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Providing Access to Quality Services in the Rural Economy to Promote Growth and Social Development

**DECENT WORK IN THE RURAL ECONOMY
POLICY GUIDANCE NOTES**

A high-speed photograph of a splash of clear water. The water is captured in mid-air, creating a complex, crystalline structure with many small droplets and air bubbles. The background is a soft, out-of-focus light beige or cream color, which makes the blue and white tones of the water stand out. The overall composition is clean and energetic.

Quality public and private services are essential for rural economic growth. The development of services, including the training of skilled service workers, is a key component of work by the World Bank Group, the United Nations Development Programme (UNDP), the World Health Organization (WHO) and many other actors in rural areas. The International Labour Organization (ILO), nonetheless, has a unique opportunity to contribute to such efforts by fostering social dialogue at the national and local level around rights, working conditions and professional development of service workers in rural areas, as an integrated human resources approach to rural services. Such efforts can be linked to rural value-chain development, including tourism.

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1. Rationale and justification

Quality public and private services – health, education, utilities, public transport, telecommunications, postal services, financial and commercial services etc. – are essential for rural economic growth. Without access to services, it becomes very difficult for economic activities to take off, connect to wider markets, become sustainable and achieve a scale beyond subsistence. Access to services can improve agricultural value-chain development and facilitate the development of non-farm economic activities, such as rural tourism.

Services are both a supply and demand factor for economic development. Rural areas with well-developed services and a healthy and educated workforce can innovate and develop markets for new industries; at the same time, these areas are more likely to attract investment from the outside. And indeed private investment, including the development of non-agricultural activities such as tourism, can be an important impetus for developing better services in rural areas.

The development of quality services also has an important employment promotion effect. Employment-intensive approaches to infrastructure development, such as construction of schools, hospitals, and water and electricity facilities can create demand for a wide range of skilled and unskilled labour. Studies have found significant gains in agricultural and non-farm rural production as a result of road, telecommunications, irrigation and electrification investments in rural areas; gains in education and literacy also boost both agricultural and non-farm output and employment shares.¹ Investments in health and education have high potential returns. In developing countries, the economic returns on investing in health were estimated at 24 per cent of economic growth between 2000 and 2011, taking into account increases in both national income and life years gained (The Lancet Commission, 2013).² Education has also been recognized as having a significant impact on individual earnings, the distribution of income, and economic growth.³

While the importance of services to economic development has been long recognized, strategies for developing and improving them in rural areas remain elusive. Access to services in rural areas is often dismal. A 2013 World Bank report found that:

- Primary school completion rates were lower in rural areas than urban, and learning outcomes were lower as well, especially for girls;
- In many developing countries, there was a large gap in infant mortality between urban and rural areas;
- People in rural areas paid more for water, despite consuming less than those in urban areas; water was more often unclean, and this added to the domestic burden of women.⁴

The causes of these discrepancies are numerous. From the perspective of decent work, key factors are:

- low population density and poverty in rural areas, which make it cost-inefficient to provide services in a traditional manner;
- lack of voice of rural populations to demand better public services, and in some cases lower aggregate demand;
- poor working and living conditions in rural areas, which dissuade skilled public service workers from working there.

This policy guidance note on public and private services development focuses on skills development, social dialogue and improvement of working conditions, and the role they can play in developing accessible and quality services in the rural economy.

¹ R. Ahmed et al: "The Policy and Institutional Environment Affecting the Rural Nonfarm Economy", in S. Haggblade, P. Hazell, T. Reardon (eds.): *Transforming the Rural Nonfarm Economy: Opportunities and threats in the developing world*, Baltimore: Johns Hopkins University Press, 2007, pp. 237-253.

² ILO: *World Social Protection Report 2014/15: Building economic recovery, inclusive development and social justice*, Geneva, 2014, p. 100.

³ E. Hanushek, L. Wössmann: *The Role of School Improvement in Economic Development*, Washington, DC, World Bank Policy Research Working Paper 4122, February 2007.

⁴ World Bank: *Global Monitoring Report 2013: Rural-Urban Dynamics and the Millennium Development Goals*, Washington, DC, 2013.

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2. Scope and definitions

Public and private services cover the daily needs of inhabitants of rural areas and contribute to sustainable economic development, taking into consideration that some of these services can be provided by a mix of public and private providers. Such services include, but are not limited to: health, education, utilities (water, sanitation, electricity), security, commercial and financial services, government administrative services (registration, social security benefits), postal and communication services, transport and construction. This paper cannot take into account all of these services in detail. It therefore focuses on the examples of education, health and water.

Target groups for potential ILO intervention are relevant public sector trade unions, private sector trade unions and line ministries (health, interior, education, water, etc.). Government and social partners at the sub-national and local level are of special importance. Equally important are the numerous private enterprises active in providing services in the rural economy, ranging from non-profit faith-based NGOs to multinational companies tapping into “low-income markets”.

This paper makes a number of assumptions. Any services development strategy cannot solely be based on a pro-agglomeration approach. While managed urbanization is undoubtedly an important development approach, strategies also need to be devised to create sustainable rural economies

that are well linked to urban areas. This means that some solutions that are dependent on agglomeration have to be substituted with innovations to deal with low-population density areas.

Secondly, any strategy needs to be an integrated approach, so as to avoid a zero-sum outcome for individual service sectors. Calls for more investment in health, for example, should not be to the detriment of funds for education or clean water. Rather, planned sequencing and prioritization of certain sectors and innovative financing methods need to be part of the solution. Strategies should also take into account the false dichotomy of rural and urban economies: any sustainable rural economy is necessarily linked in a dynamic and inter-dependent relationship with urban economies.

Finally, it is important to recall the high-stakes political and economic context of service provision. Most public services and utilities go through reform and restructuring, usually prodded by restructuring programmes, which are pushing for deregulation, decentralization and privatization. Stakeholder conflict in such situations is common. The privatization potential of many services and utilities has also become an attractive market for certain large enterprises focusing on the “low-income” sector, and certain other actors seeking to influence rural economies (development assistance from certain countries and foreign direct investment, for example).

3. The ILO's approach

The ILO's approach to service development has traditionally focused on skills development, social dialogue and improvement of working conditions. These strategies, carried out through global standards, tools, meetings and capacity-building, aim at creating better conditions in important sectors, and leading to upgrades in skills and services.

Education

Lack of access to education in rural areas is one of the main development challenges in education. Evidence shows that primary school enrolment rates in rural areas lag behind urban rates in most developing countries. In rural areas, learning outcomes are lower, and completion rates for girls lag behind those in urban areas. Teacher quality is lower, pupil-to-teacher ratios are higher, and teacher retention and teacher absenteeism are larger problems. In some areas, lack of attractive education is a reason for children leaving school early and entering child labour, and in some areas child labour has become a means of supporting inadequate school infrastructure. Buildings and school materials are deficient. National curricula are often difficult to relate to the needs of rural populations.⁵

The ILO approach to this problem focuses on three areas. The first is devising curricula which are meaningful to rural communities, and potentially specific ethnic or indigenous groups, and which provide skills that are relevant in a rural context. ILO work on Training for Rural Economic Empowerment (TREE), Work Improvement in Neighbourhood Development (WIND), and Sustainable Employment and Economic Development (SEED) has been linked to school settings to provide alternative learning, with a strong focus on livelihood for rural populations. Educational materials on HIV/AIDS and child labour are also delivered through schools.

A second approach is employment-intensive investment in infrastructure development (see policy guidance note on Employment-Intensive Investments in Rural Infrastructure), including the building of schools. Such approaches attract infrastructure investment not only as a means of developing services, but also creating skilled employment in rural settings.

Finally, on a more global level, the ILO takes a rights-based approach by promoting the ILO/UNESCO Recommendation on the Status of Teachers and specific standards on freedom of association, collective bargaining and labour relations in the public service. Securing rights of educators, as well as working and employment conditions, social security, and professional development and career paths have been cited as good practices in developing rural education workforces.

Health

The UN Resolution on Universal Health Coverage (2012) calls for more attention on health as an important cross-cutting policy issue in the international development agenda, and urges governments to ensure equal access to basic health services while protecting people from financial hardships, with particular focus on the poor and vulnerable population groups. Access to health services implies extensive geographical coverage within countries, including rural and remote areas.⁶

Yet significant inequities between rural and urban areas continue to exist in all regions of the world, with regard to effective access to health services. According to ILO estimates, 56 per cent of the global population living in rural areas is deprived of legal health coverage, compared to 22 per cent of the global urban population; 63 per cent of the rural population has no or only inadequate access to health care services due to financial deficits in health expenditure, compared to 33 per cent of the urban population. The global share of out-of-pocket payment (OOP) of total health expenditure is higher in rural (42 per cent) than in urban areas (40.6 per cent), however, with significant regional variations. Further, 52 per cent of the rural population compared to 24 per cent of the population in urban areas cannot access health services because of health workforce gaps. As a result of the above inequities, maternal mortality ratios are globally nearly three times higher in rural than in urban areas.⁷

⁵ D. Acker, L. Gasperini: *Education for Rural People*, Rome, FAO, 2009.

⁶ UN Resolution A /67/L.36, adopted 12 December 2012, paragraphs 2; 10; 9.

⁷ Xenia Scheil-Adlung (ed.): *Global evidence on inequities in rural health protection - New data on rural deficits in health coverage for 174 countries*, Geneva, ILO, Social Protection Department, 2015 (Extension of Social Security series; No 47).

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The ILO estimates that globally an additional 10.3 million health workers are needed to achieve universal health protection. Nearly 70 per cent (7 million) of the additional health workers that are globally needed are missing in rural areas.⁸

Examples of effects at country level include Malawi, where 97 per cent of physicians have urban practices, even though the country has a mainly rural population.⁹ Lack of rural doctors and health facilities in Brazil fuelled unrest in June 2013.¹⁰ Rural areas in Sub-Saharan Africa tend to have a higher proportion of health workers without formal training, including community health workers, health extension workers, and traditional healers.

Work-based solutions to attracting skilled health professionals as well as mid-level cadres and non-formally trained care workers include: promotion of social dialogue; of international labour standards, including the Nursing Personnel Convention, 1977 (No. 149); and of improved working conditions with policy and workplace tools that are tailored to the specific concerns of the health workforce.¹¹ The HealthWISE tool (ILO/WHO, 2014) has been designed keeping particularly in mind small and medium-sized health facilities operating in resource-constrained settings, typically found in remote and rural areas, by promoting participatory approaches to improving the work environment that build on local practices and resources.

From the labour perspective, the health and education sectors face similar issues. Owing to working conditions in the sector, especially in rural environments, it becomes extremely difficult to attract skilled health and education workers. Missing or dilapidated infrastructure is a further deterrent. Strategies that could be developed to address decent work deficiencies in both sectors could include:

- Ensuring rural job retention policies are part of the national health and education plans;
- Strengthening human resource management systems;
- Promoting social and policy dialogue with all relevant stakeholders;
- Training students who might be motivated to serve in rural areas;
- Training students from rural communities;
- Matching curricula with rural needs;
- Facilitating professional development for rural health and education workers;
- Tying education subsidies to mandatory placements;
- Providing financial incentives for rural service;
- Paying attention to living and working conditions;
- Fostering interaction between urban and rural health and education worker;
- Designing career ladders for rural service workers;
- Raising the profile of rural service workers.¹²

What is important to note here is that some research suggests that salary increases are not the only means of creating incentives for rural postings. Improved infrastructure, housing and managerial support seem to be equally important motivators for rural postings, and result in more sustainable incentives.¹³

⁸ ILO: *Addressing the global health crisis: universal health protection policies*, Social protection policy papers; Paper 13, Geneva, Social Protection Department, 2014.

⁹ Margaret Kruk et al.: "Rural practice preferences among medical students in Ghana: a discrete choice experiment", in *Bulletin of the World Health Organization*, Geneva, 2010, No. 88, pp. 333-341.

¹⁰ J. Watts: "Brazil's doctors jeer at Cuban medics arriving to work in rural health scheme", in *The Guardian*, London, 28 August 2013.

¹¹ Such as the Joint ILO/WHO guidelines on health services and HIV/AIDS, Geneva, 2005, the Joint ILO/WHO Global Framework for national occupational health programmes for health workers, 2010, or the Joint-ILO-WHO-ICN-PSI Framework guidelines for addressing workplace violence in the health sector, 2002.

¹² WHO: *Increasing access to health workers in remote and rural areas through improved retention, Global policy recommendations*, Geneva, WHO, 2010; Tang Jun, "China's policies and practices empowering rural teacher contingent" (paper at 7th International Policy Dialogue Forum, Rabat Morocco, December 2014); International Task Force on Teachers for Education for All: *Addressing the Teacher Gap through Efficient and Effective Policies and Practices*, Paris, UNESCO, 2013..

¹³ Kruk et al., op. cit.

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Water

Limited access to safe water is the cause of a long list of water-related diseases that hamper the productivity of community members. Equitable, reliable and universal access to water and sanitation remains elusive in many rural areas. In making utilities like water more accessible to the public, it is important to enable workers to participate in the policy design since they are experts in the field. Having transparent social dialogue between workers and employers in the sector could lead to better services and improved access to water and sanitation. The absence of social dialogue may negatively affect development of the water sector.

Skills development in the water sector is also important. Skilled workers can be attracted to water development, although it is more difficult to retain skilled personnel for water service maintenance. Water management itself is highly labour-intensive and the employment impact can be reinforced by the construction of new water infrastructure and its maintenance in order to enable safe access to water. Improving water management as well as more investments in water infrastructure requires comprehensive skills and training, and a change in job profiles. More jobs will be required not only in water testing but also in engineering, manufacturing, installation and operation, environmental and consulting services, infrastructure maintenance, financial and institutional administration, and policy analysis. The skills needed in relation to jobs linked to water are very diverse, ranging from experts in their sector and technicians requiring specialized training and certification through to manual labourers.

Tourism

In addition to work on public services, the ILO has also promoted the tourism industry as a potentially important non-farm sector for rural areas. Tourism can be a driver of social development and poverty reduction, and can expand local incomes through its high potential for local employment creation, and the Working Conditions (Hotels and Restaurants) Convention, 1991 (No. 172) encourages decent work in the sector. Tourism enterprises often engage in sourcing relationships with foreign suppliers, rather than seeking local supply linkages. For most developing countries, these “leakages” in tourism expenditures and

earnings are between 40 and 50 per cent of gross tourism earnings and between 10 and 20 per cent for developed countries. They can be reduced by building local cross-sectoral activities (i.e. linkages with other sectors such as construction, agriculture, fishing, food processing, furniture manufacturing, handicrafts, media and entertainment, transport, utilities, energy and telecommunications).¹⁴

Tourism can therefore positively affect local/rural economic development in the following ways:

- stimulating the creation and growth of new enterprises;
- bringing an export market right to the doorstep of many sectors (businesses that start selling new products to tourists and find success can end up as exporters, so helping the economy diversify);
- stimulating the development of new infrastructure and transport services;
- going hand in hand with upgrading workforce skills (it provides incentives for local/rural people to earn new languages and customer service skills);
- contributing to the tax base of national government, and sometimes also paying fees or licenses to local government; and providing incentives and funds for natural, cultural and historical resources to be managed in a more sustainable manner.¹⁵

Where tourism is identified as a potential sustainable non-farm sector, services would have to be developed in relation to the specific needs of the sector. Health services, for example, would need to aim at international standards, with staff able to treat foreigners and address foreign health concerns. Education could increase its focus on some industry needs, such as foreign languages and customer service. Water facilities would have to meet hygiene and volume requirements, in line with ecological sustainability. While such service investment might be at higher levels than for basic rural services, it can contribute as a growth-promoting factor. Well-managed social dialogue and stakeholder involvement are key in ensuring equity and support in development of tourism-oriented services.

¹⁴ ILO: *Fact sheet on poverty reduction through tourism*, Geneva, 2013.

¹⁵ ILO: *Toolkit on Poverty Reduction through Tourism*, Geneva, 2013.

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4. The ILO's experience to date

ILO experience with its policy approach with regard to public and private services in rural areas is wide. In the field of education, large projects under IPEC have dealt with provision of rural education at the primary level, and there have been other education projects in relation to SEED. Work on improving teacher quality has remained at the global policy level, through promoting the 1966 ILO/UNESCO Recommendation on the Status of Teachers, and the 2013 ILO *Policy guidelines on the promotion of decent work for early childhood education personnel*. The ILO has also promoted mutual gains bargaining as an approach to collective bargaining in the education sector. The ILO further promotes its *Handbook on Good Human Resources Practices in the Teaching Profession*, and the work of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel.

In the health sector, work has focussed on developing and promoting codes of practice on HIV/AIDS and violence, and a tool on social dialogue. Country-level work has included building social dialogue mechanisms on the issue of health professionals' migration in Kenya, and recently in the Philippines and India. The HealthWISE project seeks to promote occupational safety and health for health workers. The piloting of the HealthWISE training materials in Senegal and Tanzania confirmed the need to strengthen capacity on protecting the health of the sector's workforce in everyday work. At the same time, the achievements of the piloting health facilities demonstrated clearly that participatory approaches

based on labour-management collaboration are important in implementing improvements that benefit workers as well as health care quality in a sustainable manner. As an example, in a hospital in Senegal the HealthWISE piloting project resulted in a staff awareness campaign and training programme on HIV, AIDS and TB training for the staff, initiated and implemented by employees of the hospital with the support of management. In the area of water management, ILO interventions have been more country-based. For example:

- ILO expertise in social dialogue has assisted the social partners in developing joint strategies and action to extend and improve the efficiency of these fundamental services, through the creation of sectoral social dialogue mechanisms in Malawi, Nigeria, Peru and Philippines.
- In Nicaragua, Panama, and Paraguay, a multi-agency collaboration has empowered indigenous rural communities and its women to take an active role in water and sanitation services provision.
- The ILO, jointly with IOM, UNDP and UNICEF, is also part of the MDG Achievement Fund programme "Governance of Water and Sanitation in Angola's Poor Neighbourhoods", for which the objective is to promote sustainable access to water and sanitation for poor neighbourhoods in Angola by enhancing the governance of the sector.

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- In Indonesia, ILO's Employment-Intensive Investment Programme is undertaking the "Water Supply for Bawomataluo Village" (WSBV) project under the Nias Islands Rural Access and Capacity Building Project (Nias-RACBP), aimed at improving infrastructure investment in water and sanitation in a traditional village on Nias Islands that was affected by the tsunami and the earthquake.
- The ILO, UN-Habitat, UNDP, UNV and PAHO started a programme in 2011 on "Governance of water and sanitation sector in Ecuador within the Framework of the Millennium Development Goals" aimed at contributing to developing democratic governance in the water and sanitation services.
- ILO, UN Women and the Stockholm International Water Institute coordinated research on the unpaid work of women in water supply in three countries. The results will be presented during World Water Week 2016.
- The ILO analysed two different methods for a project for construction sector activities in Indonesia.
- The Strategic Plan for Sustainable Tourism and Green Jobs explores how tourism can play a role in enhancing livelihoods and improving quality of life in Indonesia. The Plan was initiated by the ILO, together with the Ministry of Tourism and Creative Economy (MoTCE) and the Ministry of Manpower and Transmigration (MoMT) under ILO's Green Jobs in Asia Project in Indonesia, made possible by the Australian Government-ILO Partnership Agreement (2010-2015).¹⁶
- ILO has promoted and implemented (including translations into local languages) the toolkit on poverty reduction through tourism in Bangladesh, Brazil, Egypt, Indonesia, Kenya, Laos, Sri Lanka, South Africa and Vietnam.
- The ILO/UNDP/WFP Programme for natural disaster prevention and environmental rehabilitation – in the Artibone Region in Haiti – implements water and soil conservation projects that provide income and enhance agricultural produce.

Finally, in relation to tourism, the ILO has carried out several projects supporting tourism development that have focussed on employment-intensive investment, skills development and social dialogue. In Viet Nam, an ILO project in Quang Nam Province has sought to develop tourism so as to benefit not only the coastline area (beaches etc.), but also three rural interior villages. Over the past three years, the project has developed a set of training materials for small and medium-sized hotels and guest-houses, and a training package for tour guides and drivers. It also created linkages between tourism schools and tourism businesses. Households in the three villages covered by the project now make a total net profit of US\$5,100 per month from tourism services and sales of handicrafts. This represents a fortune for the indigenous people in the province, where one household in four still lives under or close to the country's poverty benchmark (US\$18 per month per capita).¹⁷

¹⁶ ILO: *Sustainable Tourism and Green Jobs for Indonesia*, Jakarta, 2012, http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_208097.pdf [accessed 24 July 2015].

¹⁷ ILO: *How tourism makes a difference in poor areas of Viet Nam*, http://www.ilo.org/global/about-the-ilo/newsroom/features/WCMS_344212/lang--en/index.htm [accessed 24 July 2015].

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5. Practical guidance and resources

The decent work approach to the development of rural services puts an emphasis on social dialogue with stakeholders, human resources development and respect for fundamental principles and rights at work. The ILO can assist in implementing such strategies through the following practical measures:

Ensuring participation of stakeholders in the development of rural services. This includes employers' and workers' organizations, civil society groups, traditional leaders, indigenous and tribal peoples, and cooperatives. Social dialogue with such stakeholders needs to be institutionalized to ensure continuity of dialogue around services issues. Collective bargaining is an important issue for private services, in which workers are often not organized. Mutual gain bargaining, focussing on the common public interest of quality services, can produce a productive negotiating environment. Stakeholders should also be involved in monitoring and evaluation of rural services programmes.

Integrating a human resource approach into rural services development programmes. Many rural services development programmes focus on infrastructure and accessibility; a human resource approach focuses on bringing qualified workers to provide services in rural areas, through particular attention to labour rights and working conditions. Such an approach includes developing policies on wages, hours of work and social security that can make service work in rural areas attractive.

Working with constituents to develop training programmes that respond to demand and rural contexts. In addition to decent work, service workers need to be skilled. Service development programmes in rural areas should develop realistic skills training programmes which respond to the particular needs of rural employers and communities.

Instruments

Labour Clauses (Public Contracts) Convention, 1949 (No. 94)

Rural Workers' Organisations Convention, 1975 (No. 141)

Nursing Personnel Convention, 1977 (No. 149)

Labour Relations (Public Service) Convention, 1978 (No. 151)

Collective Bargaining Convention, 1981 (No. 154)

Working Conditions (Hotels and Restaurants) Convention, 1991 (No. 172)

Medical Care Recommendation, 1944 (No. 69)

Labour Clauses (Public Contracts) Recommendation, 1949 (No. 84)

Plantations Recommendation, 1958 (No. 110)

Hygiene (Commerce and Offices) Recommendation, 1964 (No. 120)

Rural Workers' Organisations Recommendation, 1975 (No. 149)

Nursing Personnel Recommendation, 1977 (No. 157)

Working Conditions (Hotels and Restaurants) Recommendation, 1991 (No. 179)

ILO/UNESCO Recommendation concerning the Status on Teachers, 1966

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Tools and publications

Education

ILO. 2012. *Handbook of good human resource practices in the teaching profession*, Sectoral Activities Department (Geneva).

—. 2014. *ILO Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel*, Sectoral Activities Department (Geneva).

ILO/UNESCO. 2006. *An HIV/AIDS Workplace Policy for the Education Sector in the Caribbean* (Port of Spain).

—. 2006. *An HIV/AIDS Workplace Policy for the Education Sector in Southern Africa* (Paris and Geneva).

Health services

ILO. 2005. *Social dialogue in the health services: A practical tool for guidance – The handbook for practitioners* (Geneva).

ILO/WHO. 2005. *Joint ILO/WHO guidelines on health services and HIV/AIDS* (Geneva).

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ILO/WHO/ICN/PSI. 2002. *Framework guidelines for addressing workplace violence in the health sector* (Geneva).

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Scheil-Adlung, X. 2015. *Global evidence on inequities in rural health protection: New data on rural deficits in health coverage for 174 countries*, Social Protection Department, Extension of Social Security series, ESS document no. 47 (Geneva, ILO).

WHO/ILO/UNAIDS. 2010. *Joint WHO-ILO-UNAIDS Policy guidelines on improving health workers' access to HIV and TB prevention, treatment, care and support services: A guidance note* (Geneva).

Public services

ILO. 2003. *Guidelines on social dialogue in public emergency services in a changing environment*, Joint Meeting on Public Emergency Services: Social Dialogue in a Changing Environment (Geneva).

—. 2011. *Manual on collective bargaining and dispute resolution in the public service*, Sectoral Activities Department (Geneva).

Ratnam, V.; Tomoda, S. 2005. *Practical Guide for Strengthening Social Dialogue in Public Service Reform* (Geneva, ILO).

Tourism

Bolwell, D.; Weinz, W. 2008. *Guide for Social Dialogue in the Tourism Industry* (Geneva, ILO).

ILO. 2009. *Occupational safety and health manual for tourism* (Cairo).

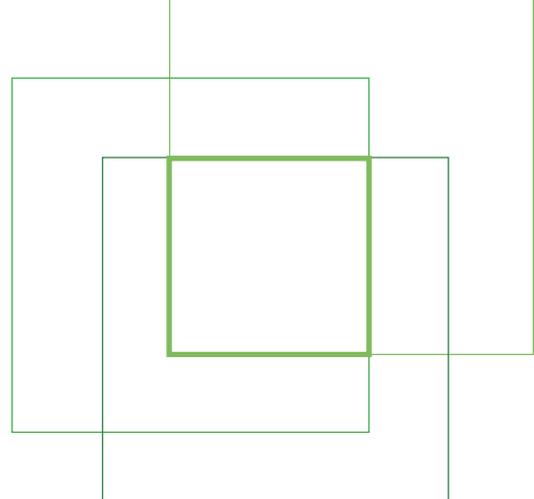
—. 2012. *Good Practices Guide for Guesthouses and Small Hotels*, Sectoral Activities Department (Geneva).

—. 2012. *Training Package for the Toolkit on Poverty Reduction through Tourism* (Geneva).

—. 2012. *HIV and AIDS: Guide for the tourism sector*, Sectoral Activities Department (Geneva).

—. 2013. *Toolkit on Poverty Reduction through Tourism*, second edition (Geneva).

Overview of Policy Guidance Notes on the Promotion of Decent Work in the Rural Economy



Supporting inclusive agricultural growth for improved livelihoods and food security

- Decent Work for Food Security and Resilient Rural Livelihoods
- Decent and Productive Work in Agriculture

Promoting economic diversification and triggering productive transformation for rural employment

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- Promoting Decent Work for Rural Workers at the Base of the Supply Chain
- The Role of Multinational Enterprises in the Promotion of Decent Work in Rural Areas
- Transitioning to Formality in the Rural Informal Economy
- Sustainable Tourism – A Catalyst for Inclusive Socio-economic Development and Poverty Reduction in Rural Areas

Promoting access to services, protection and employment-intensive investment

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- Extending Social Protection to the Rural Economy
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- Water for Improved Rural Livelihoods

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- Promoting Social Dialogue in the Rural Economy
- Building Local Development in Rural Areas through Cooperatives and other Social and Solidarity Economy Enterprises and Organizations
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