

Training Manual for Local Governance and Women Group Representatives

Introduction



**Skills and Knowledge
for Rural
Transformation**



**For the Occasion of
The 20th Anniversary of INRULED**

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Foreword

In most developing countries, agriculture continues to be the key to reducing poverty, empowering women, and ensuring food security for the livelihoods of rural people. The challenges faced by rural people are diverse and growing perpetually, however. These include potential conflicts over increasing food and water insecurity, and the largely unpredictable long-term effects of climate change, an issue whose very breadth and seriousness may compound existing challenges and create yet more. Small farmers, local government and women self-help representatives, NGOs and policy-makers in developing countries are all grappling with these challenges at different levels.

The research evidence reveals that rural people in general are the most disadvantaged in terms of access to services, including education and training, and are the worst served by infrastructure of various kinds. Rural people are most likely in many settings to be amongst those who were not being reached in the drive towards the Millennium Development Goals (MDGs). Rural women, in particular, shoulder the burden of the world's poverty, particularly in the Least Developed Countries (LDCs) and Sub-Saharan Africa. They have been deprived for too long from participating in the opportunities and benefits of economic growth and globalization.

There is an increasing need for a flexible work-force capable of being re-trained, perhaps repeatedly; production tasks that increasingly require the application of intelligent judgement to technological tasks and systems rather than dexterity in manual skills; the need for workers to comprehend, interpret and communicate, not between discrete processes but as participants within often intricate human and machine systems; and the emergence of entrepreneurial skills in societies where possibilities seem limitless, but in which increasingly the prevailing culture seldom provides clear references for good practice.

In attempting to deal with these issues, the importance of training cannot be underestimated. The skills to improve productivity, increase adaptability to deal with change and crisis, and facilitate the diversification of livelihoods to manage risks are at a premium in rural areas. In many cases, these skills are an issue of survival. Providing these skills effectively is one of the key challenges of rural development, but it has not always been well met, usually because the contextual factors that prevent small farmers from accessing and applying training have not been addressed.

The experiences of development projects show that we do not always understand how to address training need of rural people, particularly of women. This training manual is an attempt to redress the balance – to provide local government women self-help group representative, policy makers and trainers with a clearer understanding of how they promote livelihood skills in rural communities and how their resources may be better deployed to achieve the up-skilling that rural agricultural producers need so desperately.

The training manual is an attempt in mounting innovative training and development programmes for core trainers of the representatives of local governing bodies and women groups responsible for rural transformation at community level. This initiative of the UNESCO International Research and Training Centre for Rural Education (UNESCO-INRULED) requires co-operation between countries to plan and design grassroots-level programmes to prepare Local Government Representatives (LGRs) and representatives of Women Groups to become effective planners, implementers and managers of skill development related activities in rural communities with the aim of expanding infrastructure and availability of skills development; creating more employment; and improving the quality and relevance of skills development programmes and training.

I hope that this training manual will be well received by farmers, local government and women self-help representatives, NGOs, policy-makers, bankers, and the rural youth in developing entrepreneurship skills and setting up their own enterprises to become wealth creators for their countries.

A handwritten signature in black ink, appearing to read 'Qian TANG', with a long horizontal flourish extending to the right.

Qian TANG, PhD
Assistant Director-General for Education
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The Manuals relied truly upon the impressive inputs from the staff of INRULED; especially, Mr. Ren Chao, and Mr. Zhu Zi. Work carried out by Mr. Ren Chao and Mr. Ren Jianping, in preparing the design and layout of the report deserves special recognition.

In the preparation of these modules we have taken recourse of several documents, training modules, guides, training materials and other relevant reference documents. Being the first version, we will acknowledge and include all these references in the final version of the module after the validation of this initial attempt.

WANG, Li

UNESCO International Research and Training Centre for Rural Education (INRULED)

1.

INTRODUCTION



The UNESCO International Research and Training Centre for Rural Education (INRULED) commissioned a study on “Education and Training for Rural Transformation: Skills, Jobs, Food and Green Future to Combat Poverty” (May 2012) which provided considerable evidence for the marginalisation of rural populations and the incidence of poverty within rural areas. The report revealed that rural people in general were the most disadvantaged in terms of access to services, including education and training, and were the worst served by infrastructure of various kinds. It asserted that rural people were most likely in many settings to be amongst those who were not being reached in the drive towards the Millennium Development Goals (MDGs). Rural women, in particular, shoulder the burden of the world’s poverty, particularly in the Least Developed Countries (LDCs) and Sub-Saharan Africa. They have been deprived for too long from participating in the opportunities and benefits of economic growth and globalisation.

Most of the rural population depends, directly or indirectly, on small-scale food crop agriculture, fishery, pastoral animal husbandry or rural wage labour associated with plantations and ranches, and ancillary activities linked to the economies of the rural life and rural townships. Many rural families need to diversify their sources of income and employment in view of increasingly smaller land-holdings, low agricultural productivity, volatile weather conditions and soil erosion.

The report argued that most rural people suffer from a lack of training and advisory services that would allow them to upgrade their managerial and technical skills and solve immediate production problems, thus improving productivity and increasing profitability. This is further compounded by governments' inability to have sufficient budgets to finance the costs of training and advisory institutions. The technicians of public institutions generally do not have the necessary private sector orientation and business spirit to provide practical advice to rural people in particular the rural entrepreneurs.

Education and training are often of inadequate quality. Teachers and trainers may be unqualified, equipment and technology out-dated, and teaching and training methods ill-suited to rural contexts. There is an increasing need for: (1) a flexible work-force capable of being re-trained, perhaps repeatedly; (2) production tasks that increasingly require the application of intelligent judgement to technological tasks and systems rather than dexterity in manual skills; (3) workers to comprehend, interpret and communicate, not between discrete processes but as participants within often intricate human and machine systems; and (4) the emergence of entrepreneurial skills in societies where possibilities seem limitless, but in which increasingly the prevailing culture seldom provides clear references for good practice.

Policies and programmes for education, training, skills development and the creation of jobs therefore cannot ignore the special conditions and contexts of rural people. Moreover, urbanisation is building new patterns of economic, ecological and social interaction between rural and urban areas. The phenomenon of rural-urban migration, for example, is both a problem and an opportunity. A

well-designed transformational process that builds skills and capacities and applies an ecological perspective can be positive and mutually beneficial for both urban and rural people.

Technical and vocational education and training and skills development, together with basic and adult education, are vitally important for building a sustainable future based on youth employment, poverty reduction, social inclusion in rural communities and respect for the environment. Maximising the contributions of skills development to social and economic progress requires that a broad vision be developed, encompassing a multiplicity of purposes, providers, settings and learners. Skills development, wherever and however it occurs, must be made visible, appreciated, supported and given due attention in policy and action.

With this broad perspective and in view of emerging challenges of the galloping technological revolution, INRULED is developing this training manual to mount innovative training and development programmes for core trainers of the members of local governing bodies and women groups responsible for rural transformation at community level. This initiative requires cooperation between countries to plan and design grassroots-level programmes to prepare Local Government Representatives (LGRs) and representatives of Women Groups to become effective planners, implementers and managers of skills development related activities in rural communities with the aim of: (1) expanding infrastructure and availability of skills development; (2) creating more employment; and (3) improving the quality and relevance of skills development programmes and training.

2 ABOUT THIS MANUAL



The past few decades have witnessed the emergence of local governance bodies (LGBs), women’s groups and public and private support institutions in rural areas in an increasing number of developing countries particularly in the Asia-Pacific region. The responsibility for providing and developing education, training and skills at the grassroots level has been assigned to these entities. Consequently, these local bodies and entities have to shoulder this responsibility and provide increasing opportunities for skills training to rural communities through both formal and non-formal channels.

Vested with the responsibility of skills development and other social services, anti-poverty programmes, etc. these local government bodies have a crucial role to play not only in promoting these programmes but also the well-being of the rural people. This awareness on the part of public representatives has become an important component of rural transformation. The movement’s success and sustainability, however, depend upon the extent to which their representatives, especially the women members, are oriented and trained to manage the diverse skills development programmes for rural communities.

Skills development programmes and activities are organised differently in different countries. In an attempt to make provisions for skills training in rural communities, the representatives of these entities need to be oriented and trained in the concept and functions of skills development programmes. The training manual has been designed for orienting local government representatives (LGRs) and representatives of women groups in the different aspects of skills development and training and the role they can play in providing appropriate skills for different target groups at the grassroots level. Effective skills development mechanisms can help rural poor enhance productivity and translate the increased productivity into more and better jobs.

The methodology and approach that is followed by INRULED ensures that training in skills development is linked to economic and employment opportunities, and that disadvantaged target groups, particularly poor women and girls, can realise these opportunities and thereby be economically empowered.

It is important to note that this manual does not lay down precise steps to be taken for promoting skills development in rural communities. This manual is an aid for building the capacity of LGRs and members of women groups in rural areas in making strategic choices in their organisations about skills development related interventions. The manual attempts to open up different perspectives on skills development interventions. It lays down the wide range of choices open to a skills development intervention practitioner. It makes her/him aware of the various implications of such choices. It also provides tools and techniques to identify skills development opportunities and interventions. However, it does not tell a skill development practitioner to intervene in this way or that. Various frameworks and formats used in the manual are therefore indicative. These need to be adapted to meet the requirements of the area and the organisation involved. They should help the practitioner think and think more systematically. They should also help the practitioner systematically investigate skills development opportunities and interventions.

However, trainees will not find specific recommendations on how to promote skills in specific context. Trainers and the trainees will have to explore such opportunities by themselves, drawing on the insights and techniques described in this manual.

3 WHO CAN USE THIS MANUAL?



The manual is designed to identify and meet the training needs of the representatives of LGRs and rural women groups in developing countries, each with a different system of local governance and skills development and training programmes.

Consequently, the manual deals with the training requirements of LG and women group representatives for providing and supporting skills and training programmes and activities within the context of their own needs. Grassroots level planners, administrators and facilitators of integrated rural development may also find this manual equally useful for themselves and for those who train other rural development professionals.

The manual is aimed at developing competence- and skills-base of Local Government Representatives (LGRs) and members of women groups responsible for the development of rural communities so as to increase both the quantity

and the productivity of rural people, both men and women, employed in farm and non-farm activities.

The major objective of the manual is to encourage participatory dialogue and sharing of experiences by LGRs and women groups. It can also serve as a tool for demonstrating clearly the essential stages for developing and implementing skills development and training programmes, targeting particularly women. Finally, the manual provides relevant questions to be considered in various situations so as to avoid mistakes.

The manual has eight modules dealing with specific aspects of the role and responsibilities of local government representatives and members of women groups in skills development and training programmes for rural people. Gender and related issues are cross-cutting themes.

4. HOW TO USE THIS MANUAL?



The manual has been developed for the trainers of Local Government Representative (LGRs), and members of rural women groups responsible for implementing rural transformation and development programmes. The manual consists of the following ten modules.

Module I	Rural Development and Sustainable Livelihoods.
Module II	Poverty, Rural Hunger and Migration.
Module III	Developing Gainful Opportunities and Growing a Green Future.
Module IV	Empowering Women.
Module V	Meeting Special Needs.
Module VI	Transformative Role of Local Government Representatives.
Module VII	Designing and Organizing Training of Local Governance and Women Group Representatives.
Module VIII	Monitoring, Evaluation, Documentation, Dissemination and Follow-up.
Module IX	Financing Rural Entrepreneurs: Micro-Finance and Micro-Credit.
Module X	Water, Hygiene, Sanitation and Community Mobilisation.

Each module in the manual deals with different aspects of skills development and training programming; thus each module may be used independently. Examples of best practices and successful and innovative skills development programmes and failures have also been included in each module. A number of activities have been introduced to guide and enable LGRs to contextualise the concepts in their own situations.

The training manual is user friendly and needs to be adapted by the users themselves to make it more relevant to the specific local context. Users are also invited to add relevant information for the specific setting to any of these modules. The modules also encourage participants to raise questions where information on their own issues is lacking. This will allow them to complete the contents of the module within their own local context.

The purpose of this manual is to provide trainers with the tools needed to equip local government and women group representatives to run successfully the skills development programmes for rural communities, thus providing increased skills training opportunities for all, in particular the women and impoverished and marginalised population groups. We, therefore, encourage the wide spread dissemination of this manual, its adaptation and its translation.

5.

SUMMARY OF MODULES



Module I → Rural Development and Sustainable Livelihood

This module introduces the meanings of rural transformation and development and summarises the different processes of livelihood promotion in rural communities. The module also provides information about the rural transformation methodology and presents the various processes and tools that have been developed and tested by INRULED through implementing technical cooperation projects in Asia and the Sub-Saharan Africa.



Module II → Poverty, Rural Hunger and Migration

This module highlights the critical importance of ensuring food security (combating hunger) and paying attention to related aspects of agricultural and other economic activities. It explains the issues of

skills development and job creation in rural areas and then outlines relevant features and characteristics of food security; the meaning and concepts of hunger and malnutrition; identifies causes and effects of hunger on rural people and their children; suggests nutritional guidelines for the rural poor, disadvantaged and vulnerable people; and outlines strategies that address the rural hunger, food wastage and food insecurity.



Module III Developing Gainful Opportunities and Growing a Green Future

The module provides a series of practical ideas and skills on how to develop self-employment opportunities for rural youth; use effectively the new production technologies and methods; design new products and markets, business and life skills; risk-taking aptitude; decision-making competences; self-confidence and self-esteem among rural entrepreneurs. It suggests ways and means for motivating the unemployed youth towards entrepreneurship; provides guidance on the business opportunities available in the community; and outlines modalities for creating awareness about the training programmes, finance schemes of the banks and support from government and other organisations.



Module IV Empowering Women

This module presents strategies and skills for addressing the issues related to the empowerment of rural women.

The introductory section is designed to ensure that trainees are properly aware of the significant role women play in agricultural and rural development and sets the scene for the main body of the training. It then enables trainees to a fuller understanding of the constraints and problems faced by rural women, as well as of the reasons why women have so far had only limited access to extension activities. It is aimed at stimulating discussion among participants, giving them opportunities to analyse stereotypes and assumptions which may have limited their awareness of the importance of effectively reaching women farmers.

It is followed by typical issues related to analysing the situation of women in the specific area in which field LGRs and women groups operate. It provides considerations about the kind of information that could be useful for planning effective extension activities considering gender aspects. It also provides a detailed methodology to assist LGRs and extension workers to use the information they have gained about the needs, constraints and opportunities of rural women choosing extension packages which are relevant and appropriate to women's specific situation. Problems and issues that are generally encountered from time to time are used in assisting LGRs and extension staff to develop ways to overcome them.

Finally, the module highlights the practical issues which facilitate women's participation in extension activities. The module also looks at the role of women groups and ways to work with them for extension activities.



Module V Meeting Special Needs

Living in rural areas poses particular challenges for people with disabilities in accessing education, skills training, and employment opportunities. This module will equip the LGRs with basic tools to help in dismantling the barriers that rural disabled people face. It will enable them to explore ways and means to improve their livelihoods, those of their families, and for playing an active role in community development.

The module identifies the most prominent disadvantaged population groups and highlights the critical challenges they are facing to improve their livelihoods. It suggests a set of special skills and income generation activities separately for each marginalised population group for improving their livelihoods. It explains the meaning of terms such as poverty, deprivation, disadvantaged and vulnerable population groups. It outlines factors responsible for the low socio-economic standards of these typical population groups and suggests a series of education and skills programmes and activities for meeting the special needs for sustainable livelihoods for each population group.



Module VI **Transformative Role of Local Government Representatives**

The public administration in rural areas has relatively weak capacities to implement policies and to maintain conducive conditions for entrepreneurial initiatives. The module places particular emphasis on streamlining the business and regulatory environment for rural entrepreneurs; business development services for rural farm and non-farm workers including women entrepreneurs; collective self-help capacities and advocacy roles; linking private sector associations, NGOs and universities; preparing rural youth for entrepreneurship, etc. The strategies that are followed include: participatory approaches to helping the rural poor; institutional structure for skills development; and elements of a “bottom-up” growth strategy.

The module also provides tools and techniques for building the capacity of local government representatives in planning the integrated rural development programmes on the one hand and identifying strategies for building institutional capacities of local government institutions in rural communities on the other. This module is a useful source of information for any organisation involved or working on LG issues.



Module VII Designing and Organising Training of Local Governance and Women Group Representatives

This is a “how-to” type module, intended for the representatives of local governance and women groups in rural areas (referred to in this module as community mobilisers) who want to stimulate social change in a community in the direction of more development, poverty eradication, better governance, increased integrity and transparency in the management of community affairs; in short, empowerment of that community.

In this module the discussion on history, theory, ideology and description is minimal. More and more emphasis has been placed on the needed skills and understanding of concepts useful to community mobilisers.

The module is intended to be used extensively by new mobilisers in the community. The module is aimed at providing tools and techniques for designing and organising training of representatives of local governance and women self-help groups in developing livelihood programmes of rural people.



Module VIII Monitoring, Evaluation, Documentation, and Dissemination and Follow-up

Like any skills development programme, a rural development programme or activity should be regularly monitored and evaluated to assess its efficiency and effectiveness. The main objective of this module is to develop skills of the participants to assess whether or not the desired objectives have been achieved. Monitoring and evaluation techniques presented in this module are designed to help in assessing community-based development programmes and to check on the efficiency and effectiveness of innovative programmes and activities.

This module aims at providing guidelines for trainers on successful planning, monitoring and evaluation of a training programme for LGRs. It provides information on the planning of a programme that will involve LGRs in all activities of rural livelihood development.



Module IX Financing Rural Entrepreneurs: Micro-Finance and Micro-Credit

This module highlights the importance and role of the micro-finance and micro-credit play in rural transformation, i.e. improving the livelihood standards of rural people engaged in both farm and non-farm activities. It outlines the relevant features and characteristics of micro-finance and micro-credit.

The module contains vital information that all borrowers should know and understand about micro-credit loan application, micro-credit loan agreement, resources to assist micro-credit borrowers with their concerns and grievances, common terms used by micro-credit lenders and the consequences of not paying a micro-credit loan.

The important gaps discussed in this module are skill gaps, limited knowledge of financial procedures used by the rural micro-credit institutions, limited implementation capacities, and complex and low operating capacities and result-orientation of people and micro-credit institutions. Finally, the module describes a selected number of successful and failure stories.



Module X Water, Hygiene, Sanitation and Community Mobilisation

The training module explains the various aspects of water, hygiene and sanitation so that rural people can come to know the relevance of these factors. This is an area which is highly overlooked in developing countries.

The aim of the module is not to prescribe, but to suggest ways and means, stimulate change and provide ideas and guidance to all those who want to make rural area a better place for sanitation and hygiene. So that all users interpret the module in the same manner, the module clarifies the major concepts used, i.e. water, environmental sanitation facilities and rural hygiene literacy and community mobilization.



6

TRAINING GUIDE



Each module is provided with a session guide to support trainers for conducting the training sessions. These sessions have been presented as independent units which can be combined or taken up individually at the convenience of the trainer and the training group. Activities and exercises within the module can be incorporated suitably to further expand the sessions.

The purpose of the guide is to provide the trainers with the tools needed to equip local government and women group representatives to run successful skills development programmes for rural communities, thus providing increased skills training opportunities for all, particularly women. In the Training Guide, the number of sessions in each module varies depending on the nature and coverage of each module. In the session guide there is an easy description on how to facilitate each session. At the end of each session, trainers should assess the learning of the participants gained from the session.

Trainers/facilitators should ask questions to make sure that the participants could follow the discussions and achieve the objectives of the session. Trainers who would use this guide for conducting training courses should read the entire manual especially concept notes with full concentration.

Considering the local context trainers/facilitators need to prepare needed materials (hand-out, case story, PowerPoint presentations, Flip chart, poster etc.) re-

lating to the topics of the sessions before the start of the training. This will help the trainers to facilitate the sessions properly. The methodology and time for each activity described in the session guides are indicative.



7. FOLLOW-UP AND SUPPORT



Each module discusses the needed post-training support to ensure that training carried out leads to employment. This section of the training guide discusses the means of post-training activities that are used to facilitate market and rural enterprise development and stresses on the organisational strengthening and human and social capacity building for the successful implementation of integrated rural development projects and activities. The aim is to strengthen the capacity of service providers and stakeholders. The post-training support for market and rural enterprise development aspect consists of micro-enterprise development; business planning; preparation of financial records and exporting of quality non-traditional agriculture produce.



Acronyms

ABC	=	Authorised Business Correspondents
ACEB	=	Community Action for Education and Literacy Project
ACEV	=	Analysis, Comparison, Evaluation and Verification
AIDS	=	Acquired Immune Deficiency Syndrome
AKF		Aga Khan Foundation
APPEAL	=	Asia-Pacific Programme of Education for All
ARC	=	Association for Retarded Citizens
ATLP-CE	=	UNESCO-PROAP Training Material for Literacy and Continuing Education
BRI	=	Bank Rakyat Indonesia
BT	=	Bio-Technique
CBI	=	Community-Based Interventions
CBOs	=	Community-Based Organizations
CBRH	=	Community-Based Reproductive Health
CDWs	=	Community Development Workers
CHAs	=	Community Health Agents
CLCs	=	Community Learning Centres
CNFA	=	Citizens Network for Foreign Affairs
CSR	=	Community Social Responsibility
DAM	=	Dhaka Ahsania Mission
DEWD	=	Developing Entrepreneurship among Women with Disabilities
DFID	=	Department for International Development (U.K.)
EDC Inc	=	YES Campaign

ERs	=	Elected Representatives
EUROPS	=	European Office for Programme Support
FAO	=	Food and Agriculture Organization
FATS	=	Farmers, Administrators, Traders, and Scientists
FBOs	=	Faith-Based Organisations
FTF	=	Farmer Trains Farmer
GASS	=	Grameen Abyudaya Seva Samsthe
GAWU	=	General Agricultural Workers Union
GBAO	=	Gorno-Badakhshan Autonomous Oblast
GBV	=	Gender-Based Violence
GDP	=	Gross Domestic Product
GIS	=	Geographic Information System
GOs	=	Government Organisations
GPS	=	Global Positioning System
GVSU	=	Grand Valley State University
HIV	=	Human Immunodeficiency Virus
HKH	=	Hindu Kush Himalayan Region
ICRC	=	International Committee of the Red Cross
IDP	=	Integrated Development Plan
IDP RNFE	=	Rural Non-Farm Economy
IDPs	=	Internally Displaced Persons
IFAD	=	International Fund for Agricultural Development
IFFCO	=	Indian Farmers Fertiliser Cooperative Limited
IGA	=	Income Generating Activities
IGPs	=	Income Generationg Programmes
IIRM	=	Institute of Insurance and Risk Management

ILO	=	International Labour Organisation
INRULED	=	UNESCO International Research and Training Centre for Rural Education
IOM	=	International Organization for Migration
IT	=	Information Technology
KEDI	=	Korean Educational Development Institute
KFC	=	Kentucky Fried Chicken
KVK	=	Krishi Vagyan Kendra
LABs	=	Local Area Banks
LCPS	=	Low-Cost Private Schools
LDCs	=	Least Developed Countries
LG	=	Local Government
LGBs	=	Local Government Bodies
LGIs	=	Local Government Institutions
LGRs	=	Local Government Representatives
LSGs	=	Local-Self Governments
LSI	=	Livelihood Sustainability Index
M&E	=	Monitoring and Evaluation
MADRE	=	Mothers and Daughters Raising Expectations
MDGs	=	Millennium Development Goals
MFIs	=	Micro-Finance Institutions
MFW	=	Migrant Farm Worker
MIR	=	Mission International Rescue
MRP	=	Marginalized Rural People
MSDSP	=	Mountain Societies Development Support Programme
MSE	=	Micro and Small Enterprises

NA	=	Needs Assessment
NFE	=	Non-Formal Education
NGOs	=	Non-Governmental Organisations
OPM	=	Office of the Prime Minister
PACS	=	Primary Agriculture Cooperative Societies
PDA	=	Personal Digital Assistants
PICS	=	Brand of bags used in Nigeria for cowpea storage
PPCEP	=	Pre-school Parent Child Education Program
PRA	=	Participatory Rapid Appraisal
PWD	=	Persons With Disability
R&D	=	Research and Development
RBC	=	Red Blood Cells
RIU	=	Research into Use
RRBs	=	Regional Rural Banks
RRN	=	Rural Reconstruction Network
RTM	=	Rural Transformation Methodology
SAF	=	Student Action with Farmworkers
SCI	=	Save the Children International
SCR	=	Success Case Replication
SFW	=	Seasonal Farm Worker
SHGs	=	Self Help Groups
SL	=	Sustainable Livelihood
TBA	=	Traditional Birth Attendants
TTBAs	=	Trained Traditional Birth Attendants
TVET	=	Technical and vocational education and training

UNDG AWP	=	United Nations Development Group: Annual Working Plan
UNDP	=	United Nations Development Programme
UNEP	=	United Nations Environment Programme
UNESCO	=	United Nations Educational, Scientific and Cultural Organization
UNHCR	=	United Nations High Commission for Refugees
UNICEF	=	United Nations Children’s Fund (formerly United Nations International Children’s Emergency Fund)
USAID	=	United States Agency for International Development
VCT	=	Voluntary Counselling and Testing
VPP	=	Village Pay Phone
WE	=	World Education
WEDGE	=	Women’s Entrepreneurship Development and Gender Equality
WFP	=	World Food Programme
WGRs	=	Could not be found in this Module
WHO	=	World Health Organisation
WRAP	=	Waste Resource Action Programme (U.K.)
WRC	=	Women’s Resource Center
WV	=	World Vision
YIKE	=	Youth Initiatives Kenya
YMCA’s	=	Young Mens Christian Association
YWCA’s	=	Young Womens Christian Association
ZECCs	=	Brand of Evaporative Coolers (India)
ZI	=	Zambia Initiative