

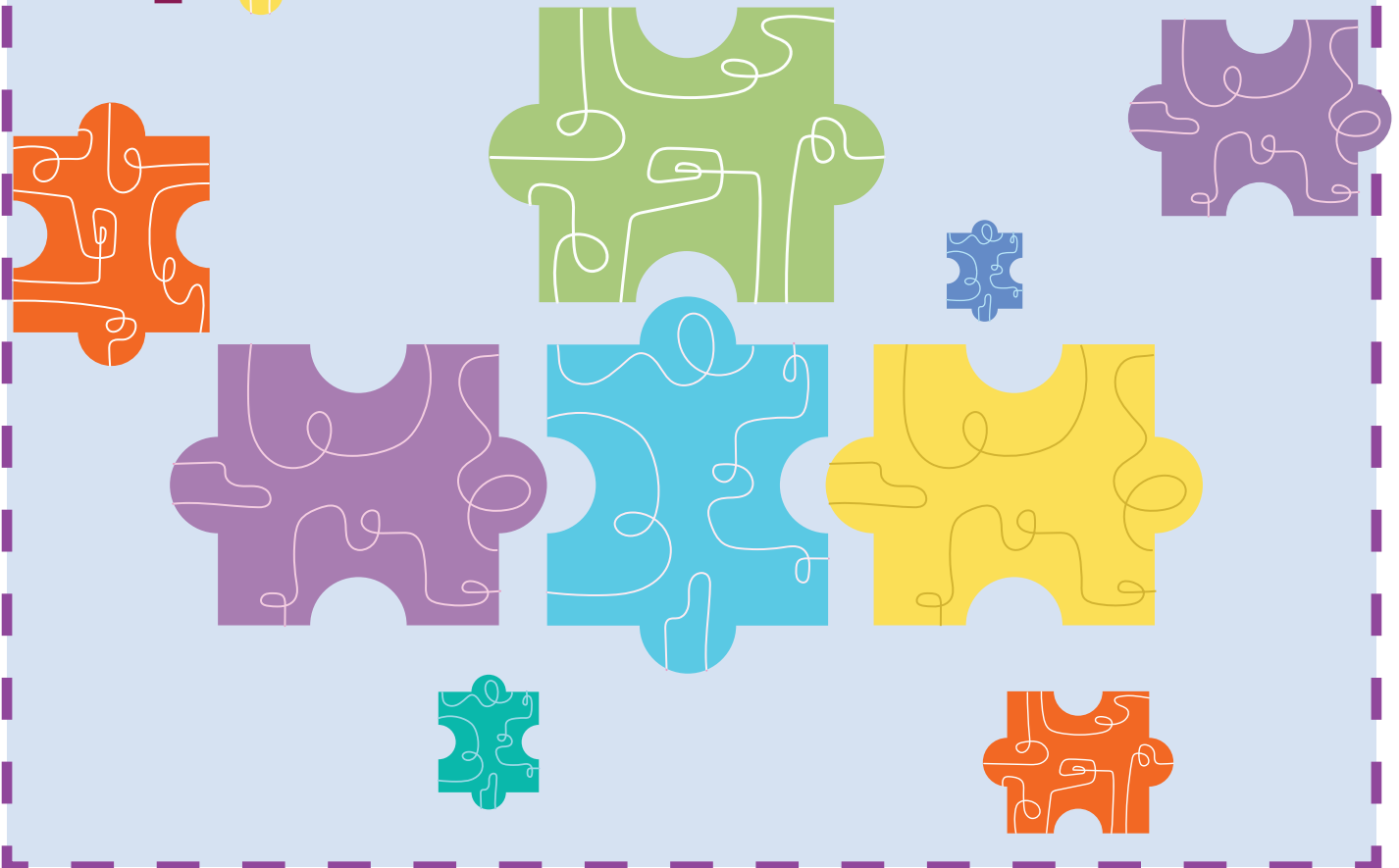


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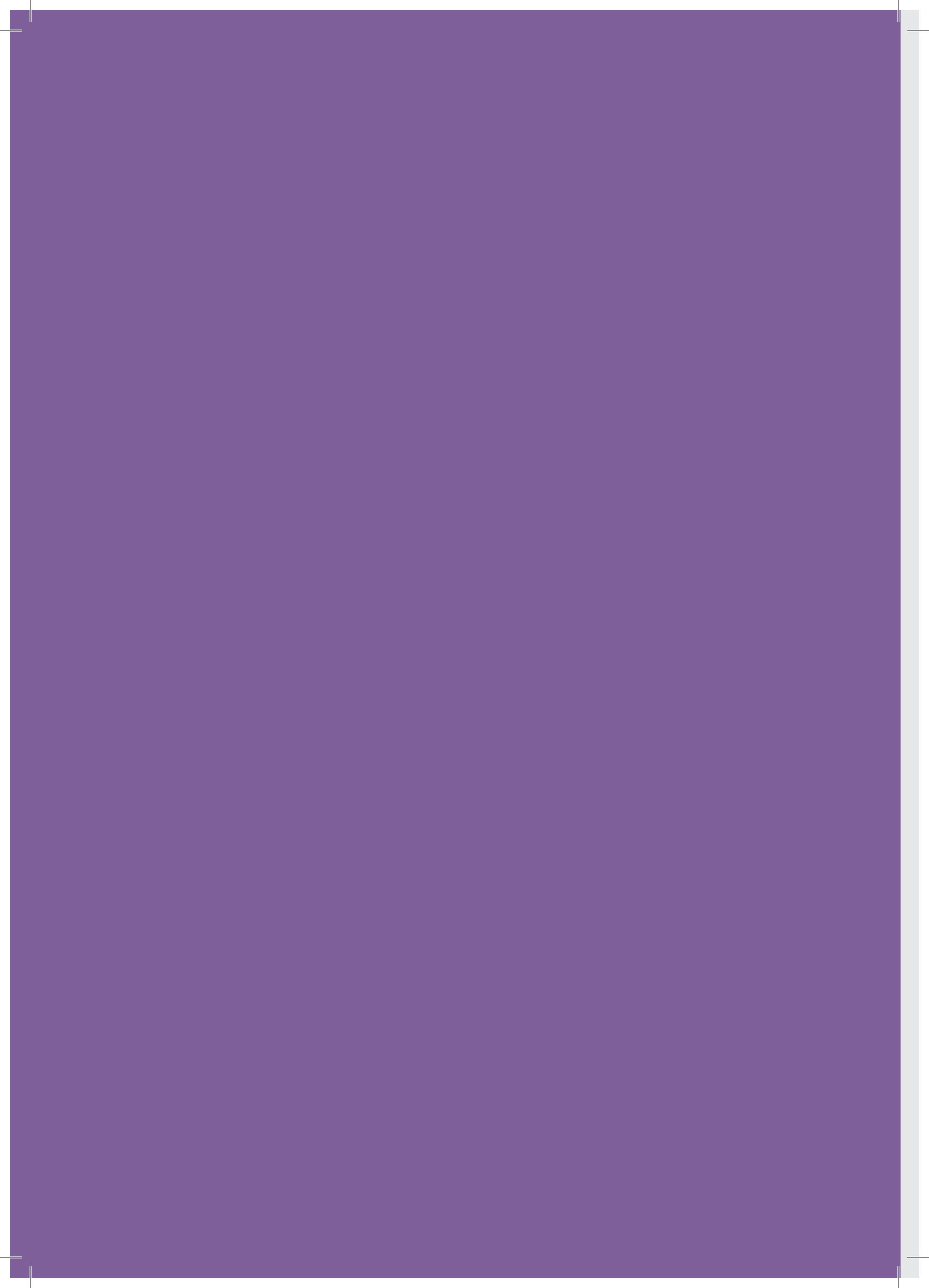

Skills for Inclusive Growth



HOW TO DEVELOP, IMPLEMENT AND MONITOR A DISTRICT SKILLS ACTION PLAN



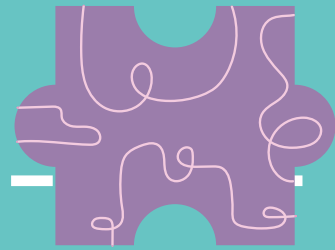
↳ **A Toolkit Developed by
Ministry of Education &
Tertiary & Vocational Education Commission (TVEC)**



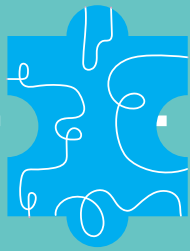
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PART



A



[Introduction]

[Part A: Introduction]

This toolkit has been developed to support staff in District Secretariats to develop, implement and monitor a District Skills Action Plan. For example, it can be used by District Development Officers the Director Planning and other officials responsible for with responsibility for skills development.

The toolkit includes easy to use tools and templates that support a step-by-step process to:

- understand the district labour market,
- identify local skill needs,
- and develop a plan that responds to those needs.

The Toolkit starts with an introduction to basic concepts of local and regional labour market analysis and skills planning, before setting out a simple six step process to develop and implement the District Skills Action Plan.

So let's get started.

↳ 1. Overview of the Toolkit

a. Why has this Toolkit been developed?

Staff of District Secretariats have to deal with competing demands in challenging environments and with limited resources. Their time is a precious resource. Skills planning is vital and senior officials of district administration need to be provided with user friendly tools. As TVEC is in the process of implementing district level skills planning, they have developed this resource to help staff of District Secretariats to develop and implement a District Skills Action Plan.

b. How can you use the Toolkit?

Because the Toolkit contains basic information and links to other resources on local labour market analysis and skills planning, it can be used as a general reference on the topic. It also provides various tools and templates that can be customised for other types of local socio-economic analysis in your district and beyond. First and foremost however, it has been designed as a step-by-step guide to help you develop and implement a District Skills Action Plan. You can use the templates as you wish because they are provided as a resource if you need them. They are not mandatory.

Before we start working to develop the skills action plan, we need to make sure we understand why skills planning is important and what some of the issues are that need to be considered when developing a skills action plan. If you aren't sure of some of the terms used, check the Glossary for an explanation.

↳ 2. An Introduction to Skills Planning

a. Why is district skills planning important?

Skills development, including technical and vocational education and training, is an important area of public policy and a key factor in ensuring the future prosperity of Sri Lanka.

Skills development is also an activity that involves many different stakeholders from both the public and private sector, NGOs and the donor community. This means there is a real challenge to understand what skills are required in the local labour market and to develop a coordinated response. Understanding the demand for skills from employers as well as from workers and potential students requires targeted research and this is part of the challenge in developing a District Skills Action Plan.

Because resources are limited, we need to make sure that all key stakeholders and training providers understand what skills are needed by employers, development planners and others engaged in district development work. We also need to ensure that these key stakeholders work together to deliver targeted skills interventions that respond to the different needs of each sector, sub-sector and occupation.

District Skills Action Plans provide an agreed set of actionable priorities that providers, employers and stakeholders in a District can get behind to drive change. District Secretariats have to work closely with employers, providers and key stakeholders to develop evidence-based, credible, and actionable action plans. Each plan will set out the key changes needed in a local area to make technical skills training more responsive to employer and learner needs. The plans will help people develop the skills they need to obtain Decent Work and increase their employment prospects.

b. Linking district, provincial and national skills planning

Skills development serves different purposes. It is an important contributor to economic performance and business development. Workers need skills and skills development is as relevant to the Tourism industry as it is to the Agriculture and Fisheries, Construction, Retail and Health sectors.

Skills development is also a way of improving the employment, income and social conditions of disadvantaged groups in the community. Targeting the skill needs of minorities, people with disabilities, female headed households and youth not in education, training or employment is a key strategy to increase economic and social inclusion in a District. Whilst a mature and robust planning system does exist in Sri Lanka, it doesn't always adequately inform and steer the allocation of funding or the provision of education and training across the country.

This is mainly because skills development cuts across many policy domains and forms part of the responsibilities of many different government agencies at the central, provincial, district and local levels. It is also provided by different education and training providers from the public, private and non-for-profit sectors.

Whilst a District Development Plan may identify key actions by sector, implementation of skills related activities remains a challenge as responsibilities are divided amongst different central and provincial government institutions and follow-up is also an issue.

Whilst skills and capacity development needs are included as a discrete component of provincial development plans, it is not the case with district development plans where these issues are typically embedded separately within each sector specific section. Where skills issues are included in district development plans, they are also often incomplete and/or insufficiently detailed. This is where a District Skills Action Plan can add value, by pulling together information on skills needs and priorities for action across the different sectors into a single document that can be monitored more effectively.

The ability of District Secretariats to meet skills planning targets are also constrained by the fact that public and private training providers are not always able to respond to priorities due to limited class sizes, resource constraints, poor social marketing and weak industry links.

This also highlights the importance of local networking and coordination and reinforces the need for District Skills Coordinating Committees (Skills DCC) to be established to help develop, implement and monitor the District Skills Action Plan. Training providers such as VTA, NAITA along with large private providers should be included in the Skills DCC so they directly work with government and industry representatives on the committee to address priorities identified in the plan.

District Development Councils are responsible for monitoring the District Development Plan. The Councils normally meet on a monthly basis and include members who are representatives of key central agencies. They are responsible for pursuing any recommended follow-up action where activities and expenditure do not meet targets.

In some districts, Skills DCC have been established to fulfill the same role for the District Skills Action Plan, to monitor implementation of the plan and pursue any recommended follow-up action. They are known as Skills DCC, TVET DCC or Skills Forums and have been established to coordinate skills interventions in the district.

Whilst the lack of financial and human resources for skills development cannot be fully resolved through development of a planning toolkit, having a clear and actionable skills plan will strengthen formal planning processes and go a long way towards ensuring that the best use is made of what limited resources are available.

c. Understanding skills supply and demand

A number of factors drive the demand for skills, including economic development, trade, inward investment and the impact of technology. Governments also influence the demand for skills through their investment in infrastructure and through their development policies. Factors that influence the supply of skills coming onto the labour market, include demographic flows, changes to migration levels and outputs from the country's education and training system.

When the demand and the supply of skills at a specific wage point don't match, a skills mismatch can be said to exist. The term skills mismatch has a very broad definition covering a number of quite specific types but basically it means there is a shortage or surplus of people with a specific skill.

When we talk about the demand for skills, two key concepts should be understood. We use the terms 'skills gap' and 'skill shortage'. Skills gaps occur when an employer believes that workers do not possess the right type of skills to perform tasks associated with their job. For example, staff do not know how to operate a certain type of computer software or are not able to speak English to the required level. Basically it describes the training needs of companies.

Skills shortages occur when an employer is unable to fill an advertised vacancy due to the lack of suitably qualified candidates. This happens when certain skills are in short supply in the labour market and when the number of job seekers with certain skills is insufficient to fill all available job vacancies. For example, when you can't find enough welders or mechanics. By anticipating or understanding likely future developments in the local population and economy, policy makers and stakeholders are able to mitigate or avoid skill mismatches and help ensure that future labour market operate more effectively.

When we think about the different parts of a skills system, we can see it involves complex and dynamic processes involving multiple stakeholders making multiple decisions at different times. It includes individuals and their families that make decisions regarding their own education and training; training institutions that make decisions on the type and content of training to be delivered; and employers that take decisions on how to train workers and use skills.

Jobs are changing rapidly and individuals are also changing their skill sets, either through education and training or through their work and life experience. Education and training systems have a key role to play in ensuring that opportunities are provided for all individuals to develop their skills continually in a lifelong learning perspective, enabling them to adapt to rapidly changing labour market requirements and conditions.

Analysing current and likely future skills demand is about being pro-active and forward thinking, and involves gathering qualitative and quantitative information and data from a variety of sources in a coherent and systematic manner, and to link this process to decision making processes for skills development. This is why we need to develop a District Skills Action Plan.

Although we can never know for sure what will happen in the future, it is important to use the information we currently have to anticipate what skills will be needed. In most countries there is at least some information about the skills supply and demand 'out there' which can be used for this purpose, and we'll look at these in more detail once we start to develop the plan.

There are different methods for collecting data depending on what you want to measure. The use of surveys is one of the most cost-effective ways of gathering data and understanding the skills challenges experienced by employers.

Another important source of data to understand aspects of skills demand are government household surveys which most commonly include the Labour Force Survey (LFS) and to a lesser extent the Census. A final source of quantitative data is administrative data from the education and training system. This is normally captured for compliance purposes by government departments and has the benefits of capturing the most recent trends in relation to course enrolments, completions and employment outcomes when such data exists.

There is an extensive range of tools, techniques and methodologies for analysing data to understand current and future skill requirements. Key tools for understanding current skill needs that we focus on in this guide are enterprise surveys, focus group discussions and key informant interviews.

The selection of approach(es) will need to be tailored to your individual circumstances and what is most suitable for the District in the light of your resources and your capacity to implement. Your selection of methods must be made in conjunction with your colleagues in the District Secretariat and local stakeholders.

↳ 3. District Skills Planning

a. An overview of the process of developing and validating the skills action plan

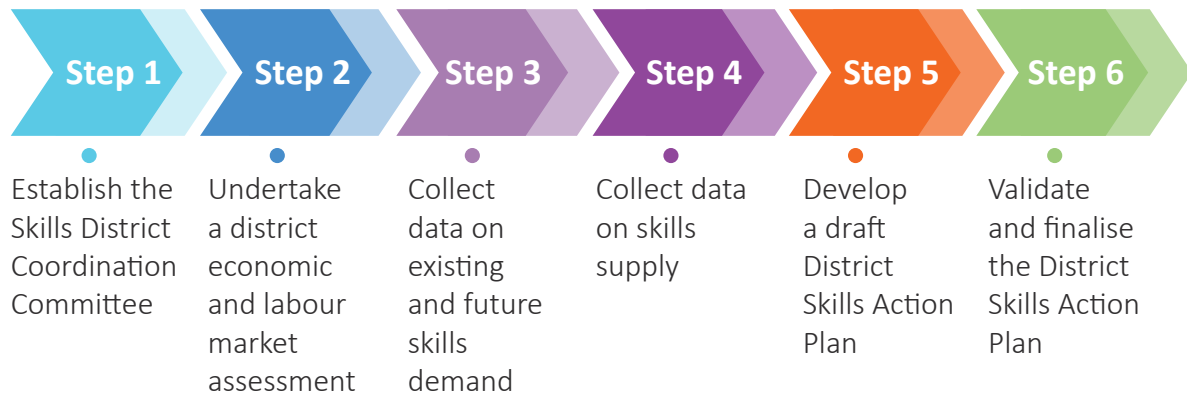
District Skills Action Plans form part of the existing government planning framework, and are based on consultation with industry (employers and workers) & key ministerial partners at national, provincial and district levels. An effective way to engage stakeholders that has been trialled in some districts has been through the establishment of District Skills Coordinating Committees which have taken on an important role in driving the process.

District Skills Action Plans seek to ensure that the supply of skills respond to identified market demand and are developed with the following key elements in mind:

taking a sectoral approach to help focus government & industry to work together;

- ✓ doing basic labour market analysis to identify the key challenges and provide evidence as the basis for interventions;
- ✓ the use of enterprise surveys, focus group discussions and/or key informant interviews to identify skills demand and skills challenges in key sectors;
- ✓ mapping of training provision and analysis of government plans for skills development in each sector;
- ✓ including measures to stimulate employer demand for skills and encourage local benefits and inclusive growth outcomes to be realised;
- ✓ validating the findings and analysis with employers, industry associations and district planners;
- ✓ establishing structures within District Secretariats to support implementation and monitoring – the Skills DCC.

This Toolkit covers the six steps required to develop a District Skills Action Plan:



Before we look at these steps in more detail in Part B of this Toolkit, it's worth looking a bit more closely at the role of the Skills DCC.

b. The Skills District Coordinating Committee (Skills DCC)

In the current system of District level planning in Sri Lanka, District Development Councils are responsible for monitoring the District Development Plan. The Councils normally meet on a monthly basis and include members who are representatives of key central agencies. They are responsible for pursuing any recommended follow-up action when activities and expenditure do not meet targets.

Fundamental to the success of your work in developing a District Skills Action Plan will be the role of the multi-stakeholder Skills District Coordinating Committee (Skills DCC).

In some Districts, Skills DCC have already been established to fulfill the same role for the District Skills Action Plan as the District Development Council does for the District Development Plan, that is, to monitor implementation of the plan and pursue any recommended follow-up action. In some districts these groups are known as TVET DCC or Skills Forums.

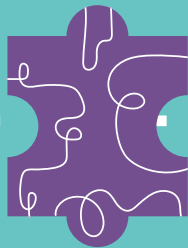
These groups have been established to coordinate skills interventions in the district. These are typically chaired by the Government Agent (GA) or Additional GA and include representatives of the private sector and training providers. In some cases, the work of the Skills DCC is taken forward by sector specific working groups that tackle specific issues in that District, such as career guidance or entrepreneurship development.

If a Skills DCC has not been established in your District you will need to work with your colleagues and the GA to establish one. TVEC and the ministry responsible for TVET and skills development will also be key partners in this process as will local industry representatives such as the chambers of commerce and industry and regional industry bodies. The steps involved in establishing the Skills DCC are covered in the first part of the next section of the Toolkit.

PART



B



**Developing the
District Skills
Action Plan**

↳ **Step 1: Establish the Skills District Coordination Committee (Skills DCC)**

If a Skills DCC or similar forum does not already exist in your District you will need to work with the Director Planning and the GA to establish one.

A model Terms of Reference (TOR) for the Skills DCC can be found in Attachment 1. It lists suggested membership, functions and modes of operation. You will need to study these and familiarise yourself with its scope of work and identify the possible areas where you may be required to provide support.

You should discuss the TOR with colleagues and identify specific individuals from the District and the Secretariat who will be invited to join or appointed. As it may be difficult to secure the participation of industry and private sector representatives in the Skills DCC, you may need to rely on the personal networks and contacts of more senior colleagues who will assist you to contact key local stakeholders and get them on board.

To function effectively, the Skills DCC will need to have a formal mandate, so if they have not already done so, the GA may have to obtain approval of the TOR and membership of the Skills DCC from the District Development Council.

As one of the key tasks of the Skills DCC is to oversee and develop the District Skills Action Plan, you will need to ensure that the GA or Director Planning formally tasks you and other relevant planning staff in the District Secretariat to take responsibility for skills planning and implementation monitoring. This will require action by the Director Planning or one of the Assistant Directors working under them, especially when we start the work of actually developing the plan. Most likely, the process will be led by the Director Planning or one of the Assistant Directors, but it could be you so make sure you know who will be able to support you when the works starts.

Once the Skills DCC is established, they will need to be briefed about the work that will be done to develop the District Skills Action Plan and what support will be required of them in that process.

Before you brief the Skills DCC, you will need to familiarise yourself with the rest of the steps involved in developing the plan, especially Steps 3 & 4 which involve collecting information on the supply and demand for skills as this is a key area where you will need support from members of the committee.

[Templates/Tools for Step 1: Establish the Skills District Coordination Committee](#)

Attachment 1: Model Terms of Reference for the Skills DCC.

Main Topic	Data Required	What do we need to know?	Where can you find it?
Population	Distribution	<ul style="list-style-type: none"> How many people live in each of the DS Divisions? 	<ul style="list-style-type: none"> ✓ District resource profile from the Senior Statistical Officer in the District Secretariat
	Age profile	<ul style="list-style-type: none"> How many people are in each age group? 	<ul style="list-style-type: none"> ✓ other district or provincial data and plans from designated officers ✓ National Census
	Educational attainment	<ul style="list-style-type: none"> What is the level of education attained by the population by DS Division? 	<ul style="list-style-type: none"> ✓ District resource profile from the Senior Statistical Officer in the District Secretariat ✓ other district or provincial data and plans from designated officers
Labour Market	Occupational composition of employment	<ul style="list-style-type: none"> How many people are employed? What broad occupational categories are they employed in and what education level do they have? 	<ul style="list-style-type: none"> ✓ Labour Force Survey (LFS)
	Sectoral composition of employment	<ul style="list-style-type: none"> Which sector of economic activity are they employed in? 	
	Age and gender composition of employment	<ul style="list-style-type: none"> What is the breakdown of employment by age group, gender and educational attainment? 	<ul style="list-style-type: none"> ✓ District resource profile from the Senior Statistical Officer in the District Secretariat ✓ District resource profile from the Senior
	Unemployment by region, age and gender	<ul style="list-style-type: none"> What is the breakdown of unemployment by age group, gender and educational attainment? 	<ul style="list-style-type: none"> ✓ Statistical Officer in the District Secretariat ✓ other district or provincial data and plans from designated officers
	Migration flows	<ul style="list-style-type: none"> How many people are leaving or entering the district to seek employment? 	<ul style="list-style-type: none"> ✓ Labour Force Survey (LFS)

Main Topic	Data Required	What do we need to know?	Where can you find it?
Economy	Descriptive overview	<ul style="list-style-type: none"> Which are the main economic sectors in the District based on the numbers employed? 	<ul style="list-style-type: none"> Divisional Directors in the District Secretariat Labour Force Survey (LFS) National Accounts Establishment census/surveys
	Market trends	<ul style="list-style-type: none"> What are the current business conditions and market trends in these major sectors? (select the top 5 sectors) 	<ul style="list-style-type: none"> Divisional Directors in the District Secretariat Industry reports Donor reports Public media
	Drivers of change - Political - Economic - Social - Technological - Environmental - Legal & Regulatory	<ul style="list-style-type: none"> What are the major trends likely to affect the performance of these major sectors? 	<ul style="list-style-type: none"> Divisional Directors in the District Secretariat Industry reports – information about these trends will also be collected during local consultations in Steps 3 & 4. Donor reports Public media
	Factor endowments	<ul style="list-style-type: none"> What are the major advantages that exist in the district in terms of land, labor, capital, and entrepreneurship? What are the special characteristics of the district that need to be recognised? 	<ul style="list-style-type: none"> Divisional Directors in the District Secretariat Statistical Officer in the District Secretariat other district or provincial data and plans from designated officers

Main Topic	Data Required	What do we need to know?	Where can you find it?
District Development	National priorities for district development	<ul style="list-style-type: none"> ▪ We need to align the District Skills Action Plan with national level development plans & priorities covering: <ul style="list-style-type: none"> - Skills Development - Tourism - Enterprise Development - Industrial Development - Agriculture 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Divisional Directors in the District Secretariat <input checked="" type="checkbox"/> Statistical Officer in the District Secretariat
	Central funding allocated for district development	<ul style="list-style-type: none"> ▪ The amount of public funds received by the District Secretariat for district development work (capital & recurrent) by major sector. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Divisional Directors in the District Secretariat <input checked="" type="checkbox"/> Statistical Officer in the District Secretariat

In Attachment 2 there is a template that you can use to compile that data. Once that data is collected, we suggest you consult with colleagues in the District Secretariat. Doing that at this stage allows you to confirm some of the key statistics you have collected and gain further insights into the key economic sectors where employment is greatest and skills demand most significant. At this stage you will need to identify the priority industry sectors in your District. The District Development Plan should contain this information but if it doesn't these can be determined by looking at their relative share of employment and contribution to the local economy and deciding which are the largest.

We also suggest you consult with three or four colleagues who are responsible for government programs in these sectors. A list of potential questions you can ask them can be found in Attachment 3.

Once you complete this initial analysis of population, the labour market and economy in the District by answering the questions in the table above and recording your findings in the template at Attachment 2, you effectively have produced a draft economic and labour market profile of the District.

Whilst you will revisit that profile when you compile the final plan, the data you have collected will allow you to complete the last activity in Step 2, to identify key public and private stakeholders for future consultations.

↳ Step 3: Collect data on existing and future skills demand

This next step takes us to the heart of the District Skills Action Plan, where we collect data and information on skill needs affecting key economic sectors in the district.

Before we think about how we are going to collect this information from employers in the district, we think it is important to see if that data already exists in published materials. You should take the time to see if the industry associations, sector skills councils, TVEC, provincial governments or central government ministries have published any information about the skill needs of the priority sectors in your District (check the References section for links to these sources). The Skills DCC could also guide you to ensure that you have access to current information and have a good idea about the key sectors and employers in the District.

At this stage we think it is important that you review and revise the data collection tools provided in this guide. There is an example of an enterprise survey in Attachment 5, a guide for focus group discussions in Attachment 6 and a schedule for key informant interviews in Attachment 7. All of these can be used to collect information about current and future skill needs. These templates can be customised in case you need to address any particular issues that exist in your District and which are not mentioned in the draft tools. You may wish to have the Director Planning or other colleagues review the data collection tools you have developed and provide you with feedback on how to improve them.

In deciding which approach/s to use, you will need to consider the potential cost and availability of resources. In some cases, all that will be possible is a rapid assessment and consultations with key stakeholders. In an ideal world, we would survey a representative sample of enterprises in each sector, hold sector specific focus group discussions and conduct interviews with industry bodies in all the major industry sectors. But this may not be possible in your District given resource constraints.

Interviews and focus group discussions are probably the best low cost data collection options but these also do incur some cost in terms of time and the use of facilities. Because of this, we suggest you have a discussion with the Director Planning in the District Secretariat so you know what human and financial resources you have at your disposal to conduct your research. You might want to ask:

- How many staff, graduates or consultants might be available to implement the survey or conduct interviews or run focus group discussions?
- Is there any funding available within the Secretariat or from Provincial and Central government to employ casual staff to help with the research?
- How will we conduct the survey and interviews: face-to-face, by telephone or online?
- How many focus group discussions will we be able to realistically hold?
- Will we run one meeting per industry sector or meetings where more than one sector is invited?



Once you can answer these questions you have the basis for a research plan. We recommend that you try to combine an enterprise survey, focus group discussions and interview key industry informants in your District. You may decide to use different methods for different sectors, such as a survey in the larger sectors and focus groups for smaller sectors.

If you plan to conduct an enterprise survey, you will have to decide on the sample size. We recommend using a multi-stage stratified cross-sectional sampling methodology. The Senior Statistician attached to the District Secretariat or your colleagues in the Planning Unit will be able to assist if you are not familiar with this approach. The total number of enterprises from any industry sector to be interviewed should if possible reflect the share of enterprises that sector has in the total number of enterprises in the District. For example, if 50% of all enterprises in the District are in the Tourism sector, then 50% of the enterprises surveyed should be from that sector.

Once you have decided on your research plan you then have to implement it, so before you start, you need to be clear about:

- What methods you are going to use?
- Who is going to help you collect the data?
- How, when and where is the data going to be collected?
- How will the results be recorded?
- Where will the raw data be stored?
- Who is going to write up and analyse the data?



In Attachment 8 there is a template to help you compile the results of the desk-top review and field research on skills demand. This will be the main reference on skills demand for when you start working on the plan itself.

Templates/Tools for Step 3: Collect Data on Existing and Future Skills Demand

Attachment 5:	Enterprise Survey
Attachment 6:	Industry Focus Group Discussion Guide
Attachment 7:	Industry Key Informant Interview Guide
Attachment 8:	Skills Demand and Training Issues Summary Template

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↳ Step 4: Collect data on skills supply

Now that you have an idea of the key skills issues facing industry in your District, we now need to look at how well the local skill system is prepared to respond and what challenges they believe are constraining their ability to do so.

The first step in understanding the types of skills being provided in your District is to map the provision of training over the last 12 months. You can use the template in Attachment 9 to do so and consult with local training providers and stakeholders to obtain the information that is required.

TVEC should be able to provide you with a list of registered training organisations in your District, and you can add to that by speaking with your colleagues to identify other major providers of training. The Skills DCC could also guide you to ensure that you contact the main providers.

TVEC will also be able to provide statistics on formal TVET provided by public and private training organisations. NAITA will also on apprenticeships. You may have to contact the training organisations more than once to obtain the information but as you do this you can use that opportunity to send them the questionnaire included in Attachment 10 or fix a time when you can interview them. The questionnaire gives training providers the opportunity to share their issues with you so you can include them in the final plan.

If the number of providers is not too high and if you have limited human resources to collect the data, instead of sending out a survey to training providers, you may also wish to consider holding a focus group discussion or simply interviews with key provider representatives. These might be a more feasible option if you don't have the resources for a survey or don't feel confident running a group discussion.

Just like your research on the demand side in the previous step, before you start you will need to be clear about:

- What methods you are going to use?
- Who is going to help you collect the data?
- How, when and where is the data going to be collected?
- How will the results be recorded?
- Where will the raw data be stored?
- Who is going to write up and analyse the data?



Once you have finished consultations with local training providers, we recommend that you also consult your district secretariat colleagues on skill supply issues to see what training or capacity building activities they have planned in the District. This will supplement the information provided by the training providers themselves. You also might want to check the results of your earlier discussions with colleagues in Step 2 to get more information about any skills initiatives they might be planning for the period of the plan.

↳ Step 5: Develop a draft District Skills Action Plan

Now that you have collected data on the supply and demand of skills in the District, it's time to pull it together and prepare a first draft of the District Skills Action Plan.

At this stage you have to analyse existing and forecast skill gaps and determine the priorities for skills development in the District. Once that is done you will have to review the key challenges and identify possible actions to respond to them.

Using the template in Attachment 12, you will be able to start populating the sections with the data and information you have collected. You will see that the recommended structure for the plan has two main sections:

- Section 1: An Overview of Skills Demand and Supply in the District; and
- Section 2: The Plan of Action to Strengthen Skills Development in the District.

Whilst Section 1 is where you present much of the raw data, findings and analysis from the previous steps, Section 2 follows a structure that requires you to identify key themes and develop strategies and actions to address the issues raised. The logic behind this part of the plan is illustrated in the figure below:



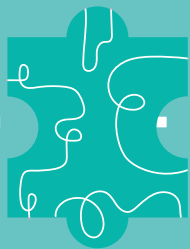
To identify the priorities you will need to summarise the issues and group them under common priorities. Whilst we cannot assume what issues will be raised in your District, possible priorities include:

- attracting school leavers;
- supporting entrepreneurship and self-employment;
- expanding training for priority sectors;
- integrating vulnerable groups; and
- supporting the green transition.

PART



C



**Implementing
and Monitoring
the District Skills
Action Plan**

Part C: Implementing and Monitoring the District Skills Action Plan

Although the District Skills Action Plan has been completed, the work of monitoring implementation needs to commence.

The main focus of this section is on how to monitor and support implementation of the plan. If the plan has been developed in the way recommended by this Toolkit, the Action Programmes it contains will include benchmarks that describe the:

- intervention/activity;
- responsible implementing organization;
- proposed timings;
- expected outcomes; and
- output Indicator.

Whilst you may have been responsible for developing the plan, you will need to consult with your senior colleagues so you know who will be responsible for monitoring implementation.

Monitoring implementation of the plan for skills development in a District is crucial to ensure that the goals are being met and resources are being utilized effectively. Each of the implementing organisations identified in the plan will need to be formally advised of the interventions/activities they are responsible for and the outcomes they are expected to achieve. All members of the Skills DCC should also receive a copy of the plan.

Whilst it is recommended that the Skills DCC have formal responsibility to oversee and monitor implementation of District Skills Action Plan, it may be your responsibility to work with key stakeholders to identify implementation issues and support them to find solutions. Attachment 15 contains a step-by-step guide to help you monitor the implementation plan effectively. It highlights the following key elements:

- understand the plan;
- establish data collection and reporting mechanisms;
- hold regular review meetings;
- practice adaptive management;
- encourage transparency and accountability;
- evaluate and learn; and
- support continuous improvement.

Remember that effective monitoring requires collaboration, dedication, and ongoing effort from all stakeholders. By following these steps, you can ensure that the skills development implementation plan is on track and making a positive impact in your District.

[Templates/Tools to Monitor & Implement the District Skills Action Plan](#)

Attachment 15: M&E Guidance Note

Tips for Success

- Here are some tips for success for staff in the District Secretariat responsible for developing and monitoring the implementation of a District Skills Action Plan:
- Have a clear vision and goal before you start: Define a clear vision and set specific and timebound goals for development of the District Skills Action Plan. The vision and goals for your skills plan should reflect the overarching development goals for your District.
- Adopt a collaborative approach: Foster collaboration and cooperation among different sectors, stakeholders, and community members to ensure a holistic approach to skill development.
- Maximise stakeholder engagement: Involve local businesses, educational institutions, community leaders, and NGOs to ensure diverse perspectives and comprehensive input.
- Do a thorough needs assessment: Conduct a thorough skills gap analysis and needs assessment to identify the most pressing skill issues in the District.
- Ensure inclusivity and equity: Ensure that the Action Plan considers gender, age, ethnicity, and socioeconomic factors to provide equal opportunities for all segments of the population.
- Base your proposed interventions on data: Base decisions on accurate and up-to-date data to prioritize skill development areas and measure progress effectively.
- Don't forget your communications strategy: Develop a clear communication strategy to keep all stakeholders informed about the progress, challenges, and achievements.
- Remain flexible and adaptable: Remain open to adjustments and modifications as circumstances change or new opportunities arise.
- Look for opportunities for partnerships and funding: Look to identify partnerships with international organizations, private sector companies, and donor agencies to access additional funding and expertise.
- Don't forget monitoring and evaluation: Implement a robust monitoring and evaluation framework to track the progress of the Action Plan and make data-driven adjustments. Establish mechanisms for regular feedback to address any issues promptly.
- By following these tips, all staff of the District Secretariat can work effectively to develop and implement a successful District Skills Action Plan that contributes to the overall development of the local community.

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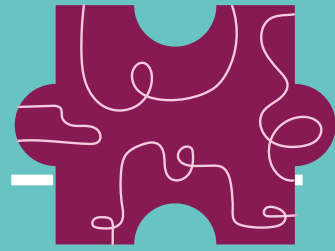
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PART



D



**Compendium of
Tools, Templates,
References and
Resources**

Part D: Compendium of Tools, Templates, References and Resources

The main purpose of this section is to present the various templates and tools referred to in the previous sections. It also provides a number of references and resources to help you develop the plan, including links to key data sources and the glossary of terms.

1. References and Further Reading

- **An example of the National Public Investment Program**
DNP (2021). 2021-2024 National Public Investment Program, Department of National Planning, Ministry Of Economic Policies and Plan Implementation, <https://www.npd.gov.lk/index.php/en/2017-03-02-07-02-41/publications/38-public-investment-programme.html>
- **An Example of a District Development Plan**
Ampara District Secretariat (2018). Five Year Ampara District Development Plan, <https://www.undp.org/srilanka/publications/five-year-ampara-district-development-plan>
- **An example of a central Ministry Development Plan**
MUDH (2020). District Development Plans, Ministry of Urban Development & Housing, <https://www.uda.gov.lk/development-plans.html>
- **An example of a Provincial Skills Plan**
TVEC (2015). North Central Province VET Plan 2016 – 20, Technical and Vocation Education Commission, <http://www.tvec.gov.lk/wp-content/uploads/2016/12/North-Central-Province-VET-Plan.pdf>
- **An example of a District Skills Action Plan**
S4IG (2017) Tourism Skills Strategy and Action Plan for Polonnaruwa District, Skills for Inclusive Growth Project.
S4IG (2018) Tourism Skills Strategy and Action Plan for Batticaloa District, Skills for Inclusive Growth Project.
- **National Census - Department of Census and Statistics**
<http://www.statistics.gov.lk/Population/StaticInformation/CPH2011>
- **Labour Force Survey (LFS) - Department of Census and Statistics**
<http://www.statistics.gov.lk/LabourForce/StaticInformation/AnnualReports>
- **Methodological guides on anticipation and matching of skills supply and demand.**
Volume 1: Using labour market information
Volume 2: Developing skills foresights, scenarios and forecasts
Volume 3: Working at sector level
Volume 4: The role of employment service providers
Volume 5: How to develop and run an establishment skills survey
Volume 6: Carrying out tracer studies
- **Monitoring and Evaluating Social Programs**
<https://openknowledge.worldbank.org/entities/publication/b64e7065-bb5e-5409-9710-7b005cbb378a>

2. Glossary of Key Terms

The definitions for the terms in this table are drawn from UNESCO's online glossary: TVETipedia accessed from <https://unevoc.unesco.org/home/TVETipedia+Glossary>

Term	Definition
District Skills Action Plan	A document that presents key demographic, labour market and skills system data in a district and sets out the plan for a coordinated response to the issues and priorities identified.
Labour Force Survey (LFS)	Standard household-based survey of work-related statistics implemented by the Department of Census and Statistics.
Educational attainment	Refers to the highest level of education that a person has successfully completed. Successful completion of a level of education refers to the achievement of the learning objectives of that level, typically validated through the assessment of acquired knowledge, skills and competencies.
Industry Sector	<p>Description of the main areas of economic activity as defined by the International Standard Industrial Classification of All Economic Activities (ISIC). The main sectors by Division are:</p> <ul style="list-style-type: none"> ▪ Agriculture, Hunting, Forestry and Fishing ▪ Mining and Quarrying ▪ Manufacturing ▪ Electricity, Gas and Water ▪ Construction ▪ Wholesale and Retail Trade and Restaurants and Hotels ▪ Transport, Storage and Communication ▪ Financing, Insurance, Real Estate and Business Services ▪ Community, Social and Personal Services
Labour market	The system of relationships between the supply of people available for employment and the jobs and employment opportunities available.
Labour Market Information System (LMIS)	A labour market information system consists of a set of institutional arrangements, procedures and mechanisms designed to collect, analyse and produce labour market information.

<p>Occupational Categories</p>	<p>An occupation is defined as a set of jobs whose main tasks and duties are characterized by a high degree of similarity. A person may be associated with an occupation through the main job currently held, a second job or a job previously held. The International Standard Classification of Occupations (ISCO) divides jobs into 10 major groups:</p> <ol style="list-style-type: none"> 1. Managers 2. Professional 3. Technicians and associate professionals 4. Clerical support workers 5. Service and sales workers 6. Skilled agricultural, forestry and fishery workers 7. Craft related trades workers 8. Plant and machine operators, and assemblers 9. Elementary occupations 10. Armed forces occupations
<p>Qualification</p>	<p>A formal expression of the vocational or professional abilities of a worker which is recognized at international, national or sectoral levels. Typically an official record certificate or diploma of achievement which recognizes successful completion of education or training, or satisfactory performance in a test or examination.</p>
<p>Skill</p>	<p>A term often used with very different meanings. In this guide, skill is understood as having the ability to carry out mental or manual activity, acquired through learning and practice, where skill is an overarching term which includes knowledge, competency and experience as well as the ability to apply these in order to complete tasks and solve work-related problems.</p>
<p>Skills demand</p>	<p>Demand for particular types of knowledge and aptitudes on the labour market (total demand within a country or region, economic sector, etc.).</p> <p>This term is close to, but not synonymous with: skill needs analysis, skills forecast, skills foresight, skill needs assessment and anticipation.</p>
<p>Skills development</p>	<p>The development of work-related skills or competencies through vocational education and training. The acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in the labour market. Understood in broad terms to include basic education, initial training and lifelong learning.</p>
<p>Skills mismatch</p>	<p>An overarching term that includes both skills gaps and skills shortages. Where is a shortage or surplus of people with a specific skill.</p>

Skills gap	When the level of skills of current employees is lower than that required to perform the job properly. For example, staff do not know how to operate a certain type of computer software or are not able to speak English to the required level. Basically it describes the training needs of companies.
Skills shortage	When certain skills are in short supply in the labour market. For example, when you can't find enough welders or mechanics. Happens when the number of job seekers with certain skills is insufficient to fill all available job vacancies.
Skills needs anticipation	Any forward-looking diagnostics used to identify skills needs expected on future labour markets, performed by any type of method, quantitative or qualitative, including interaction, exchange and signalling between labour market actors.
Skills District Coordinating Committee (Skills DCC)	A committee comprised of representatives of key public sector agencies, the private sector and training providers who work together to ensure the local skills system functions effectively to meet the demand for training in a particular district.

3. Tools and Templates

The following attachments are compiled in the pages that follow:

1. Model Terms of Reference for The Skills District Coordination Committee
2. Key Required Economic and Labour Market Statistics Template
3. Key Industry Stakeholder Template
4. District Secretariat Development Officer Questionnaire
5. Enterprise Survey
6. Industry Focus Group Discussion Guide
7. Industry Key Informant Interview Guide
8. Skills Demand Summary Template
9. Training Provision Assessment Template
10. Training Provider Key Informant Interview Questionnaire
11. Training Supply Summary Template
12. District Skills Action Plan Model Table of Contents
13. Validation Workshop Guide
14. Monitoring & Evaluation Guidance Note

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Attachment 1

Terms of Reference for the Skills District Coordinating Committee

(This TOR for the Skills DCC is an indicative draft and should be checked against the final draft approved by the Ministry for Skills Development and Vocational Training and shared by circular with District Secretariats)

1. Membership

Membership should include representatives of the major public and private TVET and skills stakeholders in the District. Representatives of employers and workers should be included along with private training organisations in the District.

Chairperson

- District Secretary / Additional District Secretary

Secretary

- District Skills Development Coordination Officer

Members:

- Director/Assistant Director from the Planning Division of the DS
- An Officer not below the Asst. Secretary/Asst. Director from the Skills Ministry
- An Officer not below the Asst. Director from TVEC Colombo
- Provincial Education Director of respective Provincial Council
- A representative of the following key training providers:
 - o Colleges of Technology
 - o Technical Colleges
 - o VTA Training Centers
 - o NAITA Training Centers
- A representative of the National Youth Services Council (NYSC)
- A representative of the Youth Forum Other key government, non-government and private training institutes as necessary
- Local industry representatives (x5) including the chamber of commerce, key industrial associations, the regional industry forum and trade unions
- A representative of a local DPO organisation
- Any others persons or organizations considered as necessary by the Committee.

2. Functions

1. Support Skills Planning in the District

- Oversee the development of a District Skills Action Plan
- Support the staff of the District Secretariat to conduct research on skill needs and consultations on local employment and skills issues
- Validate and endorse the District Skills Action Plan developed by the District Secretariat

2. Oversee Implementation of the District Skills Action Plan

- Regularly monitor implementation of the District Skills Action Plan
- Support staff of the District Secretariat to identify and address potential issues that will affect implementation
- Engage with key local stakeholders as required to address implementation barriers

3. Enhance Cooperation Amongst District Skills Stakeholders

- Develop enhanced linkages and cooperation amongst district skills stakeholders Monitor and identify coordination and governance challenges that can be address through action of the Skills DCC. Streamline and rationalise the provision of training in the District

4. Promote Skills Development in the District

- Support efforts to promote skills development to employers and students in the District
- Promote and support the organisation of careers fairs in the District

3. Mode of Operation

- The Skills DCC shall meet at least on a quarterly basis or more regularly as agreed by members.
- Support for meetings of the Skills DCC shall be provided by a staff member of the District Secretariat at no less than Assistant Director level.
- The Skills DCC can form sub-committees and implement specific projects identified in the District Skills Action Plan as required.
- An annual review meeting shall be held to assess the performance of the committee and overall implementation of the District Skills action Plan.

Attachment 2

Key Required Social, Economic and Labour Market Statistics Template

(This table provides a template for you to compile and analyse the data you have collected)

Topic	Data Set	Data	Questions	Results
Population	Distribution		<ul style="list-style-type: none"> In which DS Divisions do they live? 	
	Age Profile		<ul style="list-style-type: none"> In which DS Divisions do they live? How many people are in each age group? 	
	Educational attainment		<ul style="list-style-type: none"> How many youth live in the District (18-35 years) What is the level of education attained by the population by DS Division? 	
	Occupational composition of employment		<ul style="list-style-type: none"> How many people are employed? What broad occupational categories are they employed in? Which occupational categories employ the most people and what level of education do they have? 	
Labour Market	Sectoral composition of employment		<ul style="list-style-type: none"> Which sector of economic activity are they employed in? Which sector of economic activity employs the most people? 	

Topic	Data Set	Data	Questions	Results
Labour Market	Age and gender composition of employment		<ul style="list-style-type: none"> What is the breakdown of employment by age group, gender and educational attainment? 	
	Unemployment by region, age and gender		<ul style="list-style-type: none"> What is the breakdown of unemployment by age group and gender? What is the breakdown of unemployment by level of educational attainment? 	
	Migration flows		<ul style="list-style-type: none"> How many people are leaving or entering the district to seek employment? 	
Economy	Descriptive overview		<ul style="list-style-type: none"> Which are the main economic sectors in the District based on the numbers employed? select the top 5) 	Sector 1: Sector 2: Sector 3: Sector 4: Sector 5:
			<ul style="list-style-type: none"> What is the contribution of these sectors to the district economy? (% of District GDP) 	Sector 1: Sector 2: Sector 3: Sector 4: Sector 5:

Topic	Data Set	Data	Questions	Results	
Economy	Descriptive overview		<ul style="list-style-type: none"> How many enterprises are there in each of these sectors and what size are they? 	Sector 1: Sector 2: Sector 3: Sector 4: Sector 5:	
	Market trends		<ul style="list-style-type: none"> What are the current business conditions and market trends in these major sectors? 	Sector 1: Sector 2: Sector 3: Sector 4: Sector 5:	
	Drivers of change - Political - Economic - Social - Technological - Environmental - Legal & Regulatory		<ul style="list-style-type: none"> What are the major trends likely to affect the performance of these major sectors? 	Sector 1: Sector 2: Sector 3: Sector 4: Sector 5:	

Attachment 4

Key Industry Stakeholder Template

(The purpose of this table is to create a list of key stakeholders in the District for each of the priority sectors so you know who to contact during your consultations)

Key Industry Sector	Industry Stakeholders ¹	Major Employers	Trade Union/Workers Organisation
Sector 1:			
Sector 2:			
Sector 3:			
Sector 4:			
Sector 5:			

¹ These include chambers, industry federations, and occupation specific associations like Tour Guides Association, Tuk-Tuk Drivers Association, Hoteliers Association etc.

Enterprise Survey

(This survey is designed to collect key information on skills demand from employers)

1. Background Information												
1.1	Name of respondent:											
1.2	Position of respondent:											
1.3	Name of organisation:											
1.4	<p>Which industry or economic sector are you part of:</p> <p>Agriculture, Hunting, Forestry and Fishing <input type="checkbox"/></p> <p>Mining and Quarrying <input type="checkbox"/></p> <p>Manufacturing <input type="checkbox"/></p> <p>Electricity, Gas and Water <input type="checkbox"/></p> <p>Construction <input type="checkbox"/></p> <p>Wholesale and Retail Trade and Restaurants and Hotels <input type="checkbox"/></p> <p>Transport, Storage and Communication <input type="checkbox"/></p> <p>Financing, Insurance, Real Estate and Business Services <input type="checkbox"/></p> <p>Community, Social and Personal Services <input type="checkbox"/></p>											
1.5	<table border="1"> <thead> <tr> <th colspan="2">Category of your organization</th> <th>Please select X below</th> </tr> </thead> <tbody> <tr> <td rowspan="3">A</td> <td rowspan="3">Private (which type)</td> <td>Sole Proprietorship/ Family owned</td> </tr> <tr> <td>Partnership</td> </tr> <tr> <td>Private Limited Liability Company</td> </tr> <tr> <td>B</td> <td>Public</td> <td></td> </tr> </tbody> </table>	Category of your organization		Please select X below	A	Private (which type)	Sole Proprietorship/ Family owned	Partnership	Private Limited Liability Company	B	Public	
Category of your organization		Please select X below										
A	Private (which type)	Sole Proprietorship/ Family owned										
		Partnership										
		Private Limited Liability Company										
B	Public											
1.6	<p>How many employees do you have?</p> <p>Managers:</p> <p>Clerks:</p> <p>Technicians / Skilled Workers:</p> <p>Semi-Skilled Workers:</p> <p>Unskilled workers / labourers:</p>											

1. Background Information	
	What are the major technological, regulatory or market trends in your firm that are likely to affect you in the future?
	Are there jobs and skills in your company that are in decline or likely to be so in the near future? If yes, what are those jobs or skills?
2. Skills Demand	
2.1	Are there any specific skills that you need in your company that you cannot find in the local labor market at the moment? For example, the skills to operate a special piece of equipment or software.
2.2	Are there any vacancies that you have found difficult to fill recently?
2.3	On a scale of 1 (no skill gap) to 5 (major skill gap), please rate the availability of skills of your existing staff compared to your needs: <ul style="list-style-type: none"> ▪ Technical skills ▪ English language ▪ Tamil language ▪ Sinhala language ▪ Literacy skills (reading and writing) ▪ Communication skills ▪ Numeracy skills ▪ Management skills ▪ Customer service skills ▪ Team work skills ▪ Computer literacy or IT knowledge ▪ Problem solving skills ▪ Planning and organisation skills ▪ Punctuality/ reliability

2. Skills Demand	
2.4	<p>How many new employees do you think you might employ in the next 12-18 months?</p> <p>Managers:</p> <p>Clerks:</p> <p>Technicians / Skilled Workers:</p> <p>Semi-Skilled Workers:</p> <p>Unskilled workers / labourers:</p>
3. Quality and relevance	
3.1	Do you normally employ people with TVET qualifications?
3.2	<p>Rate from 1 (not an issue) to 5 (key issue) the following issues that affect the quality of TVET:</p> <p>Quality of teachers</p> <p>Quality of infrastructure</p> <p>Programs not aligned to the needs of employers</p> <p>Low levels of work readiness of graduates</p> <p>Teaching based on outdated technology</p> <p>Lack of practical teaching</p> <p>Others (please specify)</p>
3.3	<p>Does you have collaborations with the TVET providers?</p> <p>If yes, what is the kind of collaboration?</p> <p>If no, that you be interested in providing work placements for students?</p>
3.4	Do you have any other observations about how TVET in the district could be improved?

Attachment 6

Industry Focus Group Discussion Guide

(This guide provides some tips on how to conduct focus group discussions with employers in the district. It also lists a series of questions that can be used)

Preparing for the Discussion

- Identify the major sectors that employ the most people in the district
- Make sure to invite a good number of employers or representative from these sectors to increase the chance of having more than one representative attend. We recommend 10-15 participants.
- If there are multiple ethnicities, try to make sure they are represented in the discussion group.
- Arrange for one of your colleagues to act as a note taker to complement your own notes and those developed by participants depending on the structure of the meeting

Leading the Discussion

- Introduce yourselves, explain the objective of the exercise and the role of each one of the members of the team and their names.
- Inform the group about the estimated time of the exercise and acknowledge the time they are generously giving to us as we understand they have tasks to attend to.
- Mention that discussions in the group will be recorded by the note taker only so that we do not forget anything. Information will be written in general and then summarized with other groups and will not specify which person said what.
- Ask them if they have any questions before you start.
- Engage people who are reluctant to talk. Don't just listen to 2 or 3 talkative persons who are dominating the conversation.
- Questions can be asked to the group as a whole in plenary or allocated to groups if the number of participants are substantial.
- If the discussion involves a mix of employers from different sectors, make sure you make a note of which industry sector a speaker is from

Introducing the Discussion

This meeting of key employers, enterprises and industry representatives seeks to obtain information about the demand for skills development in the district and feedback on how well the technical and vocational education and training system (TVET) is providing for the skill needs of industry.

The information gathered will be used to develop the district skills plan which will be implemented by the district secretariat through the Skills District Coordination Committee.

Questions for Discussion

1. What are the main trends affecting your businesses and what do you think is driving that change (economy, technology, work organisation)
2. What are the emerging or changing job profiles, skills and competencies? How is work in your sector changing if at all?
3. Are there trades and related skills that have, or you foresee declining in demand or becoming obsolete in the context of environmental degradation, climate change or environmental policies?
4. What skills are required now? What sort of job vacancies do you find hard to fill?
5. What about in the future, say the next 5 years. What sort of new skills do you think your business will need?
6. Where are the greatest skills gaps in the country in terms of greening the economy?
7. On a scale of 1 (no skill gap) to 5 (major skill gap), please rate the availability of skills compared to what most of your members need in the labour market;
 - o Literacy and numeracy
 - o Problem solving
 - o Critical thinking
 - o Digital literacy
 - o Socio-emotional skills
 - o Jobs specific skills
 - o Entrepreneurship
8. What training is required, now and will be in the near future?
9. Who should be targeted in order to obtain these skills for the sector?
 - a. Groups not yet in the labour force, such as school leavers, graduates of training courses, college graduates?
 - b. Specific occupations already employed in the sector? Which occupations, and what profile of people within them?
 - c. Skilled workers employed in other sectors? What occupations and which sectors?
 - d. Groups outside the formal labour force (like people with a disability, female household heads?)
10. What sort of training modalities should be used?
 - a. Institution based initial education or training courses? Higher education or TVET level, and at what level of qualification within these? Full time, part time or some form of flexible or distance learning?
 - b. Apprenticeships?
 - c. Other combinations of practice-based and classroom-based learning?
 - d. Informal approaches to learning? Mentoring or team-leading? Learning from peers, whether within the firm or through meetings of professional groupings, informal networks or other structures? Self-directed approaches to learning, such as use of e-learning materials, texts, manuals or web-based material?

Industry Key Informant Interview Questionnaire

(This resource provides a series of questions that can be used to conduct interviews with representatives of employers and workers organisations in the District. These include chambers of commerce, industry associations and trade unions.)

1. What industry sector or sub-sector does your organisation represent? (Choose from the list)

- Agriculture, Hunting, Forestry and Fishing
- Mining and Quarrying
- Manufacturing
- Electricity, Gas and Water
- Construction
- Wholesale and Retail Trade and Restaurants and Hotels
- Transport, Storage and Communication
- Financing, Insurance, Real Estate and Business Services
- Community, Social and Personal Services

2. How do you rate the level of available skills compared to what most employers in your sector need in the labour market?

3. Are there specific skills that are in high demand but lacking from the local labor market at the moment?

4. What are the major trends in your industry that are likely to affect the future demand for skills?

5. Are there trades and related skills that are in decline or likely to be so in the near future?

6. Where are the greatest skills gaps in the country in terms of greening the economy?

7. What recommendations can you provide that would make TVET more relevant to the needs of your sector?

8. On a scale of 1 (no skill gap) to 5 (major skill gap), please rate the availability of skills compared to what most of your members need in the labour market;

- Literacy and numeracy
- Problem solving
- Critical thinking
- Digital literacy
- Socio-emotional skills
- Jobs specific skills
- Entrepreneurship

9. Rate from 1 (not an issue) to 5 (key issue) the following aspects affecting the quality of TVET provision in the district

- Quality of teachers
- Quality of infrastructure
- Programs not aligned to the needs of employers
- Low levels of work readiness of graduates
- Teaching based on outdated technology
- Lack of practical teaching
- Others (please specify)

Skills Demand and Training Issues Summary Template

Attachment 8

(This table allows you to summarise the demand for skills and the training issues affecting the priority sectors in your District)

Topic	Occupational Trends		Occupation Specific Needs		Other types of training needed in the sector	Major issues in the training system affecting the sector
	Which jobs or skills are declining	Which jobs or skills are growing	Skills Gaps (existing staff)	Skill Shortages (new staff)		
Sector 1:						
Sector 2:						
Sector 3:						
Sector 4:						
Sector 5:						

Training Provider Interview Questionnaire

(This questionnaire can be used to interview training organisations in your District)

Institution:

Type: Public Private Community/Non-for-Profit

Name of respondent:

Position of respondent:

1. In what industry sectors do you deliver training?
2. Why do you focus on that industry sector?
3. Are you in contact with local employers to understand their training needs? If so, how do you do this?
4. Which sectors do you think have the greatest training needs and why?
5. Which occupations are in the greatest demand from students?
6. Which new green occupations or skills are likely to be most in demand in terms of greening the economy?
7. Do all your courses include a component of work based learning through apprenticeships, internships or work placements as part of the program? If not, why not?
8. Do you think that the training infrastructure and equipment you use is in line with current industry standards?
9. Are there opportunities for your teachers and trainers to upgrade their pedagogical skills and/or their industry experience?
10. What do you think are the main issues affecting the quality of TVET provision in the District?
11. Do you face difficulties in recruiting students for your programs? If so, which programs do you struggle to fill and why?
12. Are there any programs that are always oversubscribed?
13. Do you provide or participate in any career and vocational guidance and awareness activities designed to improve the enrolment of students in TVET?
14. Do you take any steps to encourage girls or disabled persons to participate in TVET?
15. Do you have an issue with students leaving programs before they complete? If yes, what do you think are the main reasons?
16. Do you assist your students to find employment after they complete their training? If so, what support do you provide?
17. How well do you think TVET and skills development is planned and coordinated in the District? How do you think this can be improved?

Training Supply Summary Template

Attachment 11

(This table allows you to compile and analyse the data you have collected on training in the District)

Issue	What are the key questions?	Where can you find the answer?	Result
Quantity and Type of Training	<p>Which industry sectors or occupations in the District appear not to have sufficient training available for them?</p> <p>Which courses have the lowest employment outcomes?</p>	Training Provision Assessment – the table from Attachment 9	
Quality of Training	<p>For which industry sectors or occupations do training providers have the most difficulty filling training places?</p> <p>What are the main constraints facing training providers in the District?</p> <p>Do the training providers provide adequate vocational guidance before training and placement support after training?</p>	The notes from your interviews with training providers using	

Issue	What are the key questions?	Where can you find the answer?	Result
<ul style="list-style-type: none"> ▪ Quality of Training 	<p>To what extent do training providers encourage and support the participation of disadvantaged groups in the labour market such as people with disabilities and women?</p>	<ul style="list-style-type: none"> • The notes from your interviews with training providers using 	
	<p>Do training providers have good links with industry and employers in the district?</p>		
<ul style="list-style-type: none"> ▪ Management of Training 	<p>Is there sufficient coordination and planning of training in the district?</p>		
	<p>What are the main recommendations to improve skills development in the district?</p>		

Attachment 12**District Skills Plan Model Table of Contents**

(This template sets out a possible Table of Contents and key section headings for the District Skills Action Plan. The sub-headings can be customised to suit the data and information collected during the research phase. There are also tips on how to write Outcome Statements and Performance Indicators)

The plan has two main sections:

Section 1: *An Overview of Skills Demand and Supply in the District; and*

Section 2: *The Plan of Action to Strengthen Skills Development in the District.*

Section 1: An Overview of Skills Demand and Supply in the District

1. Introduction
2. General Description and Overview of the District
3. District Development Priorities
4. District Population and Demographics
5. The Local Economy, Key Industry Sectors and Major Enterprises
6. The District Labour Market
7. Training Provision in the District
8. Key Challenges and Constraints on the Supply of Skills in the District
9. Existing and Forecast Skill Needs
10. Issues and Priorities to be Addressed

Section 2: The Plan of Action to Strengthen Skills Development in the District

11. Strategies and Main Interventions

Priority Issue	Strategies	Main Interventions	Relevant District Development Priorities	Relevant National Policy Priorities for Skills Development
1.	1.1	1.1.1		
		1.1.2		
	1.2	1.2.1		
		1.2.2		
	1.3	1.3.1		
		1.3.2		

11. Strategies and Main Interventions

No.	Intervention	Implementing Organization	Target Group	Budget	Timing	Expected Outcome
1.1.1						
1.1.2						
1.2.1						
1.2.2						

Some Tips on Writing Outcome Statements

Outcome statements and indicators are critical components of an action plan, as they provide clarity, measurability, and direction for achieving intended goals. Crafting these elements effectively enhances the plan's focus, accountability, and overall success. Here's a concise guide on how to write compelling outcome statements and indicators for your action plan:

Clear and Specific Outcome Statements: Clearly define the desired outcomes your action plan aims to achieve. Use specific language that leaves no room for ambiguity. Make sure outcomes are realistic, achievable, and aligned with your organization's mission and goals.

SMART Indicators: Develop Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) indicators for each outcome. SMART indicators provide a quantifiable way to track progress and success. Ensure that each indicator has a defined target and a timeframe.

Causality and Measurement: Establish a clear cause-and-effect relationship between actions and outcomes. Link indicators to actions in a way that enables you to measure the impact of each action. This helps you understand what's working and what needs adjustment.

Quantitative and Qualitative Balance: Balance quantitative indicators (numbers and metrics) with qualitative indicators (descriptive data, stakeholder feedback) to provide a comprehensive view of progress.

Stakeholder Engagement: Involve relevant stakeholders in the process of defining outcomes and indicators. Their input ensures that the chosen indicators accurately reflect the aspirations and priorities of those affected by the action plan.

Regular Review and Adaptation: Establish a schedule for reviewing and updating indicators based on real-time data and changing circumstances. Flexibility is crucial for ensuring your action plan remains relevant and effective.

Communication and Transparency: Clearly communicate the outcomes and indicators to all stakeholders involved. Transparency fosters accountability and keeps everyone informed about the progress and impact of the action plan.

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Validation Workshop Guide

(This guide will help you validate the District Skills Action Plan with key local stakeholders. We recommend that you present the plan at a workshop and invite them to discuss and provide feedback on each of the key sections. We think it is particularly important to obtain feedback on the Action Programmes so make sure you leave enough time to cover all of them).

1. Introduction
2. General Description and Overview of the District
3. District Development Priorities
4. District Population and Demographics
5. The Local Economy, Key Industry Sectors and Major Enterprises
6. The District Labour Market
7. Training Provision in the District
8. Key Challenges and Constraints on the Supply of Skills in the District
9. Existing and Forecast Skill Needs
10. Issues and Priorities to be Addressed
11. Strategies and Main Interventions
12. Action Programmes

In general, you will want to obtain suggestions about how you can improve the quality of the District Skills Plan, but you will also want to know if there are:

- any pending major economic developments or government initiatives likely to affect the demand or supply of skills in the district that have not been referred to in the district skills plan;
- other ideas about interventions and actions that could address the identified issues; and
- suggestions about other potential partnerships or sources of funding that could help with implementation.

Attachment 14**M&E Guidance Note****1. Understand the Plan:**

- o Familiarize yourself with the skills development implementation plan. Understand its goals, objectives, key activities, timelines, responsible implementing partners, expected outcomes and indicators. This will provide a foundation for effective monitoring.

2. Establish Data Collection and Reporting Mechanisms:

- o Establish a reliable data collection system that tracks progress on the defined indicators. This is likely to require that you maintain regular contact with the implementing partners to ensure they will have the data required to inform the indicator for each main intervention/activity.
- o Implement a reporting mechanism that enables implementing partners to provide regular updates on implementation status. This could include progress reports, dashboards, and presentations.

3. Hold Regular Review Meetings:

- o Organize regular review meetings with key stakeholders involved in the implementation plan. These meetings should provide a platform to discuss progress, challenges, and potential adjustments to the plan. Encourage open communication and brainstorming of solutions. The Skills DCC should be the forum where these discussions take place.

4. Practice Adaptive Management:

- o Recognize that plans may need to be adapted based on emerging challenges or changing circumstances. Be flexible and open to adjustments while keeping the end goals in mind.

5. Encourage Transparency and Accountability:

- o Foster a culture of transparency and accountability among all stakeholders involved. Regularly share progress updates, challenges, and successes with the community, local authorities, and other relevant entities such as TVEC.

6. Evaluate and Learn:

- o Periodically conduct comprehensive evaluations of the implementation plan's effectiveness. Analyze the data collected, review feedback, and assess the extent to which the plan's goals are being achieved.
- o Use evaluation findings to identify areas for improvement and inform future planning and decision-making.

7. Support Continuous Improvement:

- o Use the monitoring process as a continuous improvement tool. Incorporate lessons learned from monitoring into the ongoing implementation and planning processes.

