



ENGAGING INFORMAL SECTOR WORKERS IN SKILLS LEARNING

Developing A Systematic Approach

The starting point

- Tell us about:
 - **You:** your name, your organisation, and your role
 - **Your interest in the topic:** What drew you to this workshop about engagement of informal sector workers?
 - **Your aim for the day:** What would you like to take away with you by the end of the day?

Drivers for the workshop

- Large numbers working in informal circumstances across India – with no way of knowing their current skills levels, or what skills they may need/want
- NSQF, with its focus on *learning outcomes* not *teaching inputs*, provides a mechanism for helping to bring more formal learning structures to the informal workforce

But how do we make this enormous task do-able?

What tools can help make developments systematic and replicable?

Focus of today

....understand and use a systematic approach that can lead to successful engagement of informal sector workers in skills learning.

- What is 'successful engagement'?
- What is the 'systematic approach'?
- Who are 'informal sector workers'?

What is 'engagement'?

It involves:

- structuring your approach so people WANT to get involved
- creating opportunities for INVOLVEMENT & SUCCESS
- sharing responsibility so that people have OWNERSHIP in the process

It's not about simply:

- transmitting information
- telling people what they will do
- assuming people will comply and complete

What is the systematic approach?



A framework to develop plans based on evidence and focused on outcomes. It involves:

- Defining your population of interest
- Understanding your starting point
- Analysing your audience (Segmentation)
- Knowing who to engage – and how and when to engage them (Stakeholder analysis)
- Action planning with key stakeholders
- Measuring the impact of engagement activities

This approach draws on the principles of social marketing, harnessing successful marketing principles to help drive social change.

Who are we talking about?

People in two main categories, defined by the characteristics of employment/work:

THE CHARACTERISTICS OF THE ENTERPRISE/ORGANISATION

- **Workers in informal-sector enterprises** (i.e. the enterprises are not registered; are small in size; include non-registered self-employed sole traders and households)

THE CHARACTERISTICS OF THE INDIVIDUAL'S JOB

- **Workers in informal employment** (i.e. whose job does not have the recognised structures and protections of formal employment, e.g. contract; employee benefits; can include workers in informal and formal sector enterprises, as well as individual own-account workers)

Your target audience may be in one or both of these categories

Step 1

What do we know?

Effective planning depends on knowing your starting point.

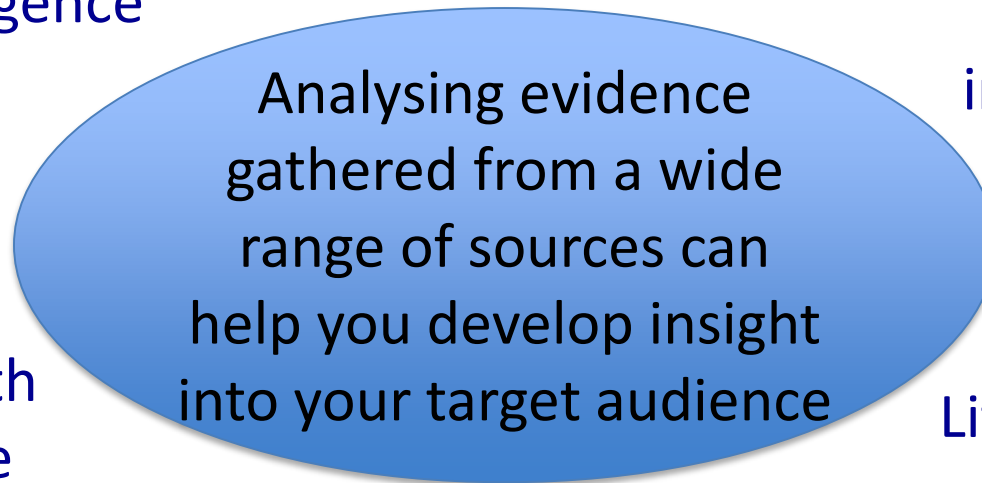
- What information already exists about your target audience?
- Where is it, and can you draw it all together?
- What key patterns or themes emerge when you look at the whole body of evidence?
- What insights can you gain from these patterns/themes to help you to target your engagement efforts?

Research studies

Contact with
representative bodies

Labour market
intelligence

Contact with
informed bodies



Contact with
the people
themselves

Literature reviews

Networks

Reports about previous
interventions

Media coverage

Task 1

Gathering evidence & developing insight



Thinking about your context:

Who is your 'population of interest'?

What insight do you have into the workers in your chosen area?

- What sources of evidence do you have?
- What are the major patterns/themes in the evidence?
- What are the major challenges in engaging them in skills learning? Are there any areas where successes are seen?
- Do you have any gaps in your information? How could these be filled?

Can you use your review of evidence to refine your definition of your population of interest?

Step 2

Segmenting your audience



Segmentation involves dividing a broad **target group** into subsets. Each subset has, or is perceived to have, common needs, interests and/or priorities. Different strategies can then be designed and implemented to **target** the different subsets (segments).

Why is it important?

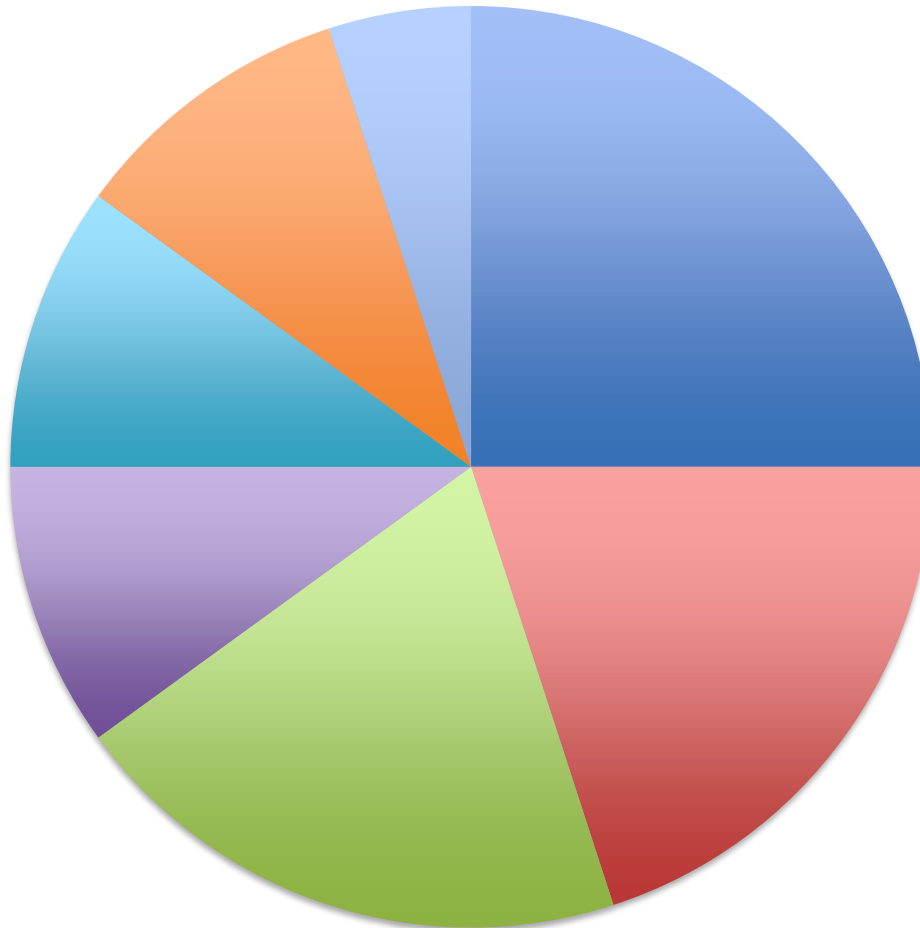
- It helps to break down the informal sector into more manageable elements – and helps to identify the characteristics of each element.
- It helps to prioritise how and where engagement activities need to be targeted.
- It helps to create targeted interventions which are more likely to succeed than ‘one size fits all’

Segmentation: Key considerations



- Segmentation is *evidence based*. You need to draw on your evidence to identify segments.
- Each segment should be a significantly large or important subset in your target group. It should have clearly defined characteristics that distinguish it from other segments.
- You need to be able to define clearly the characteristics of each segment you identify – and identify how this might affect how a group engages in skills learning.

Example – Hospital porters



- Career' porters - 30 yrs plus
- Career' porters - 10-20 yrs
- Career' porters- under 10 yrs
- School leavers - no quals
- Late joiners - 2nd career
- Students - part time
- Others

Task 2

Segmenting your audience



- What main segments can you identify in your target audience?
- What are the core characteristics of each segment? How will the characteristics of each one affect how the group might engage with learning?
- Try to categorise/rate the segments:
 - Easiest to reach to hardest to reach
 - Most likely to have been involved in education/skills to least likely to have been involved in education/skills
 - Lowest priority to highest priority for your particular sector/area (specify why they have this priority rating)
- Which segments might be easiest to target, and why? (Quick wins)
- Which segments are urgent priorities, and why?

Targeting interventions for different segments

Segmentation helps you consider the *different* strategies needed for engaging *different* subsets in your target audience.

- Where and how should you target your efforts?

Here's an example of targeted interventions to get young people into work.

The Employability Pipeline

The job seeking journey...

Engagement, Assessment
and Referral

1

Needs
Assessment and Barrier
Removal

2

Vocational
Activity

3

Employer Engagement
and Job Matching

4

In Work Support and
Aftercare

5

Stage 1: Referral, Engagement and Assessment

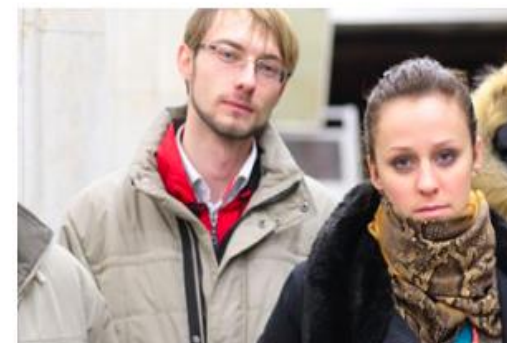
This pipeline stage is about reaching out to individuals, supporting people into regular activity and positive routines, and helping them to connect with others.

Client Status: Not Job Ready

Examples of activities

- Outreach Activities
- Self-Referral
- Identification and Assessment of Needs
- Development of Personalised Action Plan

Depending on each individual's circumstances, an activity may apply to other Stages.



Next Stage

The Employability Pipeline

The job seeking journey...

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Stage 3: Vocational Activity

Stage 3 activities include delivering a range of accredited training, employability training for core skills, job search advice and activities to raise awareness of enterprise and entrepreneurship in order to meet the needs of individuals.

Client Status: Job Ready

Examples of Activities

- Employability Skills Development
- Vocational Training
- Work Experience
- Volunteering
- Self-Employment and Enterprise Support

Examples of Programmes

- Certificate of Work Readiness
- Employability Fund
- SDS Individual Learning Accounts
- Adopt an Intern
- Community Jobs Scotland
- Work Programme
- Work Choice



Prev Stage

Next Stage

Targeted interventions: Key considerations

- Consider the characteristics of the segments you've identified and the challenges to engagement: what types of interventions are needed to engage each one?
- Success often leads to more engagement – so having successes is important. Identify groups who could be engaged in learning quickly or more easily– the 'quick wins' help you build on success
- Take care not to focus all efforts in one area – we are often drawn to the most difficult area to deal with.

Look again at your selected priority and 'quick win' segments.

- *What would make them want to get involved in skills learning?*
- *What challenges do they face?*
- *What types of interventions are needed to overcome the challenges and get them engaged?*

Step 3: Analysing your stakeholders

- **Stakeholders** are the people or groups who have an interest in the area or the initiative. They may have something to gain – or something to lose – if an initiative goes ahead.
- There is likely to be a wide range of stakeholders in each segment of your target population. Not all are equal. You need to select those who can drive the development of effective strategies for engaging learners.
- **Stakeholder analysis** helps you to identify which stakeholders you need to involve – and why they need to be involved.

The steps in stakeholder analysis

1. Who are your stakeholders? Try to make a draft list.
2. What are your analysis criteria? You might consider:
 - Are they already engaged in skills learning for your target group?
 - Are they likely to be users in any project you launch?
 - Are they likely to be influential in making things happen?
 - Do they bring links to wider networks or groups? (the snowball effect)
2. Plot your stakeholders on an analysis grid

Example Stakeholder Analysis Grid

High influence

These people/groups have high influence, but may not be involved in the initiative.

They need to be kept informed but care needs to be taken so that they do not derail plans.

The high influence/high involvement group have a lot to gain – and a lot to contribute.

They need to be closely involved as this is the group which will make things happen.

Low
involvement

The low influence/low involvement group may have only sporadic links with the initiative. They need to be made aware of it - but not necessarily involved.

These people are likely to have high involvement but have very little influence. Learners themselves often fall into this category. Can you engage them in the planning process?

High
involvement

Low influence

Stakeholder analysis: Key points



- Stakeholder analysis helps to identify and prioritise the different organisations, groups or individuals who need to be engaged to help drive engagement of your selected target group(s). But remember – it's not just 'the usual suspects'!
- Understanding how to balance the different interests of stakeholders is vital. Those who have a stake in a positive outcome are essential allies.
- Don't simply identify an organisation: try to identify which part of the organisation – or which person – needs to be involved.
- Use your stakeholder analysis to help you identify potential champions or early adopters – these are the stakeholders who are keen to be involved AND can make things happen.

Task 3

Conducting a stakeholder analysis

- Who are the key stakeholders in the engagement of your target group(s) in skills learning? Complete your stakeholder grid (as far as possible).
- Which of the stakeholders can help develop and drive plans for engagement of your target group? Try to prioritise them, identifying those who need to be:
 - Closely involved at all stages
 - Closely involved at some stages
 - Not closely involved, but kept informed
- Can you identify any potential champions or potential early adopters in your analysis of stakeholders?

Step 4

Action planning for engagement

- Your action plan describes the actions needed to turn your vision of engagement into reality.
- Your stakeholder analysis identifies the stakeholders needed to help create the plan – and put it into action.
- The action plan should have a clearly stated overall objective
- The action plan needs to be *co-produced* with stakeholders, and list:
 - The actions needed, and why each is needed
 - The stakeholder(s) responsible for each action
 - The resources and support needed – where from?
 - The order and timing of actions

Action planning: Key points

- The action plan is co-produced and co-owned with the stakeholders. They are the people who will put it into action. It reflects the principles of effective engagement.
- The basis of an effective action plan is clear objectives. There needs to be a clear overall objective, and each action should contribute clearly to that objective.
- Each action represents a goal. Therefore each needs to be:
 - Specific** What *exactly* do you want this action to achieve?
 - Measurable** How will you know if it has been successful?
 - Agreed** Is everyone involved on board with this action?
 - Realistic** Can it really be achieved?
 - Time-bound** When does it need to happen?

Task 4

Action Planning for engagement

Think about your target group of workers.

- What is an achievable overall objective for engagement of workers in that group in skills learning?
- What steps are needed to achieve that objective?
- For each step you identify, consider
 - What needs to be achieved at that step?
 - How will you measure that achievement?
 - Who needs to be involved – and what is their role?
 - What resources are needed to make this happen?
 - In what order should the actions take place? Why?

Step 5

Embedding evaluation of impact

We often fail to measure the impact that our interventions have had. Here are key steps to bear in mind:

- 1. Be clear about what needs to be achieved:** Your evidence base helps you to articulate who your target audience is and how they need to be engaged.
- 2. Set measurable objectives at the beginning:** Effective evaluation of impact depends on knowing what you need to achieve from the outset – and being able to measure this has been achieved. Developing agreed, measurable objectives is an essential step in this process.
- 3. Measure as you go:** Look at the steps in your action plan. These create staged goals towards your objectives. By measuring at each stage you will build up a picture of how successful each element is – and where things might be going wrong. This helps you put in contingency measures.

Case studies in impact

Case studies are one of the strongest tools for spreading engagement in learning. Hearing other people's stories can spark motivation for involvement.

Use your impact evaluation to highlight:

- Who were the target people? (Are there any individuals who can tell their story?)
- How were they **engaged**? What made them **want** to get involved?
- What did they do – and what did they learn as a result?
- What happened (or is planned to happen) next?

Taking a systematic approach

A framework to develop plans based on evidence and focused on outcomes. It involves:

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Having looked at the stages in this approach:

What's your overall impression about its usefulness?

What do you see as the benefits and limitations of using it?

What could be done to improve it?

For more information

- To discuss further – and to become a champion – contact Vasundhara Bhargava
vasu.nsd@gmail.com
- Visit the India EU Website for this presentation and other Project resources
<http://www.india-euskills.com>