

Skills Development for Rural Transformation (Skills for All)

Vision and Strategy Paper



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

An initiative on Skills Development for Rural Transformation (described in short as Skills for All or SFA) is proposed to be launched by UNESCO-INRULED. The mandate of UNESCO-INRULED is to promote education and training for rural transformation, directing these efforts to develop skills and capacities in order to enhance employment, income and combat poverty, especially for disadvantaged rural people. In the context of global change and national circumstances, skills development patterns and processes for better matching the supply of skills and changing job requirements need to be redesigned, especially for rural youth and women. The goal of sustainable livelihood consistent with human dignity and justice has to guide the skills development strategy and programmes. The justification and rationale for SFA are explained in the UNESCO-INRULED report *Education and Training for Rural Transformation: Skills, Jobs, Food and Green Future to Combat Poverty* (2012).

It is evident that the Millennium Development Goals (MDG) and Education for All (EFA) goals for 2015 will not be realised for significant proportions of the populations in the developing world, especially rural populations in Sub-Saharan Africa and South Asia. SFA will focus particularly on EFA goal 3 (ensuring equitable access for all young people and adults to “appropriate learning and life skills programmes”) and goal 4 (achieving a 50 percent improvement in adult literacy and “equitable access to basic and continuing education for all adults”). The rural people in developing countries remain particularly deprived in these areas – which is both a cause and a consequence of rural poverty. The emphasis in SFA will be to determine and support what can be done up to 2015 and beyond in order to lift the rural poor out of poverty.

The urgency has heightened for paying attention to rural transformation and making education the vehicle for this transformation. New sources of vulnerability for the poor, especially the poor people in the rural areas, have arisen. In the global market, economic crisis originating in the financial centres of the West affects poor people in the remote hamlet in Africa. There are new threats



to food security of people. Man-made and natural disasters including effects of climate change endanger life and livelihood of millions. These hazards affect disproportionately the rural people, because more of the poor are them.

Rural areas are diverse and are in a state of transition. It is essential to turn the continuing and inevitable transition of rural areas, often with adverse consequences on the rural economy, environment and people's life, into an active and positive process of transformation of rural communities. The educational and skills development programmes have to become a vital part of this transformation through committed partnerships of the government, communities, businesses, and civil society. The paramount need, largely neglected so far, is to adapt, adjust and re-direct skills development priorities, strategies and resources to the rural people guided by a sustainable livelihood approach.

The overall goal of SFA is to build skills and capacities of rural youth and women which empower them to improve their living condition and life prospects, and play their role in rural transformation and in shaping a national development model guided by equity, justice, human dignity and harmony with nature.

This overall goal is reflected in five SFA objectives:


1. Facilitating the development of national policies of skills development for youth and adults within the framework of rural transformation goals and strategies in national development;
2. Promoting the exploration of policy and operational implications of the sustainable livelihood approach for skills and jobs creation that empowers and strengthens the agency of rural communities and people, ensures food security, enhances green development and helps combat rural poverty;
3. Undertaking collaborative action research with national institutions and agencies in aspects of skills development for rural transformation (SFA) in the Asia-Pacific and Sub-Saharan Africa regions;
4. Organising workshops and training for planners, managers, trainers, facilitators, and researchers and other personnel related to SFA missions and activities; and

5. Designing teaching and learning materials as well as technical guides and manuals, applying the sustainable livelihood approach, related to:

- Education and training;
- Governance;
- Tolerance and conflict resolution;
- Environmental conservation;
- Food security;
- Health;
- Income-generation and employment opportunities;
- Microcredit and social business as part of poverty alleviation strategies;
- Social protection for the vulnerable; and
- Planning, managing, monitoring and evaluation of SFA activities.

UNESCO-INRULED will:

- Work collaboratively, in partnership with participating countries, agencies, and institutions in developing action research projects in skills development for rural transformation in the specific developmental contexts and needs in countries, applying the principles of sustainable livelihood;
- Support exploration and analysis of options in policy and strategy for rural transformation, national development implications, and skills and capacity building for rural transformation;
- Participate in designing skills development and training packages, manuals, and materials and national capacity building for this purpose;
- Help develop tool kits on the design, delivery, and implementation of training programmes to improve skills and advocacy among communities;
- Identify, develop, and monitor networking, best practices, strategies, and skill improvement; and
- Promote generation of resources through international cooperation and at national level for SFA activities.



Participatory and collaborative monitoring and evaluation will be an important feature of SFA activities which will be encouraged and capacity development for this purpose supported by UNESCO-INRULED. Genuine sharing of responsibilities will be emphasised in each participating country by setting up national and local bodies such as community and parents associations where the stakeholders would ensure that their interests are addressed in the projects. Government agencies at different levels, NGOs and community organisations are seen as key actors in the implementation of SFA.

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1. What is Skills for All (SFA)?

Skills for All (SFA) is a short version of Skills Development for Rural Transformation. It is an initiative to support skills and capacity building for rural people, especially youth and women, who remain disadvantaged and in poverty. The aim is to help bring quality education and training opportunities to rural youth and women to help them acquire diverse livelihood and occupational skills. This is a key part of the mandate for UNESCO International Research and Training Centre for Rural Education (INRULED) to promote training and research for rural transformation. This fits major international and national development goals and initiatives, especially Education for All (EFA), and the Millennium Development Goals (MDGs). The justification and rationale for SFA are explained in the UNESCO-INRULED report *Education and Training for Rural Transformation: Skills, Jobs, Food and Green Future to Combat Poverty* (2012).

SFA will contribute to the empowerment of rural people, particularly youth and women, by addressing their special needs for skills development, including:

1. Literacy including computer literacy, numeracy, problem-solving and productivity skills (functional literacy and continuing education and training) to enhance capacity of workers to respond effectively to income-earning opportunities;
2. Knowledge and skills required for healthful living, the use of new technologies of production and intelligent and sustainable use of natural and environmental resources; and
3. Awareness of the disadvantaged people of their rights and entitlements to decent jobs and livelihood opportunities and their role in governance and decision-making related to their own well-being and livelihood, including provisions and management of education, training, working conditions and basic social services.




SFA is an INRULED initiative in linking poverty-related activities to the diverse needs of rural people and placing rural transformation prominently on the agenda of national development. It is focused on building skills and capacities for seizing economic opportunities, improving livelihoods and enhancing the quality, relevance and efficiency in the context of changing community scenarios in general, and in rural areas in particular. It is aimed at all levels of educational interventions in the form of various formal, non-formal and informal education and training. It is envisaged as a joint programme involving governments at different levels, NGOs, civil society, private sector and UN and other international agencies.

Phase I of the SFA initiative, extending from mid- 2012 to mid- 2014, will be carried out in interested countries in the Asia and the Pacific region and Sub-Saharan Africa.

2. Why Skills for All (SFA)?

The political and socio-economic developments of the last two decades have aggravated the plight of rural people and in many cases increased the intractable and harsh realities facing them in terms of serious deprivation, destitution, oppression, loss of livelihoods, educational backwardness and increasing marginalisation. Approximately 1.2 billion people struggle to survive on less than a dollar per day. The vulnerability of the poor arising from economic crisis, food insecurity, armed violence, as well as natural and man-made hazards, have worsened.

The ambitions and expectations that prompted the international community to adopt the Millennium Development Goals (MDG) for 2015 will fall short seriously for a large proportion of the world's poor, the majority of whom are in rural areas. In 2010, the UN General Assembly's forward-looking review of the progress towards the Millennium Development Goals by 2015 made it clear that several of the MDGs will be missed in many countries, and major intensified efforts will be needed to narrow the gap between the goals and the achievement. That children, youth and adults in rural areas bear the major bur-



den of poverty and vulnerability, affecting every aspect of their physical, social, economic and emotional development demands much greater efforts than witnessed so far, backed by commitment and a sense of urgency at national and international levels.

2.1 SFA: A New Perspective on Skills Development

Goals set globally and individually by nations for education development in the 21st century cannot be realised without giving special attention to the situation of rural population in developing countries. The problems of poverty and deprivation in rural areas and their spill-over into urban areas do not lie in preventing urbanisation and keeping the rural people confined to rural areas – which would be impossible in any event. Nor is it a realistic option to promote the mythical autarky or self-sufficiency of rural communities. Change in both rural and urban areas is inevitable, marked by the movement of people, demographic transition, and new economic pressures and opportunities. The inexorable forces of change, which have many known and unforeseen adverse consequences for people, especially in rural areas, have to be turned into positive development and enhancement of people's capacities to cope with changes. A major development challenge is to manage and guide a progressive transformation of rural areas – keeping in view the blurred boundaries and the dynamic linkages between rural and urban areas. While every aspect of rural transformation and development deserves close and undivided attention, therefore, there needs to be an unequivocal awareness of the fact that provision of quality basic education and livelihood skills is an essential and high priority requirement.

Developing countries are in the transition to a knowledge-based economy which requires a new generation of educated and skilled people. Alleviation of poverty will be determined by people's ability to create, share and use knowledge effectively. SFA initiative aims at lifting the poor out of poverty, exclusion and disadvantaged situations in the first place. Furthermore, it gives a new emphasis to the content and organisation of skills development in rural areas by taking a closer look at skills required for creating a better quality of life.

2.2 SFA: A Catalyst for Rural Transformation


In the context of ever-changing globalisation, to acquire and improve life and occupational skills relevant to careers and social integration, is of great importance to national sustainable development. Skills development, from a broad perspective, occurs, in normal, non-formal and on-the-job settings through all levels of education and training. As an important part of rural education, skills development enables individuals to become fully and productively engaged in livelihoods, helps them to cope with new economic and social conditions, and promotes sustainable development of rural areas as a whole. Thus, skills development can be a powerful tool for rural transformation and development.

The attention paid to skills training for youth and adults, especially in rural areas has been inadequate and often based on unworkable premises and strategies. International donors and agencies often conceptualise Education for All narrowly, over-emphasising formal general education and training. That too has been focused on expanding the programmes rather than the quality and relevance of the content and actual learning outcomes. In a world where skills are in demand as never before, young adults who never attended school, who left early or who left without the cognitive and life skills needed to thrive in literate societies are particularly vulnerable.

SFA initiative is intended to help the vulnerable and the marginalised acquire skills, knowledge and attitudes needed to enter the world of work, make further development of professional careers, enhance the quality of life and successfully integrate into the society at large. It is, in particular, decisive in increasing opportunities for girls and women, especially those who are marginalised, to participate in the workforce and to improve their living conditions and social status.

2.3 SFA: A Part of EFA & MDGs

A number of countries have achieved major successes in combating extreme poverty and hunger, improving school enrolment and quality of education,



expanding access to clean water and access to HIV treatment and controlling diseases. Nevertheless, progress has been uneven and the least developed countries, landlocked developing countries, some small island in developing states and countries that are vulnerable to natural hazards, as well as countries in or emerging from conflict are more likely to be poor and face greater constraints.

The critical question today is how to dramatically increase the pace of change on the ground in the remaining years towards EFA goals, so that the promises translate into real progress for the world's poorest and the most vulnerable and marginalised people, particularly at this time of global economic downturn. In the light of the 2015 deadline, much more accelerated progress is required. It is also time to look beyond 2015, begin to assess the progress made, extract the lessons from experience so far, and lay the ground for strategies and priorities for the continuing efforts that will be needed in the developing countries.

SFA will focus particularly on EFA goal 3 (ensuring equitable access for all young people and adults to “appropriate learning and life skills programmes”) and goal 4 (achieving a 50 percent improvement in adult literacy and “equitable access to basic and continuing education for all adults”). The rural people in developing countries remain particularly deprived in these areas – which is both a cause and a consequence of rural poverty. The emphasis in SFA will be to determine and support what can be done up to 2015 and beyond in order to lift the rural poor out of poverty.

SFA, in its focus on EFA goals 3 and 4, recognises the importance of an integrated view of EFA and will benefit from and contribute to the fulfilment of other EFA goals, especially goal 6: “quality education” for all. It will also be a crucial part of effort in pursuit of Millennium Development Goals to “ending poverty and hunger”, “promoting environmental sustainability”, and “developing global partnership”.



3. The Goal and Objectives

3.1 Development Goal

The overall goal of SFA is to build skills and capacities of rural youth and women which empower them to improve their living condition and life prospects, and play their role in rural transformation and in shaping a national development model guided by equity, justice, human dignity and harmony with nature.


The SFA initiative will act as a catalyst to developing and implementing in the participating countries a series of diverse skills development and training programmes as part of EFA goals and MDGs to tackle the problems associated with the improvement in the socio-economic conditions of rural people in the context of rural transformation and sustainable national development.

The SFA initiative will empower the rural people by equipping and up-grading their skills. Specifically, the initiative, by focusing on the links between education, skills and community development, seeks to underscore the inexorable forces of change in society in general and in rural communities in particular. It seeks to enable rural people, equipped with appropriate knowledge, skills and information, expand their choices and exercise these choices in their life, rather than being buffed helplessly by the forces of change.

3.2 Objectives

The overall goal is reflected in five SFA objectives:


1. Facilitating the development of national policies of skills development for youth and adults within the framework of rural transformation goals and strategies in national development;
2. Promoting the exploration of policy and operational implications of the sustainable livelihood approach for skills and jobs creation that empowers and strengthens the agency of rural communities and people, ensures food

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- security, enhances green development and helps combat rural poverty.
3. Undertaking collaborative action research with national institutions and agencies in aspects of skills development for rural transformation (SFA) in the Asia-Pacific and Sub-Saharan Africa regions;
 4. Organising capacity-building workshops and training and study visits for planners, managers, trainers, facilitators, and researchers, community leaders, NGO leaders and other personnel related to SFA missions and activities.
 5. Designing teaching and learning materials as well as technical guides and manuals, applying the sustainable livelihood approach, related to:
 - Education and training;
 - Governance;
 - Tolerance and conflict resolution;
 - Environmental conservation;
 - Food security;
 - Health;
 - Income-generation and employment opportunities;
 - Microcredit and social business as part of poverty alleviation strategies;
 - Social protection for the vulnerable; and
 - Planning, managing, monitoring and evaluation of SFA activities.

4. Strategic Areas for Action

The goals and objectives indicated above suggests a number of strategic areas of action which must be given due attention in designing programmes and activities.

- Advocacy and communication to make SFA on the agenda of different stakeholders and create a momentum for jointly accelerating efforts for skills development;
- National capacity building for the development of policies for empowering rural people by skills development in the participating countries;
- Capacity building for the design and delivery of training programmes in

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- rural communities of developing countries;
 - Empowerment of youth and adults, especially girls and women, in vulnerable situations with livelihood skills, life skills as well as occupational skills; and
 - Sharing and exchange of knowledge and scaling innovations to continuously improve policies and practices relevant to skills development.

4.1 Advocacy and Communication

Throughout the initial stage, the vision, visibility and the importance of the SFA initiative for improving rural people's overall quality of life will be widely and profoundly promoted to increase the public and political commitment of stakeholders. The INRULED publication "Skills Development for Rural Transformation" covering issues on skills development in the global context of ever-changing rural scenarios, will serve as a conceptual guide in advocacy and communication. A series of workshops and seminars have been and will continue to be carried out in the near future. Communications among stakeholders will be enhanced through various media channels.

4.2 Policy Dialogue

Technical assistance will be provided to enhance the capacity for policy development with reference to skills education and training for empowering rural communities in developing countries. Policies, strategies and best practices will be analysed and summarised in the first place. Based on research and analysis, training programmes in each participating country will be supported and vitalised in accordance with different national contexts and circumstances. The commitment from the policy level will greatly promote the delivery of training programmes as well as its sustainability. Furthermore, the networking will be established and strengthened for policy dialogues among the Asia-Pacific region, which can be conceived of as a platform for sharing and exchanging experiences and accessible resources.

4.3 Capacity Building


When the policy makers make skills development one of their education and development priorities, the immediate challenge for many countries lacking in resources, funding, facilities etc. is the capacity to design and deliver training programmes. Cost-effective strategies need to be designed and implemented within the SFA framework in accordance with the real needs of the target population in a country. INRULED, as the main implementing agency, will provide technical assistance to enhance the capacity of policy makers, programme managers and practitioners.

4.4 Bridging Skills, Jobs and Poverty Reduction

Skills and capacities of people – specific and generic – are a critical asset for improving peoples' life and livelihood and bringing about rural transformation. However, the livelihood outcomes for rural people and transforming rural areas can be achieved only when this critical asset is combined with other critical assets including physical, financial and social. No single category of assets on its own is sufficient to yield the many and varied outcomes that people seek. The sustainable livelihood approach (SLA), can be the bridge to blend the human capital (skills and capacities of people) with physical, social and financial capitals to produce the result in overcoming poverty and contributing to rural transformation. (See Chapter 2 of Education and Training for Rural Transformation for further explanation.)

SLA provides a conceptual framework for considering the whole gamut of policy and practical issues which need to be addressed to enable the poor and the disadvantaged in rural areas to improve their livelihood and life prospects. It shows the need for an integrated approach to make different assets contribute to the common objectives of turning knowledge and skills into productive work, and productive work improving people's lives.

The action research projects under the SFA initiative are expected to demonstrate the trial and application of the sustainable livelihood approach, advancing



knowledge and understanding of an integrated approach that empowers people and produces effective and sustained results.

5. Activities at Phase I


As the advocate and facilitator of the SFA initiative, INRULED will assume the necessary role of developing and supporting a coordination mechanism and process collaboratively with participating countries, agencies and institutions. Overall plans and programme of work will be developed. Country level projects and tasks such as policy discussion, technical collaboration with participating countries, training and capacity-building activities, development of training manuals and materials, designing systems of monitoring and evaluation and conducting monitoring and evaluation at different levels will be formulated.

Since the situations of participating countries differ from one to another, the one-size-fits-all strategy will not work. At the initial stage, policy analysis will be the main focus through the international networking. Meanwhile, the strategies summarised from best practices will be used to develop tool kits on how to design, deliver, implement and improve skills training programmes. Related policy and operational will be identified and addressed.

Annex I shows the time framework and main activities at Phase I, from mid-2012 to mid- 2015.

6. INRULED Experience

INRULED has extensive experience and a mandate in the field of education and training for rural transformation and development. INRULED's development and support strategy for developing skills, training and education for poverty alleviation among poor youth and adult is innovative, and encourages experimental approaches to learning which provide effective and conducive schooling, as well as a family and community environment for extending learning opportunities to such target groups. The approach, as evidence suggests,



has yielded value-added merits in creating, improving and enhancing learning environments in both the community and at the learning centre. At the same time, INRULED has been actively involved in promoting functional literacy programmes in the Asia-Pacific and Sub-Saharan African regions.

In addition, INRULED has been a vital partner agency in the UNESCO's Asia-Pacific Programme of Education for All (APPEAL) Community Learning Centre (CLC) project during the past ten years. CLC project was started in 1998 to develop effective community-based non-formal education delivery mechanisms. So far, CLCs have been set up in eighteen countries within Asia-Pacific region and made remarkable achievements in improving the community capacity building through education. The international CLC network for cooperation and sharing has been established in order to alleviate poverty and promote the development of communities. Within the last ten years, INRULED has organised/co-sponsored activities aiming at knowledge exchange and sharing on CLCs with the support of UNESCO and has accumulated rich experience through these activities. These all will greatly contribute to the implementation and dissemination of SFA which would facilitate genuine empowerment of rural people from the grassroots level.

7. Monitoring and Evaluation

A collaborative monitoring and evaluation process and mechanism of the SFA initiative will be developed, which will be supported by INRULED and a lead role will be played by it at the inter-country level. Capacity-building and due emphasis on monitoring and evaluation at the country level will be encouraged.

Genuine sharing of responsibility with each participating country for the implementation of the initiative as well as assessing progress and learning and sharing lessons will be emphasised. Focal Points in the participating country at different levels will make it possible to evolve participatory methods and practices and give substance and meaning to the structure of decentralisation. Setting up of national and local bodies such as community and parents' asso-



ciations will allow various interest groups to find representation so that their interests are looked after.

While the programme-related activities in each participating country will be part of an international initiative supported by INRULED, Focal Points in each participating country will have a key role in leading and overseeing implementation. The programme will be implemented at the ground level using the resources and support of the participating country.

Since the programme activities envisaged within this project cut across the activities of other organisations (UNICEF, UNIFEM, ILO, etc.) and of some selected NGOs currently working in this area in the developing countries, contacts will be established with these agencies in identifying mutual areas of interest and cooperation with a view to design a comprehensive strategy for its implementation.

Annex I

SFA Implementation Timeframe

	2012.9-2013.3		2013.3-2014.3	2014.3-2015.2	2014.2
Preparation	Meeting with Representatives of all Concerned Stakeholders	Development of the Programme Guideline			
Implementation	Establish Network for Implementing and Expanding SFA				
			Designing Action Research Projects in Selected Countries in Collaboration with Local Partner Agencies/Institutions.		
			Capacity Building Workshop (annually)		
Evaluation				Design and Develop Training Guides and Manuals	Meeting with Participating Countries
					Result Sharing via Publications, Workshops and Meetings
Result Dissemination and Experience Sharing					

Annex II

Logical Framework

Objectives	Measurable indicators	Means of verification	Important assumptions
Development Objective			
The overall goal of SFA is to build skills and capacities of rural youth and women which empower them to improve their living condition and life prospects, and play their role in rural transformation and shaping a national development model guided by equity, justice, human dignity and harmony with nature.	1. Number and proportion of out-of-school rural children completing accelerated basic education programmes; secondary level youth including girls participating in skills development programmes; youth including girls engaged in “decent jobs” applying their skills.	3. Records of CLCs. 4. Routine reports and surveys. 5. Records of Village Development Committees. 6. National development plan, national budget allocations, education and development policy statements and manifestos of political parties. 7. Research and evaluation outputs.	1. Participating country government policy and decision makers are interested in the premises and goals of education and training for rural transformation. 2. Government and non-governmental agencies/institutions in the participating country are willing and able to participate in action research project on skills development for rural transformation. 3. Scientific and judicious selection of rural areas (villages) with large numbers of excluded youth and adult illiterates with potential for employment opportunities are identified. 4. Optimum utilisation is made of trained teachers, facilitators/volunteers and materials. 5. Community support in planning the SFA activities and their implementation.
	2. Policy and strategy regarding education and skills development for rural transformation reflected in national development priorities and plans.		

Objectives	Measurable indicators	Means of verification	Important assumptions
<p>Specific Objectives:</p> <ol style="list-style-type: none"> Design collaborative action research projects in participating counties with national agencies/institutions to: <ul style="list-style-type: none"> Identify obstacles to effective skills development to rural transformation; Plan activities to remove barriers and carry out skills development activities in pilot rural communities; Design capacity-building, training, materials and methods development; Improve the planning, management and administrative capacities of personnel responsible for rural transformation and development; Apply the sustainable livelihood approach to bring together human, physical, social and financial capitals to produce the livelihood outcomes; and Monitor implementation and evaluate lessons for replication. Facilitate the development of a comprehensive national policy on skills development of youth and adults in rural areas and strengthen mechanisms for economic and livelihood skills development of rural people; 	<ol style="list-style-type: none"> Action research plan and design Monitoring and evaluation outputs of the action research projects. Illustrative indicators: Number of CLCs strengthened in skills development programmes, number of out-of-school children mainstreamed into vocational education at CLCs, number of youth and adult (female) aware of skills development opportunities, teaching-learning material designed and developed, number of trainers, teachers, paraprofessionals, literacy volunteers, and administrators, facilitators, animators and mentors trained, number of community education and training committees established (including teachers, students and parents). 	<ol style="list-style-type: none"> Records of CLCs. Routine reports and surveys. Records and Reports of Village Development Committees. Research and evaluation outputs 	<ol style="list-style-type: none"> Community cooperation. Trends in mobility and migration. Learners' own commitment for participation and interest in these programmes.

Objectives	Measurable indicators	Means of verification	Important assumptions
Specific Objectives:			
<p>3. Undertake selected research studies in the Asia-Pacific and Sub-Saharan African regions in skills development programmes for identifying the innovative approaches and for assessing the current state-of-the-art of skills development programmes in these countries;</p> <p>4. Prepare technical guides and training manuals for identifying the diverse vocational and livelihood skills and equipment for the development of ecological and environment-related infrastructure;</p> <p>5. Design and develop teaching-learning materials for youth and adults in rural areas related to education, governance, tolerance and conflict resolution, food security, environmental conservation, health, income-generation and employment opportunities as part of poverty alleviation strategies; and</p> <p>6. Organise capacity building and training workshops and study visits for reinforcing skills of trainers, teachers and facilitators, paraprofessionals, literacy volunteers, and village- and community-level leaders and mentors.</p>	<p>3. National education and development plans, budgets and policy statements indicating priority for rural skills development and rural transformation. National officials trained in planning and management of skills development programmes.</p> <p>4. Monitoring and evaluations systems established at District level.</p>		

Objectives	Measurable indicators	Means of verification	Important assumptions
Outputs:			
1. SFA action research projects in [number ?] participating countries designed and carried out; 2. Evaluation of the action research undertaken with lessons and strategies for subsequent policy and programme implications identified; 3. A medium-term policy on skills development formulated in the participating countries; 4. National capacities in the planning and organisation of livelihood skills development, functional literacy programmes and vocational training strengthened; 5. Ecological and environment study-related facilities created; 6. Relationship and linkages between skills development programmes and adult literacy programmes at the community level (CLCs) strengthened and out-of-school youth provided access to diverse vocational and livelihood skill development opportunities; 7. Adult women empowered for establishing self-owned, small- and medium-scale enterprises through provision of livelihood- and income-generation training opportunities; 8. Activities of training programmes documented and research findings widely disseminated;	1. Number of action research projects designed and commissioned 2. Number of institutions, organisations and member states approached and consulted. 3. Number of officials trained. 4. Number of CLCs Committee members trained. 5. Number of meetings organised. 6. Number of workshops held. 7. Numbers of skilled development programmes diversified and established. 8. Number of out-of-school youth and adult illiterates mainstreamed in skills development programmes. 9. Number of self-ownership enterprises established and supported.	1. MOE reports. 2. DOE/MOE reports. 3. CLCs Records and Reports. 4. Workshop reports. 5. Research and evaluation reports.	1. Community participation, ownership and involvement. 2. Local authorities' readiness to deploy necessary human and other resources for facilitating the taking over and implementation of Flagship activities.

Objectives	Measurable indicators	Means of verification	Important assumptions
Outputs:			
9. Teaching-learning materials and training guides and manuals developed; 10. Systems of evaluation designed to provide feedback to enable the Flagship managers to report on its success in meeting programme objectives; and 11. Outputs of research on review and assessment of experience in skills development for rural transformation.	10. Numbers of study visit programmes organised. 11. Number of Training Guides and Manuals developed. 12. Number of titles and copies printed. 13. Number of core team members of skills development trained.		
Activities:			
1. Meeting with representatives of all concerned stakeholder to review and examine the content of the SFA Action Research projects; and develop a mechanism for cooperation among diverse national and international organisations, universities and other institutions specialising in rural transformation and development, international development agencies, inter-governmental agencies, NGOs and experts in the fields of TVET from developed and developing nations. 2. At least 2 International workshops with participating agencies/institutions representatives to validate design of action research and assess progress and lessons. 3. At least 2 capacity building workshops annually (4 workshops during 2011-2012) in each participating country involving stakeholders and actors. 4. Undertake research studies to review and assess relevant experiences and lessons in skills development for rural transformation. 5. Design and develop practitioners' guides and training manuals in skills development.		Financial transfers for training activities. Annual financial reports. Agreements with NGOs and training institutes.	Local Authorities continue to remain committed/ co-operative and deploy necessary human resources for facilitating the implementation process;