



NSQF QUALIFICATIONS IN THE INFORMAL SECTOR

**WORKSHOP TOOLKIT
TO SUPPORT
STATE SKILLS DEVELOPMENT MISSIONS (SSDMS)**

IMPORTANT INFORMATION

This toolkit has been designed for consultants working with the National Skills Development Agency (NSDA). It is designed to support the roll out of workshops for State Skills Development Agencies. The workshops support a systematic approach to the engagement of informal sector workers and employers in the Skills Agenda.

The toolkit comprises the following two elements:

- A set of Powerpoint slides for use in the workshop.
- This guide, which provides plans and tasks to support the delivery of the workshop.

The plans in the guide reference the slides. It is therefore important that both documents be read together.

NSQF QUALIFICATIONS IN THE INFORMAL SECTOR: Workshop Toolkit to Support State Skills Development Missions (SSDMs) (2016) was produced with the support of the European Union

CONTENTS

SECTION 1: INTRODUCTION TO THE TOOLKIT	4
1. Aim of Informal Sector toolkit	4
2. An approach to engaging the informal sector	4
3. Objectives and outcomes of the Informal Sector planning workshop	5
SECTION 2: PREPARING THE WORKSHOP	6
1. Introduction	6
2. Planning an effective Informal Sector workshop	6
3. Step-by-step plan to preparing the workshop.....	7
SECTION 3: DELIVERING THE WORKSHOP	9
1. Introduction	9
2. Guiding principles for effective delivery.....	9
3. Step-by-step guide to workshop delivery.....	10
SECTION 4: WORKSHOP FOLLOW-UP	15
1. Introduction	15
2. Guiding principles for effective follow up.	15
3. A guide to follow-up activities	15
ANNEXURE	17
Annexe 1: Worksheets	17

SECTION 1: INTRODUCTION TO THE TOOLKIT

1. Aim of Informal Sector toolkit

A key aim of the Skills Agenda is to ensure that everyone has the skills and qualifications needed for their work role. This includes the large numbers of people working in the informal sector across India.

India's State Skills Development Missions (SSDMs) have a vital role in supporting this engagement in learning and qualifications. Working with Sector Skills Councils (SSCs) and other industry representatives, they can identify and plan how best to support workers to engage in and benefit from skills education. However, the large numbers of people working in the informal sector can make it difficult to identify where to begin the engagement journey.

This toolkit has been designed for **consultants working with the National Skills Development Agency (NSDA)** working with SSDMs to support engagement. It provides:

- an outline approach which SSDMs can use to plan how to engage the unorganized sector in their state
- materials for a planning workshop to help SSDMs understand and use the approach. These materials include:
 - workshop presentation
 - workshop activities
 - a workshop plan, to guide delivery of the presentation and activities
 - a follow-up plan, providing a guide for 'next steps'

2. An approach to engaging the informal sector

In October 2015, the NSDA approved an approach paper for engaging the informal sector with the Skills Agenda. The suggested approach outlined a series of steps recommended to help ensure effective sector engagement. These included:

1. **Segmenting** (breaking down) the sector into its constituent elements (known as segments)
2. **Identifying and understanding** the structure of industries (i.e. employer organisations, including SMEs and entrepreneur-run businesses, within a sector or segment) with a large informal component
3. **Identifying** the demographics of the workforce in within the identified industries (e.g. age; gender; type of employment (e.g. lone worker; self-employed; family employment); geographic spread etc)
4. **Engaging** industries at all levels to develop an understanding of learning needs
5. **Identifying** early adopters and potential champions of the Skills Agenda within those industries

6. **Planning** to spread the word about the Skills Agenda
7. **Designing** flexible learning modules to address learning needs in appropriate modes and settings
8. **Focusing** on literacy as a key enabler of the Skills Agenda in the informal sector
9. **Building** bridges to enable individuals to move from the informal for formal sector where appropriate

The overall aim of the approach is to avoid a ‘one size fits all’ approach to the inclusion of the informal sector in the Skills Agenda. Instead, it highlights the need to understand the diversity within the sector and to create education solutions that are appropriate to that diversity. The widely varying backgrounds, social contexts and work contexts encompassed by the sector mean that greater flexibility in approach is needed than in sectors which have established formal structures to support learning. In addition, more detailed consideration is needed to identify the possible benefits of learning and qualifications to people living and working in contexts which do not necessarily attribute value to those qualifications. Identifying and understanding the groupings (segments) within the informal sector is central to understanding their learning needs and how best to engage them in learning, and to developing the most appropriate learning solutions.

3. Objectives and outcomes of the Informal Sector planning workshop

From SSDM perspective, the objectives of the workshop are to ensure they:

- understand the approach
- share progress in this area to date so that peer learning and/or collaboration can take place
- plan how to take the approach forward in their area.

The key **aim** of the workshop is for each SSDM to develop an action plan – or share existing action plans - for engaging informal sector workers in their area the Skills Agenda. It is therefore important that the invitees have the **appropriate level of responsibility and authority within their organisation** which will allow them to do this.

From an NSDA perspective, the objectives of the workshop are to ensure they:

- secure the engagement of the sectors and States in taking the Skills Agenda forward
- identify where support is needed to help SSDMs implement their action plans
- build an evidence base of profiles and needs of the informal sector in different segments, so that resources can be targeted more effectively

Key **outcomes** of the workshops for NSDA will be:

- evidence of engagement gathered through the collection of feedback and action plans
- more effective targeting of resources (time, human resource and/or finance) based on an understanding of the needs, as evidenced in SSDM action plans

SECTION 2: PREPARING THE WORKSHOP

1. Introduction

The key to all successful workshops is effective preparation. This section reminds NSDA consultants about some of the essential preparatory steps that need to be taken before the workshop is delivered. This includes ensuring that:

- there is a shared, up-to-date understanding of information already gathered about stakeholder engagement in the State(s) to date
- appropriate stakeholders are identified and invited to participate, based on the existing information
- internal resources are organized and managed to ensure that the workshop is delivered to meet the required outcomes
- evaluation is embedded in the workshop to measure if it achieves its objectives

2. Planning an effective Informal Sector workshop

The table on the next page provides a step-by-step guide to planning the workshop. It includes information about:

- **what** needs to be done at each stage
- **why** this stage is important
- **how** this stage should be carried out – i.e. the actions that are needed
- **who** should be involved
- **additional information** and notes where necessary

3. Step-by-step plan to preparing the workshop

WHAT	WHY	HOW	WHO	NOTES
1. Convene NSDA workshop team and define responsibilities	The NSDA team will be responsible for the effective implementation of the workshop. Therefore key personnel need to be mobilized.	<ul style="list-style-type: none"> Identify and recruit relevant consultants to group Define clearly roles and responsibilities in project plan (see below) Define and ringfence time resources needed for this project 	<ul style="list-style-type: none"> NSDA consultants 	
2. Review existing information/insight about levels of engagement of selected States	It is important to plan engagement workshops that build on what exists rather than duplicate or override it.	<ul style="list-style-type: none"> Pool existing insight about individual States and sectors Analyse insight to identify high/medium/low engagement and how this is evidenced. Check insight if possible with advisory group of sector/State contacts 	<ul style="list-style-type: none"> NSDA Consultants Sector / state advisory group. 	Consider best approach to filling gaps in this underpinning knowledge – personal contact? Pre-workshop meeting(s) with selected stakeholders?
3. Review stakeholder analysis	It is important to identify who the most appropriate stakeholders are in terms of States (and SSCs) to be invited to participate in the workshops	<ul style="list-style-type: none"> Analyse existing list of stakeholders identified for the workshops to ensure: <ul style="list-style-type: none"> an appropriate range of States are involved an appropriate range of sectors are represented the ‘match’ between States and sectors: how active are sectors in the participating States? any gaps in the contacts with the 	<ul style="list-style-type: none"> NSDA Consultants 	Tools for conducting stakeholder analysis are included in the presentation slides. Use these to conduct the analysis of stakeholders who should be included in the workshop

		sectors/States can be identified and addressed		
4. Develop project plan	An explicit plan is needed, with defined roles and responsibilities, to ensure that all aspects of the workshop can be developed effectively	<ul style="list-style-type: none"> • Team to agree the following elements: <ul style="list-style-type: none"> ○ Content and structure of workshop – this is discussed in more detail in the next section ○ Administrative details: date; venue; times; catering etc. ○ Stakeholders to be included, and how their attendance will be secured ○ Milestones for completion of tasks and how these will be monitored ○ How the success of the workshop will be evaluated both immediately after the event and longer term • Team member responsible for project plan to write it up - including a clear task list - circulate, and set meetings to check on milestone achievement 	<ul style="list-style-type: none"> • NSDA Consultants 	See next section for workshop plan

SECTION 3: DELIVERING THE WORKSHOP

1. Introduction

The aim of the workshop is to ensure that the SSDMs (and participating SSCs) are motivated by the proposed approach. The focus needs to be on ensuring that participants:

- engage with and understand the key stages in the proposed approach, and
- are prepared to take forward the proposed approach.

The workshop is designed as a participative event, encouraging participants to share experience and ask questions. Therefore the focus needs to be on the tasks, supported by short presentations. This section includes a **workshop plan**, detailing the aims and stages of the workshop.

IMPORTANT INFORMATION

- The **workshop slides**, many with explanatory notes, are contained in the **Powerpoint file** which accompanies this guide. **THIS FILE MUST BE DOWNLOADED SEPARATELY.**
- The **worksheets** for the workshop tasks are included in **Annexe 1.**

2. Guiding principles for effective delivery

- a) **Good time management is essential** if the aims are to be achieved.
- b) The **environment needs to promote pair and group tasks and discussion.** If possible, avoid large boardrooms with immovable furniture.
- c) The most important outcome of the workshop is participants to understand how the elements of the approach to their own context. Therefore, there needs to be **more focus on tasks, and less on presentation.**
- d) NSDA consultants need to be able to gather information about current levels of engagement across the participating groups. This means **managing task feedback efficiently** to ensure:
 - a) participants manage share their ideas and conclusions with each other, without individuals dominating
 - b) repetitive feedback is avoided. Avoid consistently asking individuals in turn to provide lengthy feedback from their discussions.

The table on the following pages provides a step-by-step guide to workshop delivery. It **includes information about:**

- **what** needs to be done at each stage
- **why** this stage is important
- **how** this stage should be carried out – i.e. the actions that are needed
- **who** should be involved
- **additional information** showing which tasks and slides are used at each stage

3. Step-by-step guide to workshop delivery

WHAT	WHY	HOW	WHO	NOTES
1. Short welcome/introductions	Encourage discussion and networking Identify shared interests/experiences	Depending on the numbers. <ul style="list-style-type: none"> Ask participants to introduce themselves individually or introduce themselves to the smaller group around them. If in small groups, get them to decide if they have the same motivations for coming and the same aims for the day. Make a note on a flipchart of their aims for the day.	Participants, facilitated by NSDA consultant	SLIDE 2
2. Outline of the aims for the day and definition of key terms	Clarify the aims and parameters of the workshop, and introduce the concept of systematic approach	Short presentation covering: <ul style="list-style-type: none"> The aims of the workshop Definition of key terms: <ul style="list-style-type: none"> Engagement Systematic approach Informal sector 	Workshop leader	SLIDES 3 - 7
3. Establishing the evidence base for engagement	Encourages participants to identify what they already know, and where the information exists. It also highlights the need to move away from 'hunches' to seek out different evidence sources	Short presentation : <ul style="list-style-type: none"> An evidence base means you know where you are starting from before planning engagement There are many sources of evidence – where does yours come from? Task: Working first individually then in small groups participants: <ul style="list-style-type: none"> Define who their target population is Reflect on what is already known about that population and where that evidence lies 	Workshop lead Participants facilitated by NSDA consultants	SLIDES 8 and 9 SLIDE 10 & Worksheet 1

		<ul style="list-style-type: none"> The status of that evidence (e.g. Is it written down somewhere? How current is it?) In small groups, are you using similar sources? Can you see any gaps in evidence? 		
<p>4. Segmenting – establishing the key industries and groups of roles carried out within the sector</p>	<p>It is essential to break down ‘the informal sector’ into workable elements. Segmentation studies allow the targeting of groups with relevant information and interventions</p>	<p>Short presentation:</p> <ul style="list-style-type: none"> The principles of segmenting – why it’s needed on this project An overview of where data is so far/where gaps are <p>Task: Group discussions: In your area:</p> <ul style="list-style-type: none"> What are the segments? Which one(s) will you focus on? What do you know about the chosen segment is made up (e.g. industries, demographics)? Where are the gaps? How are the learning needs of the different groups within the segment likely to differ? <p>Follow up: Provide an example of how segmentation can support the development of targeted learning interventions*</p>	<ul style="list-style-type: none"> Workshop leader <p>Participants with an NSDA facilitator</p> <p>Workshop leader</p>	<p>SLIDES 11-13</p> <p>SLIDE 14 & Worksheet 2 Consider feedback: notes? Flipcharts? Prepared worksheets?</p> <p>*SLIDES 15-18 are an example from Scotland. Replace with example from India when available</p>
<p>5. Stakeholder analysis Knowing who needs to be involved in making engagement work – and why</p>	<p>It is vital to identify and target which stakeholders it is essential to involve</p>	<p>Short presentation:</p> <ul style="list-style-type: none"> Why stakeholder analysis is important The steps involved A technique for supporting the analysis <p>Task</p>	<p>Workshop lead</p>	<p>SLIDES 19 – 22</p>

		<p>Working as individuals participants</p> <ul style="list-style-type: none"> Identify the range of stakeholders who can influence developments in their chosen sector Plot the stakeholders on the analysis grid on their worksheet <p>Groups/pairs</p> <ul style="list-style-type: none"> Discuss what they have found as a result of analysis – what learning have they drawn from this? Are there people they realise the need – or don't need – to involve? 	NSDA facilitators and participants	<p>SLIDE 23 and Worksheet 3</p> <p>NB For feedback on this activity, ask participants to focus on what they have learned from the activity, not to give the details of stakeholders</p>
<p>6. Engaging stakeholders and identifying champions</p>	<p>At State or Sector level, the main players need to see how they can get 'quick wins' and use early adopters to encourage others</p>	<p>Introduce this task based on the stakeholder analysis</p> <ul style="list-style-type: none"> Outline why engagement (not transmission of information) is important Is there a Champion/early adopter who can give an example of what they are doing? <p>Task: In group(s):</p> <ul style="list-style-type: none"> Can they identify key targets for Champions in their area? What channels can they use to <i>engage</i> people? What resources might be necessary to do this? 	<ul style="list-style-type: none"> Workshop lead A State or Sector champion – perhaps from advisory group 	<p>This is intended simply as a short addition to the stakeholder analysis – which stakeholders can they work with to build awareness of NSQF and the Skills Agenda?</p>
<p>7. Planning</p>	<p>The outcome of the workshop should be action plans from participants. This session allows them to start planning.</p>	<p>Short presentation:</p> <ul style="list-style-type: none"> Stress importance of an action plan – to help measure progress and to identify where support might be needed. Clarify co-production of activities – how are they going to engage stakeholders to collaborate on plans rather than impose? (i.e. Getting people to 	<ul style="list-style-type: none"> Workshop lead 	<p>SLIDES 24 & 25</p>

		<p>want to be involved rather than <i>telling</i> them to be involved)</p> <ul style="list-style-type: none"> • Highlight the importance in their plan of SMART objectives <p>Task: Group discussion and planning. Plans should include:</p> <ul style="list-style-type: none"> • Who do they need to engage to ensure involvement of the informal sector? • Why do they need to be engaged? • What do they need to do? • What is the most effective method of <i>engaging</i> (not telling) those stakeholders? • What are the challenges with engaging that group? • How can those challenges be overcome? • Who will do this? • What resources are needed? • 		<p>SLIDE 26 Consider: How are you going to make sure that individuals keep their plans, but you have access to them? How are you going to follow up on these plans?</p>
<p>8. Integrating evaluation – ensuring that, from the starting point, the planners define the impact they want to achieve - and how they are going to evaluate achievement of that impact</p>	<p>This short section simply reinforces the need that, without clear and measurable goals it is not possible to measure the impact of activities.</p>	<p>Short presentation to highlight the need for:</p> <ul style="list-style-type: none"> • Clear objectives • Defining how and when achievement of those objectives can be measured • Planning in measurement activities so that evidence can be gathered during the course of the project or intervention • Developing case studies to spread awareness of impact 	Workshop lead	SLIDES 27 & 28

<p>9. Evaluating the workshop</p>	<p>The evaluation at this stage should allow you to evaluate the level of <i>engagement</i> . Without this, there can be no progress.</p>	<p>Short presentation:</p> <ul style="list-style-type: none"> • Remind the participants about the aims of the day • Ask them to reflect on the usefulness of the approach which they have worked through. <p>Follow up with evaluation questionnaire: Evaluation questions need to identify:</p> <ul style="list-style-type: none"> • How important was this event for people? • How useful was it for them? • How much information was new? • Would they recommend this workshop to other stakeholders? • What 3 things are they going to do as a result of the workshop? • What 1 (Or 2) things would they change about the workshop? • Room for additional comments. 	<p>Workshop lead</p>	<p>These questions are standard for measuring engagement.</p> <p>A member of the team needs to take responsibility for processing information and reporting on results of this evaluation (and for other workshops if a programme is rolled out).</p>
<p>10. Next steps</p>	<p>Stakeholders need to see this as the first step in a journey.</p>	<p>Summary of the day</p> <ul style="list-style-type: none"> • How does this link with what NSDA are going to do next? • How are you going to keep these stakeholders engaged? 	<ul style="list-style-type: none"> • NSDA consultants 	<p>Consideration:</p> <p>How are you going to follow up on participants' action plans? Does each one have an NSDA contact they can get in touch with? How are these contacts assigned?</p>

SECTION 4: WORKSHOP FOLLOW-UP

1. Introduction

It is important to see the delivery of the workshop as initial engagement. It is the quality of the follow up that will determine if the SSCs and SSDMs are able to take steps towards implementing the NSQF – and if they actually do it.

This section highlights steps to take to ensure that stakeholders gain most benefit from the workshop, and to ensure that they have the support they need for the next steps in the journey.

2. Guiding principles for effective follow up.

- Always **allocate time for follow-up activities**. In a busy environment it is too easy simply to move on to the next activity. However, not giving this step time means that any benefit gained might soon be lost.
- **Allocate responsibilities for follow up** and make sure there is a mechanism for checking what follow-up has taken place.
- **Communicate next steps quickly**. Leaving too much time before getting in touch with participants risks losing the momentum that has been built up in the workshop.

3. A guide to follow-up activities

This range of activities will help you make the most of the workshop once it has been delivered.

a) Use lessons learned from the workshop as a planning tool

The lessons learned are the building blocks for this approach. An agreed approach to identifying, documenting and embedding them in next steps is therefore important. Review evaluation findings and insight gathered during the workshop to identify areas where:

- the workshop package works well, and where improvements are needed;
- progress has already taken place, and how champions might be engaged / case studies developed
- priorities for the allocation of support, based on:
 - quick wins to support wider implementation
 - urgent help needed to rectify problems

b) Use action plans as a tool for implementation

The action plans from the workshop are the key tool to ensure NSDA provides appropriate support and can measure implementation.

- **Analyse** action plans to identify:
 - how priorities might be grouped to make ‘sense groups’ (e.g. stakeholders working in different areas may need to target the same agencies). Can they join forces?

- where resources need to be focused. The challenges will show what needs to be given priority.
- **Allocate** responsibility for the different stakeholders – who will be the main contact and how will they communicate?
- **Follow up** with participants – each stakeholder to be contacted within a week following the workshop to agree how the action plan will be supported/monitored.

c) **Plan the communication strategy**

The action plans and the experience of the workshop will help to identify key targets for communication.

- **Develop** a communication matrix based on the stakeholder analysis, any segmenting done, and any mapping done. The key questions to answer:
 - Who needs to be communicated with?
 - What is the purpose of the communication (why?)?
 - What needs to be achieved through the communication?
 - What is the best method for achieving this?
- **Prioritise** communication targets e.g.:
 - Identify critical paths – who needs to be communicated with before whom, and why?
 - Identify ‘quick wins’: Who will help the project reach a wider audience quickly?
- **Allocate** responsibilities for communication tasks

d) **Develop a roll-out plan**

The workshop is one of the mechanisms used in the communications plan. The roll-out of the workshop needs to be integrated into the wider communications plan.

- **Review** communications plan to identify if/when/where another workshop might be needed. Why do these stakeholders need a workshop?
- **Plan** a roll-out which builds incrementally on the previous workshop(s):
 - What is the link between this group of stakeholders and the previous one?
 - Are new champions emerging who can provide case studies emerging from related sectors/states?
 - Are there opportunities for networks to be established as one workshop builds on the previous one? If so, how will these be co-ordinated?

ANNEXURE

Annexe 1: Worksheets

The following pages contain the worksheets developed for the workshop.

These should be reproduced and provided for participants.

ENGAGING INFORMAL SECTOR WORKERS IN SKILLS LEARNING
Developing A Systematic Approach

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?

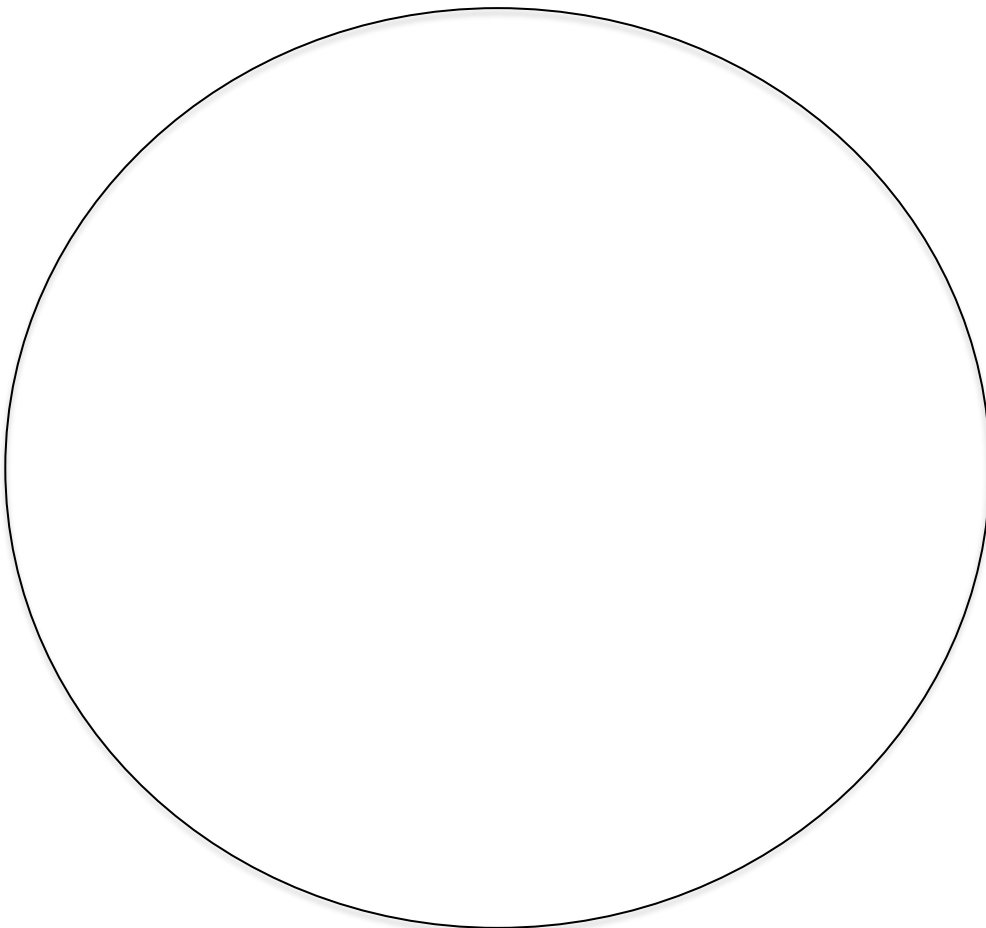
- What sources of evidence do you have?
- What are the major patterns/themes in the evidence?
- What are the major challenges in engaging them in skills learning?
- Are there any areas where successes are seen?
- Do you have any gaps in your information? How could these be filled?

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

ENGAGING INFORMAL SECTOR WORKERS IN SKILLS LEARNING
Developing A Systematic Approach

TASK 2: Segmenting your audience

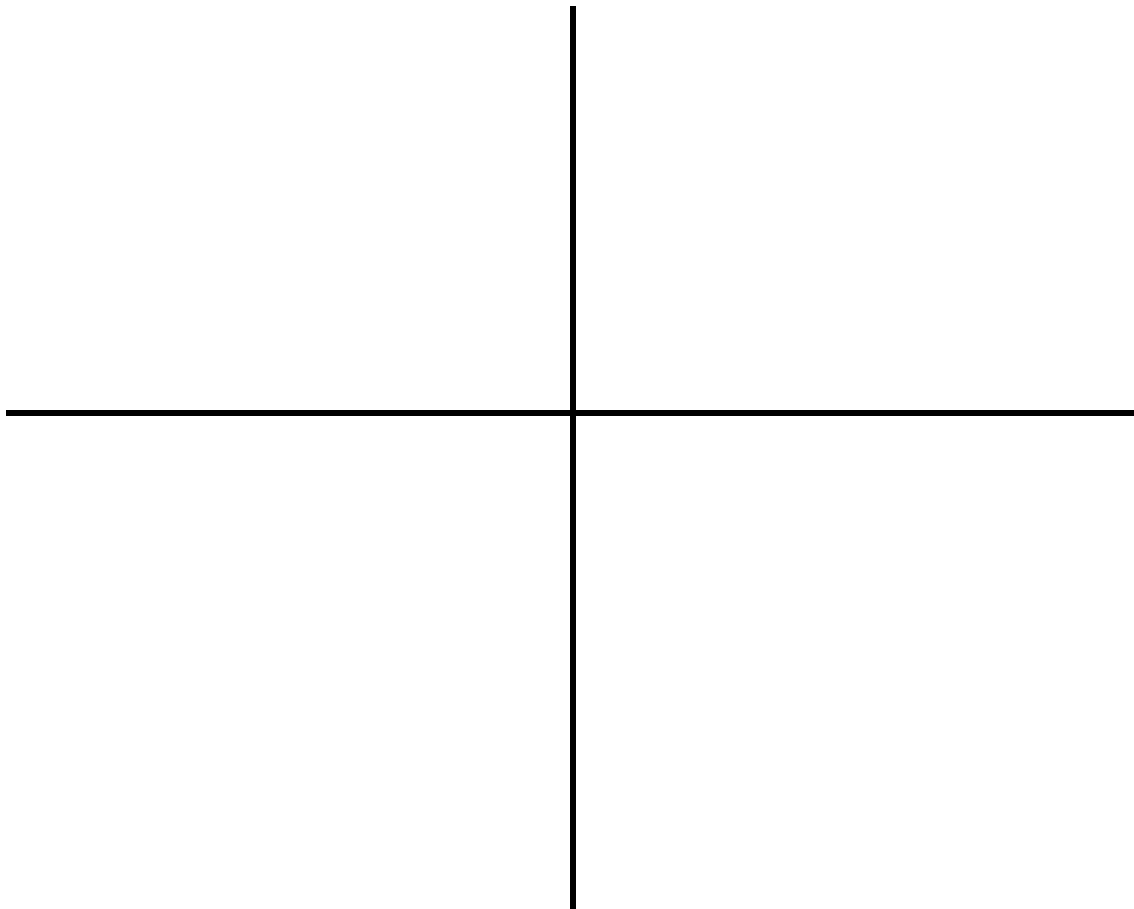
This circle represents your target audience. Can you divide it into constituent segments?



ENGAGING INFORMAL SECTOR WORKERS IN SKILLS LEARNING
Developing A Systematic Approach

TASK 3: Stakeholder analysis

1. Who are your stakeholders?
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)
3. Plot your stakeholders on the analysis grid. Don't forget to name the axes.



This page has been left blank deliberately

