in the Caribbean. They are generally characterised by subsistence agriculture and varying degrees of lack of competitive industries and exploitable natural resources. Many of them suffer from droughts, floods, hurricanes, and pests, have little prospect of any significant improvement in economic prospects in the foreseeable future, and are likely to remain heavily dependent on external aid for many years.

**Learning:** reflecting on experience to identify how a situation or future actions could be improved and then using this knowledge to make actual improvements. This can be individual or group-based. Learning involves applying lessons learned to future actions, which provides the basis for another cycle of learning.

**Lifelong Learning:** the concept of learning as a process that continues throughout life to address an individual’s learning needs. The term is used widely in adult education to refer to learning processes in many forms and at many levels. See also adult education and continuing education.

**Literacy:** the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society.

**Malnutrition:** not having enough nourishing food with the adequate amounts of protein, vitamins, minerals, calories, etc. to support human growth and development.

**Microcredit:** small loans, usually under US\$ 5,000, to individuals, most often the rural poor, to allow them to escape the poverty trap. The aim is to help them start small businesses or sustain self-employment.

**Migration:** is the movement of people across a specified boundary for the purpose of establishing a new or semi-permanent residence. External migration is where residence changes between a residential unit in the Demographic Surveillance System (DSA) and one outside it, and internal migration is where residence changes from one residential unit to another in the same DSA. Movement from one household to another household within the same compound, home or homestead is internal movement. It is not classified as internal migration and it is treated separately from internal migration.

**Millennium Development Goals (MDGs):** a set of eight goals, together with specific, quantifiable and time bound targets, that were agreed and adopted

by 189 countries at the UN Millennium Summit in September 2000. The MDGs involve a shared commitment to reduce poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women and ensure human development and economic progress in all countries by 2015 or sooner.

**Monitoring:** regular collection and analysis of information to assist timely decision making, ensure accountability and provide the basis for evaluation and learning. It is a continuing function that uses methodical collection of data to provide management and the main stakeholders of an ongoing project or programme with early indications of progress and achievement of objectives.

**Non-Formal Education:** learning activities typically organised outside the formal education system. The term is generally contrasted with formal and informal education. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out-of-school children and youth, life skills, work skills and general culture.

**Non-Government Organisation (NGO):** any local, national, or international organisation, profit or non-profit, whose members are not employed by a government. Most are charitable, research or educational in nature. They are concerned with a wide range of social, economic and environmental issues. (see also civil society organisation and non profit organisation).

**Numeracy:** the ability to add, subtract, multiply and divide. More broadly, it means the knowledge and skills required to effectively manage and respond to mathematical demands posed by diverse situations, involving objects, pictures, numbers, symbols, formulas, diagrams, maps, graphs, tables and text. Encompassing the ability to order and sort, count, estimate, compute, measure, and follow a model, it involves responding to information about mathematical ideas that may be represented in a range of ways.

**Objective:** a specific statement detailing the desired accomplishments or outcomes of a project at different levels (short to long term). A good objective meets the criteria of being impact oriented, measurable, time limited, specific and practical. Objectives can be arranged in a hierarchy of two or more levels.

**Outcome:** results achieved at the level of "purpose" in the objective hierarchy.

**Out-of-School Children:** children in the official primary school age range who are not enrolled in either primary or secondary school.

**Outputs:** tangible (easily measurable, practical), immediate and intended results to be produced through sound management of the agreed inputs. Examples of outputs include goods, services or infrastructure produced by a project and meant to help realise its purpose. These may also include changes, resulting from the intervention, that are needed to achieve the outcomes at the purpose level.

**Paradigm:** general conception, model, or worldview that may be influential in shaping thinking on a particular subject.

**Participation:** one or more processes in which an individual (or group) takes part in specific decision-making and action, and over which s/he may exercise specific controls. It is often used to refer specifically to processes in which primary stakeholders take an active part in planning and decision-making, implementation, learning and evaluation. This often has the intention of sharing control over the resources generated and responsibility for their future use.

**Partnership:** collaboration among institutions to achieve mutually shared and agreed upon objectives and goals that draws on individual strengths and maximises synergies. Effective partnerships, where there is a clear understanding of the contribution of each partner to agreed outcomes, are central to achieving results.

**Performance:** degree to which a development intervention or a development partner operates according to specific criteria/standards/guidelines or achieves results in accordance with stated goals or plans.

**Pesticides:** substances or mixture of substances intended for preventing, destroying, repelling or mitigating any pest.

**Plan:** A scheme, programme, or method worked out beforehand for the accomplishment of an objective:

**Policies:** are broad statements of intent that reflect and focus the political agenda of a government and initiate a decision cycle.

**Policy Reform:** a process in which changes are made to the formal "rules of the game" – including laws, regulations and institutions – to address a problem or achieve a goal such as economic growth, environmental protection or poverty alleviation. Usually involves a complex political process, particularly when it is perceived that the reform redistributes economic, political, or social power.

**Population Density:** The number of inhabitants per unit area of land, for example, per square kilo meter.

**Post-literacy Programmes:** programmes designed to maintain and enhance basic reading, writing and numeracy skills. Like initial literacy programmes, they are usually of short duration (less than one year) and organised to develop specific skills for specific purposes. The "post" is not intended to convey the idea that there is a "pre" and "post" state to literacy acquisition and skill development, but rather refers to the sequencing in programmatic terms for courses and programmes.

**Poverty Gap:** roughly the sum of the difference between the poverty line and actual income levels of all those living below that line.

**Poverty Line:** the level of income below which a person is considered not to be able to satisfy their basic needs. This level varies across time and societies, and each country buses lines which are appropriate to its level of development and its social values.

**Poverty Reduction Strategy Papers (PRSP):** describes the economic and social policies and programmes that a country has agreed to undertake over several years to promote growth and reduce poverty. It describes the country's macroeconomic, structural and social policies and programmes over a three-year or longer horizon to promote broad-based growth and reduce poverty, as well as associated external financing needs and sources.

**Poverty:** as the total absence of opportunities, accompanied by high levels of undernourishment, hunger, illiteracy, lack of education, physical and mental

ailments, emotional and social instability, unhappiness, sorrow and hopelessness for the future. Poverty is also characterised by a chronic shortage of economic, social and political participation, relegating individuals to exclusion as social beings, preventing access to the benefits of economic and social development and thereby limiting their cultural development.

**Programme:** a series of steps to be carried out or goals to be accomplished.

**Project:** an intervention that consists of a set of planned, interrelated activities designed to achieve defined objectives within a given budget and a specified period of time.

**Purchasing Power Parity (PPP):** an exchange rate adjustment that accounts for price differences between countries, allowing international comparisons of real output and income.

**Recommendation:** proposal for action to be taken in a specific circumstance, including the parties responsible for that action. Example: As a strategy to ensure the acceptability of its research results by target users, the Agricultural Science and Technology Institute should establish a centre for sharing of information between the target users and the Institute. Through a systematic information exchange programme, the Institute should provide target users with information on new technologies being developed and obtain their views on how to improve such technologies.

**Relevance:** extent to which the objectives of a project are consistent with the target group's priorities and the recipient and donors' policies.

**Resources:** items that a project has or needs in order to operate, such as staff time, managerial time, local knowledge, money, equipment, trained personnel and socio-political opportunities.

**Review:** an assessment of the performance of a project or programme, periodically or on an as-needed basis. A review is more extensive than monitoring, but less so than evaluation.

**Rural Development:** development that encompasses agriculture, education, infrastructure, and health, capacity-building for other than on-farm employment, rural institutions and the needs of vulnerable groups. Rural development aims at improving rural people's livelihoods in an equitable and sustainable manner, both socially and environmentally, through better access to assets (natural, physical, human, technological, and social capital), and services, and control over productive capital (in its financial or economic and political forms), that enable people address and improve their livelihoods on a sustainable and equitable basis.

**Rural Exodus:** is a term used to describe the migratory patterns that normally occur in a region following the mechanisation of agriculture. In such a situation, there tends to be a movement of peoples from rural areas into urban areas. This trend can be particularly disruptive and enfeebling to rural life if the out-migrants tend to be younger adults, which are viewed as if they were an invested resource.

**Rural Transformation:** seeks to convey a vision of pro-active and positive process of change and development of rural communities in the context of national and global changes in which education is a key instrument for shaping and fulfilling the goal of rural transformation.

**Rural:** a rural area comprises human settlements with relatively small populations and the space is dominated by farms, forests, water, mountains and/or deserts. Typically, rural people have agriculture as their main occupation; they are farmers, nomads, pastoralists, or fishermen. They deal with animal production, transformation and marketing of land and forest products and services.

**School-Age Population:** population of the age group officially corresponding to a given level of education, whether enrolled in school or not.

**Sector:** a sector groups together similar kinds of enterprises which, in terms of their economic objectives, functions, and behaviour, have certain characteristics in common. The result is not necessarily a homogeneous set of enterprises.

**Skill Development:** refers to the acquisition of knowledge, practical competencies, knowhow and attitudes necessary to perform a certain trade or occupation in the labour market.

**Skills:** expertise needed to perform a task or to do a job, or as a product of education, training and experience which, together with relevant knowledge is the characteristic of a competent worker.

**Stakeholders:** an agency, organisation, group or individual who has a direct or indirect interest in the project/programme, or who affects or is affected positively or negatively by the implementation and outcome of it. In this Guide, primary stakeholders is the term used for the main intended beneficiaries of a project.

**Strategic Planning:** a broad description of the activities that would normally be carried out as part of project development, from start to finish, and the milestones that would generally be achieved along the way, such as implementation agreements, registration, etc. The plan should also explain the different aspects that need to be addressed as part of project development, and illustrate basic principles that are to be followed. The sequence of and relationship between main activities and milestones should also be described. The appraisal report should be used as a starting point for refinement of the strategic plan as well as detailed operational planning.

**Subsidy:** a payment made by government to producers to contribute towards production costs. Subsidies are usually given either to keep the prices of goods low and/or stable, or as a transfer from taxpayers to producers of particular goods.

**Supervision:** a process in which the legally responsible organisation administers the loan, periodically reviews progress towards objectives, identifies key obstacles, helps find workable solutions and makes strategic changes, as required.

**Sustainability:** likelihood that the positive effects of a project (such as assets, skills, facilities or improved services) will persist for an extended period after the external assistance ends.

**Sustainable Development:** development that meets the needs of people today without compromising the ability of future generations to meet their own needs.

**Target Groups:** main beneficiaries of a programme or project that are expected to gain from the results of that programme or project; sectors of the population that a programme or project aims to reach in order to address their needs based on gender considerations and their socio-economic characteristics.

**Target:** a specified objective that indicates the number, timing and location of that which is to be realised.

**Technical and Vocational Education and Training (TVET):** programmes designed mainly to prepare students for direct entry into a particular occupation or trade (or class of occupations or trades).

**Technical Assistance:** foreign aid (either bilateral or multilateral) that takes the form of the transfer of expert personnel, technicians, scientists, educators, economic advisers, consultants, etc. rather than a simple transfer of funds.

**Technology Transfer:** disseminate knowledge and technology in order to develop expertise in both products and processes.

**Under-development:** an economic situation characterised by absolute poverty, low per capita incomes, low rates of economic growth, low consumption levels, poor health services, high death rates, high birth rates and vulnerability to and dependence on foreign economies.

**Under-employment:** a situation in which a worker is employed, but not in the desired capacity, whether in terms of compensation, hours, or level of skill and experience. While not technically unemployed, the underemployed are often competing for available jobs.

**Unemployed:** comprise all persons above a specified age who, during the reference period, were: (a) without work; (b) currently available for work; and (c) actively seeking work.

**Unemployment Rate:** percentage of the labour force (the employed and unemployed population) ages 15 years and older who are not in paid employment and also not self-employed but who are available for work and have taken specific steps to seek paid employment or self-employment.

**Unemployment:** an economic condition marked by the fact that individuals actively seeking jobs remain un-hired.

**Urbanisation:** an increasing concentration of the population in cities and a transformation of land use to an urban pattern of organisation. It is caused by the migration of people from the countryside to the city in search of better jobs and living conditions. Urbanisation is also defined by the United Nations as movement of people from rural to urban areas with population growth equating to urban migration.

**Vector-Borne Disease:** one in which the pathogenic micro-organism is transmitted from an infected individual to another individual by an arthropod or other agent, sometimes with other animals serving as intermediary hosts.

**Voucher:** a document recording a liability or allowing for the payment of a liability, or debt.

**Work Plan:** a detailed document stating which activities are going to be carried out in a given time period, how the activities will be carried out and how the activities relate to the common objectives and vision. The work plan is designed according to the logical framework and contains a description in each cell of the work plan table of each activity and output, its verifiable indicators, the means of verification and its assumptions.

## Index

This index covers chapters 1 to 5 and the overview. The index is in word-by-word order taking into account items in three levels of classification. The first level classification shows the major titles whereas sub-headings within each of them are shown at the second level classification. The key words are presented at the third level and they also come from tables, boxes and figures.

Sub-headings are arranged alphabetically by the significant term, ignoring prepositions and insignificant words (e.g. "causes of poverty" is indexed as "poverty").

Definitions and terms can be found in the glossary and additional information can be found in the statistical annex.

### A

ADB, 5-6, 67-69, 91, 94  
 Aga Khan Foundation, 185  
 agrarian change, 3, 54  
 Amartya Sen, Nobel Laureate Economist, 77, 105  
 A.P.J Abdul Kalam (India), 165  
 Arab States  
     Egypt, 23, 105, 135-136, 138, 142, 153  
     Yemen, 105

### B

basic competencies, 10-11, 81  
 basic tools of learning, 13, 87  
 BRAC, 30, 65, 74-75, 168  
 building learning society, 187

### C

Central Asia, 52, 79, 82  
 Central/Eastern Europe, 82  
 Challenging the Frontiers of Poverty Reduction, 30, 75, 168  
 civil society organisations, 38, 44, 179, 184, 195, 197, 200  
 clean development mechanism, 135, 147  
 climate change, 17, 19, 22-24, 26-27, 43-45, 48, 51-52, 57, 106, 118, 120-121, 124, 132-139, 142-145, 147-151, 153, 155-156, 194-195  
 combating rural poverty, 5, 67, 86  
 communication and negotiation skills, 25, 149  
 community learning centres, 22, 34, 126, 176  
 community organisations, 36-37, 40, 145, 181, 183, 188  
 community radio, 19, 39, 116, 187  
 conditional cash transfers, 30, 167-168  
 CONFINTEA, 176  
 corruption, 7, 39, 41, 54, 70, 187, 190  
 costs of intensive farming, 148

### D

Dakar Framework 2000, 4, 59-60  
 decentralisation, 34, 37, 40, 56, 181, 183, 189  
 DFID, 91-93, 95

### E

East Asia/Pacific

Australia, 138, 141  
 China, 3-5, 9, 11, 16-18, 37, 49, 52, 55, 57-58, 62, 67-68, 73, 75, 81, 85, 99, 108-111, 114, 134, 136, 138, 140, 142, 145, 150, 153, 162, 176, 182  
 Indonesia, 55, 69, 102, 105, 136, 142, 145, 153, 155, 176  
 Malaysia, 5, 18, 53, 55, 67-68, 108, 114, 176  
 Philippines, 18, 23, 55, 73, 100, 105, 114, 135, 137-139, 142, 146, 153, 154, 164, 173,  
 Republic of Korea, 138, 142  
 Thailand, 4, 54-55, 73, 108-109, 137-138, 142, 147, 152-153, 173, 176  
 Vietnam, 5, 54, 67-68, 99, 168, 176  
 eco-adviser in agriculture, 27, 156  
 education, skills and pathways  
     poverty reduction interventions, 67  
         Bangladesh, 65, 73-76  
         lessons learned, 171, 185  
         obstacles in fighting poverty, 70  
     unmet needs, 5, 67  
 education and skills, 5, 10, 13, 18, 29, 32, 44, 48, 51, 68, 76-77, 80, 86, 98, 114, 136, 160-162, 170, 171, 173, 175, 177, 195  
 empowerment of women, 15, 96  
 escape from rural poverty  
     agricultural professionals, 83  
     bridging skills  
         assets building blocks, 92  
         components of sustainable livelihood approach, 92  
         sustainable livelihood approach, 92  
         types of assets, 94  
 decent work agenda, 71  
 discourse, 71  
 general higher education, 83  
 Global Employment Agenda  
     Bangladesh, 73-76  
     China, 73, 75  
     decent work, 71-72  
     India, 73  
     labour market, 70-72  
     rural-urban continuum, 72  
 nature of skills development  
     concept, 77  
     World Education Forum, 78  
 non-formal, adult and lifelong learning, 81  
 perspective of rural transformation, 85  
 primary education  
     dropout, 76  
     out-of-school children, 79  
 second level education  
     curriculum focus, 80  
     overseas competition, 80  
     production technology, 80  
     training, 80-82  
     vocationalisation, 80  
 skill needs in rural areas  
     basic services, 89  
     learning community, 89  
     learning contents, 88  
     learning needs, 88  
     life skills, 88  
     rural occupational categories, 87  
     skills-based education, 88  
 spectrum of skills  
     vision of education, training and skills, 84  
 tertiary education, 83  
 youth, gender and migration

- defining youth, 95
- engendering skills and jobs, 96
- gender inequalities in agriculture, 98
- human capital, 96
- rural out-migration, 99-101

Expert Consultation on Energy and Protein Requirements, 108  
 European Centre for the Development of Vocational Training, 23, 138, 142  
 European Union, 43, 97, 193

## F

FAO, 32-33, 54, 58, 94, 108, 171, 173  
 farm planning and management, 13, 87  
 fighting hunger
 

- critical literacy
  - disadvantaged neglected groups, 126
  - networks of community learning centres, 126
  - programmes, 126
- food access, 105
- food availability, 105
- food security
  - access, 105
  - agro-pastoralist, 105
  - availability, 105
  - crops plantation, 109
  - definition, 105
  - deforestation, 109
  - energy and protein requirement, 108
  - features, 105
  - fisherfolk, 105
  - forests, 105
  - goals, 105
  - horticulture, 109
  - hunger, 112
  - issues, 105
  - land degradation, 109
  - landless farmers, 105
  - market mechanism, 105
  - mechanised farming, 109
  - minimum mean energy, 108
  - prices, 105-106, 108, 111-112, 119-121
  - priorities, 105
  - shortages, 105
  - smallholders, 105, 108-109
  - starvation, 105-106
  - undernourished people, 106
- food security and agricultural development
  - carbon trading, 123
  - demands of biofuels and food, 120
  - economic resilience, 122
  - food cultivation, 121
  - land tenure and property rights, 122
  - post-harvest and wastes, 121
  - resource efficiency, 122
  - science of genetics, 122
  - sustainable agricultural intensification, 120
  - sustainable food production and supply, 122
  - sustainable healthy, safe diets, 122
- food insecurity
  - commercial agriculture, 108
  - food energy deficiency, 108
- food processing, 119

- food storage, 105
- food utilisation, 105
- skills and capacity needs
  - potential interventions, 123
  - programme areas, 124
  - skills and capacity areas at local levels, 124
- social protection
  - mid-day meal scheme, 115
  - nutrition programmes, 115
  - public distribution system, 115
  - rural employment guarantee, 115
- turning skills into jobs
  - cooperatives, 127
  - sustainable livelihood approach, 128

formal training, 10, 77

food security, 4-5, 8, 16-23, 36, 52, 57, 61-62, 72, 75, 83, 94-95, 101, 103-112, 114, 116-119, 121-128, 135, 149, 171, 179, 188

## G

Grameen Bank, 31, 169-170  
 green future, 5, 22, 59, 61-62, 95, 128, 135  
 green skills, 25, 27, 136-138, 145-146, 149, 154-155, 157  
 green transition, 24, 27-28, 141, 143, 148-149, 152, 155-156  
 governance, 9, 12, 28-29, 36, 40-41, 51-54, 56, 70, 72, 86, 95, 109, 115-116, 161, 163, 177, 179, 181, 188, 190, 192-193

## I

ICT, 30, 60, 186-188  
 IFAD, 50-51, 91, 93-94, 96, 185  
 IIEP, 54  
 ILO, 8, 23, 26-27, 30, 69, 71, 76, 80, 91, 138, 142-143, 147, 149, 150-151, 153-155, 168, 170  
 Intergovernmental Panel on Climate Change, 139  
 integrated approach, 29, 37, 92, 94, 128, 133, 137, 140-141, 164, 178, 182  
 integrated pest management, 124, 173  
 integrated rural development, 53-54, 94  
 international cooperation, 43, 45, 90, 150, 193, 197, 199-200  
 International Food Policy Research Institute, 106  
 International Labour Conference, 71  
 International Standard Classification of Occupations, 27, 155  
 International Symposium on Education for Rural Transformation, 57  
 issues, skills development, 61-62, 105

## K

Kyoto Protocol, 140-141, 147, 155, 194

## L

labour market, 7-10, 16, 22, 27-28, 30, 33, 35-36, 42, 56, 70-73, 77, 81-82, 128, 137, 142-143, 146, 149, 151-152, 154, 156, 167, 172, 174, 177-179, 193  
 labour market information system, 154  
 Latin America/Caribbean
 

- Brazil, 14, 22, 32, 52, 58, 96, 108-109, 121, 135, 138, 140, 142, 144, 153-154, 173-174
- Costa Rica, 138, 142, 153
- Dominican Republic, 99
- Mexico, 58

 learning community, 14, 58, 60, 89-90, 187  
 learning society, 14, 34-35, 39, 58, 90, 126, 176, 187  
 life skills, 4, 10-11, 13-14, 56, 59-60, 77, 81, 88, 97

## Annex

lifelong learning, 5, 7, 11, 14, 21-22, 34, 38, 40, 59, 60, 70, 81, 90, 125, 161, 176, 184, 188-189, 191  
 livelihood strategies, 36, 91, 93, 178  
 longitudinal surveys, 74

## M

macro policies for greening agriculture, 25, 149  
 media, 39, 45, 62, 186-187, 194, 196  
 migration, 6, 15-16, 29, 50, 55-56, 62, 66-67, 68-69, 74, 85, 95, 98-100, 115, 165-166  
 Millennium Development Goals, 4, 5, 10, 43-44, 49, 54, 56-57, 67, 73, 78, 106-108, 193, 195  
 monitoring and evaluation, 34, 40-41, 108, 115, 151, 160-161, 176, 189, 190-191

## N

National Rural Employment Guarantee Scheme, 127  
 NGOs, 12, 18, 36, 38, 40, 45, 54, 62, 86, 115-116, 126, 129, 153-154, 176, 179, 183-185, 188, 196-197  
 non-farm activities, 6, 8, 21, 69-70, 74, 84, 127  
 North America/Western Europe  
   Denmark, 138, 141  
   France, 138, 141  
   Germany, 138, 141  
   United States, 120, 134, 136, 138, 141  
   Spain, 138, 142  
   United Kingdom, 122, 138, 141, 145, 158

## O

occupational categories, 13, 27, 62, 86, 87, 155  
 OECD, 20, 42, 62, 106, 192-193  
 on-the-job training, 167, 177  
 oral rehydration therapy, 114  
 overview  
   agrarian change, 3  
   artisan, 3  
   beneficial and mutual interaction, 3  
   bridging skills, jobs and poverty reduction, 14  
   city dwellers, 3  
   combating rural poverty  
     paradox, 5  
   cross-cutting concerns  
     World Development Report, 15  
     youth, a neglected agenda, 15  
   developed countries, 3  
   developing countries, 3  
   economic crisis, 4  
   education and skills  
     access to secondary education, 11  
     European models, 11  
     labour force, 11  
     mixed approach, vocationalisation, 11  
   EFA Goal 3 and Goal 4  
     learning objectives, content and process, 5  
   escaping rural poverty  
     discourse, 7  
     national income, 9  
   farm planning and management, 13  
   farmer, 3  
   fighting hunger  
     benefits of technology, 17

capacity building, 20  
 food access, 19  
 food availability, 19  
 food price inflation, 17  
 food security in China, 17  
 food security in sub-Saharan Africa, 17  
 food utilisation, 19  
 nutrition status, 19  
 regional disparity in agriculture, 17  
 social protection measures, 18

food security, 4-5, 8, 16-23, 36

governance, issues

awareness raising, 22  
 institutions of the poor, 36  
 mobilising the poor, 36  
 NGOs, civil society organisations, 38, 44-45  
 stakeholders, 36-38, 43

industry, 20, 24

international cooperation

Adaptation Fund, 43  
 climate change fund, 43  
 coalition of supporters, 44  
 Global Climate Change Alliance, 43  
 Green Climate Fund, 43  
 international exchange, civil society and NGOs, 45  
 learning from diverse experiences, 45  
 Pilot Programme for Climate Resilience (World Bank), 43  
 resource mobilisation, 43

issues in skills development, 5

learning community, 14

life skills, 10, 13-14

lifelong learning

community learning centres, 34  
 components, 34  
 educational services, 32-33  
 learning society, 34

links between education and rural transformation, 3

man-made and natural disasters, 4

monitoring and evaluation, 40-41

nature of skills development

basic competencies, 10  
 broader concept of skills development, 10  
 institutionalised formal training, 10  
 organisational and management skills, 10  
 TVET, 10

population Reference Bureau, 3

priorities, education and skills and development

basic education, 32  
 early childhood development, 32  
 illiterate adults and parents, 32  
 nomadic people, 32  
 refugees and internally displaced people, 33  
 remote rural people, 32  
 school enrolment, 32  
 school-feeding programme, 32  
 working children, 32

productive capacities, 3

roles and responsibilities

civil society organisations, NGOs, 38  
 community organisations, 40  
 decentralisation, 40  
 ICT, 39

- integrated approach, 37
  - media, 39
  - private sector, 37, 40
  - rural cooperatives, 39
  - rural trade unions, 39
  - social capital, effective utilisation, 37
  - village Panchayat, 37
  - roles and responsibilities, framework for action
    - rural-urban linkages, 29
    - social protection and safety nets, 29-31
    - structural change in economies, 28
  - role of skills development
    - animal disease, 6
    - bureaucratic and legal barriers, 7
    - credit policy, 7
    - deficiency, infrastructure and institutional, 7
    - economic development, 6
    - economic growth, 6
    - epidemic outbreaks, 6
    - farmland shortage, 7
    - HIV/AIDS, 6
    - investment losses, 6
    - job creation, 8
    - labour market flexibility, 7
    - macroeconomic conditions and policies, 7
    - market fluctuations, 6
    - migration, 6
    - on-the-job, in-house training, 7
    - population pressure, 7
    - poverty reduction, 5
    - resource and endowment, 7
    - role of agriculture and non-farm activities, 6
    - rural non-farm enterprises, 6
    - rural skills and training development project, 7
    - safety net, 7
    - social-cultural obstacles, 7
  - rural disadvantaged, 3
  - rural out-migration, 16
  - rural poor, 3
  - rural transformation and skills development, 3
  - rural women, 3
  - rural youth, 3
  - secondary and vocational education
    - access, 33
    - livelihood dependence, 33
    - second quality, 33
  - skills and capacity needs for food security
    - community learning centres, 22
    - disadvantaged and neglected groups, 22
    - gender injustice and disparity, 22
    - learning, knowledge and skills, 21
    - multiple-pronged approach, 22
  - skills and jobs for food security, 16
  - skills and jobs for green future
    - climate change, effects, 22-23
    - green transition, 24
    - second generation green revolution, 25
    - social and economic adjustments, 24
    - sustainability issues, agriculture and rural economy, 24
  - skills and jobs, green rural transformation
    - core, generic and portable skills, 25
    - green skills, categories, 25
    - policy challenge, 25-26
  - skills for youth
    - empowerment of women, 15
    - gender discrimination, 16
    - gender equality, 15
    - low educational levels/poor learning outcomes, 15
    - quality education for girls, 15
    - scattered populations, 15
    - training services for youth, 15
    - women's poverty, 15
  - skill needs, rural areas
    - basic tools of learning, 13
    - occupational categories, 13
    - quality of life improvement, 13
    - taxonomy, 13
    - typology, 13
  - social exclusion
    - context, 9
    - dropout/primary school, 9
    - industrial countries, 9
  - spectrum of skills
    - rural skills interventions, 12
    - World Group on Social Development, 12
  - structural challenge
    - agricultural and rural production, 4
    - consumption habits and patterns, 4
    - dynamics of rural-urban interaction, 4
    - flexibility and creativity of educational programmes, 4
    - new information technology, 4
    - non-renewable resources, 4
    - quality and relevance of education, 4
    - structural vulnerability, 4
    - tectonic shifts, 4
  - sustainable development classification
    - balanced consumption, 21
    - demand of biofuel and food, 20
    - food losses and wastes, 20
    - interdisciplinary approach, 20
    - land tenure and property right, 21
    - smallholder farmers' skills, 20
    - viability of food production, 21
  - sustainable livelihood approach, 14
  - tenant farmer, 3
  - tertiary education
    - academic programs, 34
    - research and extension services, 34
    - technical assistance, 34
    - technology, 34
    - training, 34
  - turning skills into jobs
    - employment information, 35
    - jobs-search and placement, 35
    - labour market and information, 35
    - livelihood strategies, 36
    - skills and jobs linkages, 35
  - UN General Assembly, 4
  - wage labour, 3
  - world population, 3
- P**
- policy challenge, 25, 151
  - policy environment

## Annex

## basic education

- dropout and failure, 171
- Education for Rural People partnership project, 171
- illiterate adults, 171
- learning achievement, 171
- modalities of learning, 171
- nomadic people, 172
- refugees and internally displaced people, 172
- remote rural people, 172
- school-feeding programme, 171
- skills training, 171
- special education, 172
- working children, 171

## employers' skills demand, 177

## employment information, 178

## entrepreneurship and innovation, 177

## extension services, 181

## governance issues

- building institutional capacity, 179
- farmers' investment needs, 181
- institutions for the poor, 179
- participation of stakeholders, 180

## labour market information, 178

## lifelong learning

- community learning centres, 176
- community ownership, 176
- learning society, 176

## microcredit and social business

- collateral-free loans, 169
- Grameen Bank model, 169
- investment, 170
- profit, 169
- rural women, 169
- social needs, 169
- solar panel system, 170

## productive jobs

- mismatches between skills and jobs, 177

## regional approach

- native knowledge, 165
- participatory planning, 164
- partnership programme, 164
- physical connectivity, 165
- resource pooling, 164
- Rural Business Hub programme, 165

## research, 175

## resource mobilisation

- climate change funds, 194
- international cooperation, 197
- priorities, 193-194
- public plans, 193-194
- regional cooperation, 196
- resources needs, 196

## role of stakeholders

- Aga Khan foundation, 185
- civil societies and NGOs, 184-185
- communication, 187
- community organisations, 183
- governance, 190
- government, 180
- Gyandoot network, 186
- information and communication technology, 186-187
- measurement of skills, 192-193

## media, 186-187

- monitoring and evaluation, 192
- rural cooperatives, 188
- rural private sector, 182-183
- rural trade unions, 188
- rural transformation index, 191
- tracking rural transformation, 191

## rural-urban linkages

- economic, 164
- innovation, 164
- interconnectivity, 163
- physical, 163
- potential, 164
- scope, 164
- services and amenities, 164
- strengthening, 164

## secondary/post-primary education

- Delors Commission, 172
- field farmer school, 173
- generic competencies, 173
- inter-cultural understanding, 172
- quality, 172
- technical and vocational education, 173
- use of science, 172

## social protection and safety nets

- basic health services, 166
- conditional cash transfers, 167
- disability insurance, 166
- experiences, 167
- food aid, 167
- labour market intervention, 167
- safe work regulations, 168
- safety nets and measures, 166-167
- scholarships, 167
- social pensions, 168
- survivors' benefits, 166
- vouchers, 167
- wage/employment subsidies, 167
- workers' compensation, 166

## solar power, 170

## structural change, 161-163

## sustainable livelihood framework, 178

## technical assistance, 175

## technology development, 176

## tertiary education

- academic programmes, 175
- agricultural education, 175
- deficiencies and constraints, 175
- role, 175
- short term courses, 175
- technical assistance, 175
- technology development, 176

## training, 176

## vocational and technical education

- general problems, 173
- National System of Industrial Apprenticeship, 174
- off-farm skills development, 173
- pest management, 173
- relevance, 173

## WIND methodology, 168

## potentials for agriculture, 148

## private sector, 12, 15, 18, 33, 35, 37, 40, 54, 62, 83, 86, 91, 94, 109, 116, 124,

126, 129, 139, 147, 156, 175, 178, 182-183, 185, 188, 195  
 productive capacities, 3, 29, 54, 168  
 public distribution system, 18, 112, 114-117  
 public-private Panchayat partnership, 165

## R

resource endowment, 7, 70, 165  
 role, skills development, 5, 42, 67, 193  
 rural poor, 3, 14, 23, 36-37, 43, 54, 69, 75, 88, 91-93, 95, 113, 116, 132-133, 134, 137, 166, 171, 179, 180, 182, 193  
 rural poverty, 5-6, 8-9, 13, 23, 28, 43, 48, 51-52, 54, 65, 66-69, 71, 74, 76, 86, 91, 93-95, 100, 106, 127, 133, 156, 173, 185  
 Rural Poverty Report 2011, 50-51  
 rural trade unions, 39, 188  
 rural transformation, 3-5, 10, 12-16, 25, 28, 32, 35-36, 40-45, 49, 52-59, 61-62, 67, 77-78, 85-86, 90-91, 95, 99-101, 123, 127, 133, 138-139, 142, 155-156, 161, 163, 170, 175, 178-179, 181, 189, 190-193, 195, 197  
 rural transition, 55  
 rural women, 9, 15, 31, 51, 54, 73-74, 97-98, 169  
 rural youth, 12, 15, 33, 35, 56, 83, 86, 95-96, 172, 174, 178, 176, 181  
 rural-urban interaction, 4, 58, 172  
 rural-urban linkages, 29, 163-164

## S

safety nets, 6, 29-30, 34, 69, 118, 140, 166, 168, 176  
 skills and jobs for green future  
   climate change impacts  
     coping with the feminisation of poverty, 134  
     global warming, 134  
     overcoming marginalisation and disparity, 133  
     policy contexts, 138  
     promoting sustainable production and consumption, 134  
     social and economic impacts, 135  
   greening rural transformation  
     carbon trading, 140  
     economic and social adjustments, 140  
     green transition, 141  
     greenhouse gas, 141  
     mitigating effects, 142  
   skills and jobs for green rural transformation  
     agricultural meteorology, 155  
     agriculture, forestry and livestock, 153  
     carbon financing, 155  
     core, generic and portable skills, 150  
     education and training, 156  
     effectiveness of skill training, 154  
     green skills, 154  
     informal economy, 153  
     irrigation, 155  
     organic farming, 153  
     policies, 150  
     public sector, 152  
     renewable energy, 156  
   sustainable rural transformation  
     drivers of change in skill needs, 143  
     green jobs, 143  
     second generation revolution, 148  
     skill shortages, 143  
 skills and jobs linkages  
   agenda for education and skills

Dakar Goal, 59  
 food security, 57, 61  
 Global Monitoring Report 2012, 60  
 green economy, 62  
 issues of skills development, 62  
 learning community, 58, 60  
 basic learning needs, 49  
 concept of basic education, 49  
 Education for All, 49  
 opportunities  
   concept, 53-54  
   rural education, 53  
   strategies, 55  
   vision, 53  
 relevance of education  
   efficiency, 60  
   equity, 60  
   quality, 60  
 rural people and poverty  
   basic services and livelihood, 49  
   demographic changes, 51  
   population distribution, 49  
   poverty line, 50  
   skills and jobs, 49  
   sustainable development, 49  
   urbanisation, 49  
 rural poverty and vulnerability  
   agricultural development, 52  
   Rural Poverty Report 2011, 51  
 rural transformation  
   changing paradigms, 53  
 Millennium Development Goals, 49  
 understanding rural  
   common features of rural communities, 58  
 World Conference on Education for All, 49  
 World Education Forum, 49  
 skills development, 5, 7, 10-16, 26, 28-30, 32-36, 39-40, 42-45, 51, 56, 61-62, 66-67, 70, 74, 77, 79, 80, 82-83, 85-86, 89-90, 95-99, 105, 122-123, 136-138, 144-149, 151-154, 161-163, 166, 173-174, 176-179, 181-183, 185, 188-190, 193, 195, 197  
 skills development for youth, 15, 96  
 skill needs, rural areas, 13, 86-87  
 skills strategy, OECD, 193  
 social exclusion, 9, 29, 76, 166  
 social protection, 8-9, 18, 28-31, 34-35, 41, 71, 75-76, 112, 114-115, 142, 161, 163, 166-168, 178  
 solar power, 136, 147, 170  
 South West Asia  
   Bangladesh, 9, 19-20, 23, 30, 53, 55, 65, 73-76, 105, 116-118, 123, 125, 127, 135, 138-139, 142, 144, 150, 153, 168-170, 176, 186  
   India, 3-4, 9, 16, 18, 30, 34, 37, 48-49, 52-53, 55, 57-58, 73, 76, 95, 99-100, 105, 111-116, 121, 134-136, 138, 142, 145, 152, 153, 160, 165, 167, 169, 176, 179-180, 182, 186-187  
   Nepal, 53, 164, 176  
   Pakistan, 53, 78, 105, 176, 185  
 structural challenge, 4, 57  
 Sub-Saharan Africa, 3, 11, 17, 22, 33, 49, 51, 59, 73, 81-82, 97, 99, 106-108, 125, 135, 170, 172, 192  
   South Africa, 15, 52, 55, 96, 108, 137, 142, 146, 150, 152, 154-155  
   Ghana, 107, 121  
   Guinea, 107, 109, 176  
   Kenya, 107, 154  
   Mozambique, 107, 109

## Annex

---

Burkina Faso, 78, 105, 170

Cameroon, 105

Senegal, 105, 107, 162

Ethiopia, 106-107, 162

Burundi, 106-107

Malawi, 107, 162, 170

Mali, 135-137, 138-139, 142, 145-146, 150, 153-155

Rwanda, 107

Tanzania, 107, 170

Zambia, 107, 109, 170

Uganda, 98, 106-107, 127, 138-139, 147, 150, 153, 156, 170

sustainable livelihood approach, 14, 22, 35, 56, 71, 91, 93-94, 128, 178

### T

tertiary education, rural perspective, 33, 175

Theodore Schultz, Nobel Laureate Economist, 109

### U

UN, 15, 88, 95, 105, 150, 153, 183

UN Framework Convention on Climate Change, 147, 150, 194

UN Hunger Task Force, 105

UNDP, 137

UNEP, 121

UNESCO, 4, 32, 45, 52, 54, 57-58, 59, 61, 171-172, 176, 183, 196-197

UNESCO INRULED, 3-5, 45, 57, 58-62, 172, 197

UNICEF, 78, 176

University of Stockholm, 57

urbanisation, 4, 26, 49-51, 55, 59, 99-100, 107-109, 161, 163, 172, 191

### W

wage labour, 3, 56, 74, 166

WHO, 88, 108

women's poverty, 15, 98

World Bank, 11, 41, 43, 52, 78, 80-81, 91, 109, 170, 185, 190, 194

World Commission on Environment and Development, 133

World Food Summit, 105

world population, 3, 49, 138

World TVET Report, 61