Agro-Processing
Sector Skills Committee

Operational Guide

ILO Skill-UP Project

March 2020

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1   Introduction

1.1. A key driver of current efforts to reform technical and vocational education and training (TVET) in Ethiopia is the need to strengthen linkages between industry and the national training system.

1.2. The ILO Skill-UP Ethiopia Project is partnering with the Ministry of Science and Higher Education and the Agro-Processing sector to improve productivity through skills development and to strengthen the quality and relevance of training for priority occupations in the sector. The four key goals are:

- Reduce skills gaps and shortages
- Improve productivity
- Increase opportunities for all individuals in the workforce
- Improve learning supply

1.3. There is common agreement that clear multi-stakeholder governance arrangements, such as Sector Skills Committees lead to better coordination, dialogue and active engagement strategies, which enhances the relevance of skills development systems and underpin economic growth in the sector.

1.4. Semi-government and non-government organisations, such as, Sector Skills Committees, partner with government to achieve mutually beneficial national goals. These new types of partnerships, brought about by the coming together of government and the private sector leads to new forms of training and ultimately higher quality employment outcomes.

1.5. This operational guide should be read in conjunction with, and forms part of, the Sector Skills Committee Governance and Operational Guide.

2   Summary of key roles and responsibilities

2.1 The key roles of Board and executive are described in the Governance Guide and covers the Board of the SSC Chair, Treasurer, Board Members, Executive Director and outlines the role of the secretariat, which will vary according to the functions and activities that the SSC agree to undertake.

2.2 The purpose of having a board is to provide effective leadership, and/or advice on the skill development needs of their sector. A board should bring independent judgement to decisions to the SSC based on evidence.

2.3 SSCs act as formal channels for ongoing communication between industry sectors and the skills development system. Over the long-term, the SSCs

develop expertise in skills development, build industry networks and a depth of understanding of their sector, and can facilitate and encourage industry feedback that is relevant to developing quality advice, products and holistic solutions to skill shortages and mismatches.

Board processes

2.4 To meet standards of good governance, the board will follow a one year schedule that:

2.4.1 regularly reviews results of products or activities, policies and relevant strategic issues;

2.4.2 provides assurance that all relevant compliance requirements are addressed; and

2.4.3 improves board performance through up-dating the Board on TVET and skills development, government policy directions, industry data and SSC governance effectiveness.

Board member criteria

2.5 Leading employers from within the sector

2.6 Relevant sector associations, professional bodies and/or unions

2.7 Reflect the range of company sizes in the sector including MSMEs, where possible

2.8 Have the authority and recognition within the sector to make strategic decisions on behalf of the industry sector

2.9 A strong commitment to their industry sector and will have an interest in skills development

2.10 Have a sector wide perspective and an understanding of skills development issues affecting their sector

2.11 Where possible, be representative of regional areas relevant to the sector, though this needs to be weighed against the cost of transport and accommodation. An example of how to overcome this is in the agro-processing sector, buyers visit many farms in different regions and are able to bring a regional perspective to the SSC decision making process.

Board member induction

2.12 The number of board members will vary depending on the cohesion of the sector. Many factors influence the size of an SSC Board, such as the age of the organization

(in the initial start-up there may be fewer members), the geographic scope and activities, and its funding needs. If the sector is very homogeneous, or alike, then there can be fewer Board member than if the sector has many different sub-sectors or there are tensions between different sector associations. One size will not fit all. A minimum of eight Board members may provide enough positions for a small cohesive sector to be fully represented. Larger boards may ensure a wide range of perspectives and expertise, yet a large board may become unwieldy and end up delegating too much responsibility to an executive committee or a small group of board members to exercise substantial control. A maximum number for a board may be 15 board members, though this will vary depending on the sector's needs and whether they can afford the costs involved in regularly bringing together such a large group.

2.13 The board will provide to all new directors a thorough induction into the affairs of both the board and the directions of the SSC

2.14 All new directors will be provided with an overview of the Ethiopian TVET reform agenda.

2.15 All prospective directors will be provided with all relevant information.

2.16 Prior to attendance at their first board meeting, new directors and alternate directors will:

◦ Receive a letter of appointment from the executive officer that lays out some of the specific requirements of the board and by law

◦ Receive a copy of the SSC Governance and Operations Guide, policies, and other relevant legal governance documentation, current and recent meeting papers, an organizational chart, contact details for other directors and key staff, a glossary of key terms, definitions and acronyms and the current year's meeting schedule.

◦ Receive a briefing by the executive officer on the SSC, structure, operations etc. The briefing to include familiarization with the SSC Governance Guide as well as the operations of the board and Sub-Committees, and an overview of national TVET and skills development issues.

◦ Meet with the Chairperson where possible before their first meeting to provide a familiarization with general board proceedings and governance. This meeting may be held as a group session or with individuals.

2.17 Individual Directors will be requested to identify any areas where they would like further development to enable them to better fulfil their role as a director on the board of the SSC.

Purpose of working groups

2.18 The SSC establishes working groups to assist the SSC achieve its goals. They are established by the Board and they provide advice to the Board. They provide a focus on the short-term project work they have been established to oversee and provide greater oversight and input than the Board is expected to provide. Members of the working groups are appointed by the Board to provide relevant and appropriate expertise. This may be through applied knowledge and skills as well as advice and facilitation of access to industry expertise. In general, committees and other groups maybe formed to:

- chaired by a board member

- oversee a project, activity, service or function, including all aspects of the assigned work or function or scope of work involved

- meet with sufficient frequency to enable them to carry out the purpose for which they have been established in an orderly and timely manner.

- provide an interchange of ideas and debate/discussion to support the project or activity (meetings may be through any medium including face-to-face)

- provide advice and other input as appropriate

- contribute to reports and final products/outcomes of the project or activity

- work cooperatively with other SSC committees and groups

- make recommendations to the SSC Board

- disband on completion of the work

Finance and audit committee, if the SSC is a standalone organisation

2.19 This is a sub-committee of the SSC Board and is comprised of 3 people drawn from the Board. The aim is to assist the SSC Board in fulfilling its oversight responsibility to exercise due care and diligence relating to finance and audit matters. The work of the committee will span:

- financial reporting practices

- business ethics, policies and practices

- accounting policies

- management and internal controls

- risk management

2.20 In particular, the committee will focus on:

- the systems of internal controls over financial processing and reporting which management has established with a view to minimizing risk and increasing efficiency and effectiveness

- the integrity and transparency of the SSC's financial statements

- The SSC's compliance with legal and regulatory requirements

- The independent auditors' capability and independence

- The performance of the independent auditors

Financial controls

2.21 The Executive Officer is responsible for the day-to-day financial management of the organization. In carrying out this duty they must ensure that nothing is done, or authorized to be done, that could in any way cause financial harm or threaten the organization's financial integrity. In managing the day-to-day financial affairs of the organization the Executive Officer must not:

2.22 Use any organizational funds, or enter into any contracts or accept other liabilities, other than for the furtherance of board-approved purposes and priorities and in consultation with the Chairperson and Treasurer, where there is a Treasurer.

2.23 Expend more funds than have been received in the financial year unless offset by approved borrowings or approved withdrawals from reserves.

2.24 Allow undisputed invoices from suppliers of goods and services to remain unpaid beyond trade credit terms agreed with those suppliers.

2.25 Fail to pay staff in accordance with their employment contracts.

2.26 Authorise expenditure beyond the level established by the board.

2.27 Fail to meet all government imposed compliance requirements or payments on time and to standard.

2.28 Work with an independent auditor where necessary.

Controls and separation of duties

2.29 In order to reduce the risk of error or fraud when payments are made, an important control is separating the duties of different Officers involved in the order/payment process. The table below sets out an example of how separation might be applied:

Placing and signing orders	Clerical Support/ Executive Officer

Checking goods/services received	Person receiving the goods/services
Checking invoice	Clerical Support
Authorization of invoice/payment	Chairperson/ Executive Officer
Signing of cheques	Chairperson/ Board member (Treasurer) Sometimes the Executive Officer, if Board members are not available

3 Meetings, Agendas, Motions and Minutes

Quorum

3.1 An SSC is a decision making forum and as such, a quorum of board members must be present for the meeting to commence:

3.1.1 A quorum will be half the SSC board members plus one.

3.1.2 Attendance via teleconference or videoconference qualifies as attendance for the purposes of a quorum.

3.1.3 If proxy attendance is agreed prior, the nominated proxy must be advised to the Chair through the Secretariat at least 24 hours prior to the meeting.

Agenda planning

3.2 The agenda will include agenda items for tracking progress made to meet any performance agreements identified in funding MOUs and those set by the SSC board.

3.3 Scheduled time for strategic thinking.

3.4 Consultations with key stakeholders as appropriate.

3.5 Scheduled reporting by convened working groups.

3.6 Specific board discussion relating to projects currently underway.

3.7 Information financial status and budget requirements, including audits

3.8 All other matters that the board can plan for.

Meeting operation requirements

3.9 It is expected that the SSC will meet at least quarterly per year, subject to the industry priorities and the activities being undertaken.

3.10 Meetings may be held face-to-face. However, in order to minimise operational costs, it is expected that the SSC can utilise options including teleconference, Skype, Zoom, videoconference or other electronic format where appropriate.

3.11 Additional meetings may be called by a quorum of members and held as required, subject to available budget.

3.12 If a member fails to attend three consecutive meetings, without the approval of the Chair, the SSC may terminate that individual's membership and invite a new member from the same stakeholder group to attend.

3.13 All agenda and meeting papers are to be distributed at least five working days before the meeting.

3.14 Observers/visitors may be invited and admitted to the meeting by agreement of a quorum.

3.15 The SSC will provide secretariat services for the meeting.

3.16 The Board must agree on a decision-making process that suits the circumstances and scope of the SSC. Decisions made according to the established process must be recorded in the minutes. Decisions should be taken by an orderly and formal process:

3.16.1 An item or motion should be clearly put to the meeting and have a seconder.

3.16.2 All members should be given the opportunity to speak for or against the item or motion.

3.17 Where possible, members should in good faith aim to achieve consensus. Where consensus cannot be achieved and a vote is taken, a two-thirds majority of those in attendance should be regarded as the minimum requirement unless extenuating circumstances apply.

Meeting minutes

3.18 In its capacity as secretariat, unless at the explicit instruction of the SSC Chair, the executive officer and other employees will be present at SSC meetings for the purpose of taking minutes and answering any questions from members about agenda papers, advising on agenda items, and/or the status of work being undertaken on behalf of the SSC.

3.19 Minutes must be made available to all SSC members, present or absent, as soon as possible after the meeting (and generally no later than 10 business days). The SSC will provide a copy of the minutes from each meeting to the Ministry of Science and Higher Education TVET Secretariat.

3.20 Minutes will normally include:

- ◦ names of those present

- ◦ apologies received

- ◦ an outline of substantive discussions

- ◦ details of actions agreed and decisions made, including numbers for and against.

Costs associated with meetings

3.21 Costs associated with facilitating SSC meetings will be borne by the SSC. This may include the provision of reasonable travel and accommodation costs to support SSC member attendance at the meetings.

4   Understanding and functionally mapping your sector

4.1 Sector Skills Committees perform a variety of essential functions, the majority are involved in:

- ▪ Analyzing labour market information and identifying skill shortages and skill gaps;

- ▪ Identifying career pathways and qualifications that meet skill needs;

- ▪ Determining skill standards or learning outcomes for qualifications;

- ▪ Facilitating partnerships between enterprises and training institutions;

- ▪ Facilitating a two-way dialogue between industry and government on industry's current and future skill development needs;

- ▪ Promoting the value of skilled workers, on-the-job training, apprenticeships and lifelong learning to industry.

- ▪ Providing strategic advice to government, sector bodies, employers and unions.

4.2 Sector Skills Committees have additional functions, but the above are the core functions common to most countries. To perform these functions successfully the SSC must have a clear understanding of the sector it represents, so that priorities for the sector are based on neutral facts, as far as possible, rather than the interests of particular groups.

4.3 One of the first activities a SSC will want undertake is to scope their industry sector, to collect and analyze information to help identify the size and range of the sector and the possible stakeholders to be considered.

4.4 The industry profiling process, or scoping, involves analysis of the industry or industry sector to map its extent and gather relevant data to inform the identification of priority areas and to ensure all areas of the sector are considered.

4.5 In many cases quantitative data will not be available or will be out of data. An information search can be conducted using a range of sources such as industry associations, government agencies, employee associations, enterprises, international donors, NGOs and the Internet.

4.6 Once this information has been collected the SSC can begin to identify the key stakeholders, such as employer associations, industry associations, professional bodies, unions, non-governmental organizations, economic development groups, cluster development agencies, and private and non-private training organizations working across the sector.

The Sector Skills Development Plan

4.7 One of the key documents that SSCs generally produce is the development of a skills development plan for their sector, this can be called many different names, Sector Workforce Development Plan, Sector TVET Strategic Plan or TVET Plan for the Sector. Regardless of the name, the document serves the same purpose of identifying current and future skill needs, strategies to overcome skill shortages and the conditions and activities that are necessary within the TVET system to address the skills development requirements. The strategies are developed through industry consultations and may draw on mixed methodologies like Skills for Trade and Economic Development (STED), a Labour Market Observatory, analysis of data from a future Labour Market Information System, sectoral skills analysis incorporating skills development organizations, and forecasting future trends. Cost will often be the main factor in the choice of methodology. The information developed for the Sector Workforce Development Plan is provided to the Ministry of Science and Higher Education for planning TVET delivery for the sector and to the Federal TVET Agency to prioritize resource and qualifications development. This document is regularly updated usually ever three years with monitoring and minor updates occurring at intervals in-between.

4.8 **The information becomes a base document for many different activities, such as identifying skill shortages and skills gaps, developing occupational standards and qualifications, careers guidance, industry preferred models of implementation. The industry scoping and analysis process helps provide evidence and a justification for focusing on particular sub-sectors or occupational areas and is up-dated over time as new information is made available.**

4.9 The purpose of the following information for a Sector Skills Development Plan is to ensure that SSCs understand the range of advice they can provide to government, including information for the determination of skill development priorities that is based on high quality evidence to meet the skill development needs of the sector.

4.10 A Sector Skills Development Plan analyses existing and emerging trends within the sector represented by the SSC and forms a key resource of advice to the government on the industry profile, skill shortages and occupations in demand, emerging trends, existing worker skill gaps, and training data within the relevant sector.

4.11 The Sector Skills Development Plan should be strategic and evidenced based and address current and future trends in the industry sectors or sub-sectors covered by the SSC. They should not simply present operational or administrative details such as worker numbers entering and leaving the sector, student numbers, details of individual course provision and so on. As a guide a Sector Skills Development Plan may be approximately 40 pages in length.

4.12 Sector Skills Committees require transparent processes that ensure the committees are a neutral and representative voice of their industries. The development of an industry scope of industry profile provides the foundation for transparent decision making.

4.13 The Sector Skills Development Plan is often the basis for decision making on:

- the priority sectors/ sub-sectors for the skills development system;

- the geographic location of support initiatives;

- priority sectors/ sub-sectors for OS and qualification development, career guidance information;

- the composition of key stakeholder consultation groups, sub-sectors and key stakeholders to form working groups;

- proposed skills development initiatives to overcome skill mismatches.

The Industry Profile:

4.14 This section of the Sector Skills Development Plan usually covers the following types of information, though this sort of information is often hard to find. However, as the SSC networks strengthen over time, this information is more likely be available to the SSC and provides information on:

- Data on the size, diversity, and complexity of the sub-sectors as measured by available statistics on total employment and the share of employment; and labour productivity trends;

- The occupational composition of the sub-sectors;

- Mode of work (full time, part-time, permanent, informal, contract)in the sub-sectors;

- Type of work (brief descriptions of tasks and duties);

- Coverage of sectors or cross industry functions, horizontal and vertical differences;

- Geographical dispersion of the sector and sub-sectors;

- Breadth of the sector: the significance of global value chains vs export markets, domestic, the level of regional integration;

- Labour force demographic data on (gender, age, cultural background, literacy and numeracy, and levels of education attainment);

- Data on under-represented groups in employment (for example women, people with a disability);

- Culture and context of the sector (formal, informal, mixture of both, tradition of workforce training, etc.);

- Key stakeholders, such as employer associations, industry associations, unions, NGOs, economic development groups, cluster development agencies, and professional groups;

- Legislation, policies, tariffs, trade agreements etc. impacting of the sector or particular sub-sectors;

- Strategies and processes that ensure the SSC is informed about the needs of all parts of the sector it cover;

- Major economic trends in the sector the SSC covers (e.g. in employment, production and exports);

- Industrial relations issues that have an impact on skills or skills demand (such as, low wages, location of the sector, insecure work, lack of career progression, poor health safety and environment record);

- Other factors which significantly affect employment and skills development in the sector the SSC covers;

- Areas of skill and knowledge that are currently in short supply;

- Detail the movement of workers within and out of the sector and sub-sector;

- Groups of workers disadvantaged with regards to their access to, or participation in, employment and promotion.

Skills Development in the SSC industry sector

4.15 The TVET sector and other skills development providers must be considered as they are part of the services supporting the sector. The Sector Skills Development Plan should provide information on:

- Current unmet skills development needs (new skills) of workers in the sector:

  - all sub-sectors

  - all occupational groups and workers at all levels, including operational level and supervisory workers

  - firms of all sizes.

- New or additional areas of skill and knowledge likely to be required by the sector in order to meet future demands;

- The implications for the TVET skill development system from the current and predicted skill needs and knowledge requirements for the sector are detailed at a national, and regional level for each sub-sector, where relevant;

- Detail on unique or extraordinary skill development needs in particular relevant regions;

- Oversupply of training in the sector and sub-sectors;

- Approximate projection of the amount (numbers to be trained for employment) and the type of skills development (on-the-job, off-the-job training, part-time, full-time) by public providers, by private providers and by companies.

- Brief description of the volume and nature of training which is supplied by private providers and by enterprises themselves;

- Detail on the appropriateness of the current mixture of public, private and industry training provision and suggestions for improvement in the mix;

- Suggestions on improving the quality of skills development provided by all Training Institutions, Assessment Centres and Employment Agencies;

- Detail on possible modes of delivery for workers in the sub-sectors the SSC covers, including willingness of the sector and sub-sectors to engage in on-the-job training.

- ▪ Any other recommendations to improve the quality skills development for the industry/s
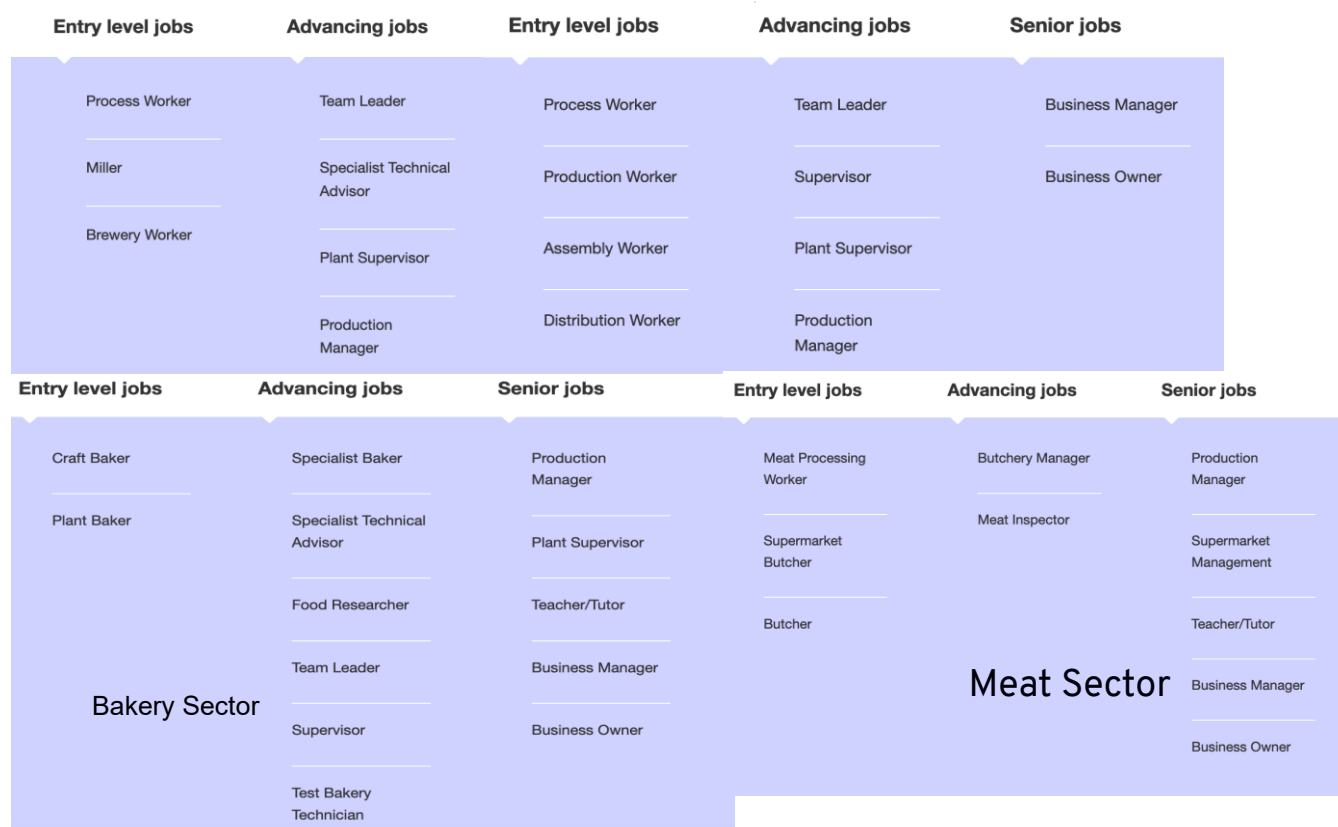
4.16 The above information is not always immediately available due to unreliable data but as the document is reviewed, new data is added and as SSCs build and strengthen their industry networks more information become available.

Occupational mapping

4.17 Once all the sub-sectors are identified along with the occupations in each sub-sector, the SSC can start to develop an occupational map of the sector to identify common occupations, functions, and career pathways within the sector. This information can be used to:

- ▪ prioritise occupations for occupational standards development as common occupations will be relevant to a larger number of companies,

- ▪ identify common occupational standards for different qualification to reduce resource use in developing occupational standards,

- ▪ refer to the career pathways to develop matching qualifications pathways

- ▪ take the information on career pathways in the industry sector and develop career guidance information for schools, colleges and HR managers.

4.18 The following occupational map in Figure 1, developed for the food processing sector identifies sub-sectors and some of the occupations. This map can be used as career advice tool, to ensure that all occupations in the sector are covered when undertaking a labour market assessment of skill needs, or it can identify pathways for qualifications and assist in designing qualifications for more than one occupation.

Food Processing Sector

Entry level jobs	Advancing jobs	Entry level jobs	Advancing jobs	Senior jobs
Process Worker	Team Leader	Process Worker	Team Leader	Business Manager
Miller	Specialist Technical Advisor	Production Worker	Supervisor	Business Owner
Brewery Worker	Plant Supervisor	Assembly Worker	Plant Supervisor	
	Production Manager	Distribution Worker	Production Manager	

Bakery Sector

Entry level jobs	Advancing jobs	Senior jobs
Craft Baker	Specialist Baker	Production Manager
Plant Baker	Specialist Technical Advisor	Plant Supervisor
	Food Researcher	Teacher/Tutor
	Team Leader	Business Manager
	Supervisor	Business Owner
	Test Bakery Technician	

Meat Sector

Entry level jobs	Advancing jobs	Senior jobs
Meat Processing Worker	Butchery Manager	Production Manager
Supermarket Butcher	Meat Inspector	Supermarket Management
Butcher		Teacher/Tutor
		Business Manager
		Business Owner

Drawing 1: Partial occupational map for food processing

4.19 Once a map of career progression is developed the next phase involves developing the occupational standards that are required for each of these occupations. By developing an occupational map you can do two things:

- ensure that you cover all the skills required within an industry sector,

- start identifying possible structures for meaningful qualifications. That is a qualification that can be understood by employers and workers and reflects what actually occurs within an industry sector.

4.20 Developing qualifications based on the actual movement of workers within a sector also serves an equity and access purpose. As women are often only in the workplace for a short period of time and move in and out of the workforce, streamlining what a person needs to learn reduces the time required to learn, one of the barriers to formal TVET.

5 Communication and network development

5.1 The key function of an SSC is to facilitate a two-way dialogue between industry and government on skills development within their sector. It is vitally important that the SSC spends time developing strong networks in their sector and sub-sector. Successful stakeholder engagement is necessary for effective high quality skills development consultations, feedback and implementation strategies.

Industry representation and consultation

5.2 SSCs must strive to collect and analyze information from key stakeholders and industry representatives based on the demographic profile of the SSCs sector/s or sub-sectors, which is a number of large, medium and small size companies that reflect the composition of the sector. SSCs must provide evidence-based recommendations on behalf of their sectors using available information gathered from a wide range of sources.

5.3 Additionally, a significant role of SSCs is to provide information to their industry sector on skills development matters. Industry representation and consultation is the key to the development of high-quality products and advice.

5.4 The objectives of industry representation and consultation are to:

- provide industry sectors and sub-sectors with accurate, relevant and objective information and advice with regards to skills development

- to obtain high quality information from industry on their skill needs

- obtain feedback and recommendations on products such as occupational standards and Sector Skills Development Plans, on-the-job training models and other products

- obtain feedback, recommendations and agreement on priority areas for SSC projects and activities

- build a strong relationship with industry and other stakeholders

- raise the importance of skilled workers for productivity improvements

- ensure stakeholders are listened to and have appropriate avenues to provide feedback, raise issues and concerns

5.5 SSCs bring together all the stakeholders from the respective sectors reflecting a balance between stakeholders to ensure the SSC is impartial and representative of the sector. While the SSC represents industry, it is vital to the success of SSCs that they are

seen to be objective basing recommendations on evidence gathered from as wide a range of industry sources as possible.

5.6 Consultations are conducted for the development of all SSC products, information leading to recommendations, sub-sector priorities, the development and implementation of projects and activities, and for review and feedback on the SSCs performance in meeting the sector or sub-sectors needs.

5.7 Depending on available funds, consultation workshops, meetings and information sessions are held in areas that reflect the geographic location of the sector/s or sub-sector. This is important to ensure regional issues are identified.

5.8 Evidence of suitable consultations during a product development process or the gathering, analysis and validation of information for recommendations should be collected and includes the name, title, company name and contact details of employers involved in the development process. This is to help maintain transparency and to demonstrate that the SSC is operating as an even-handed non-biased voice for the sector.

5.9 Feedback is only ever as good as the information that is given to people to explain what information is needed and why. The use of structured feedback tools that poses key questions about the products being developed or the information being collected will help improve the quality of the information received.

5.10 The use of an issues register identifying issues raised and the actions taken so that the resolution of issues raised may be tracked and reported back to industry stakeholders, will improve transparency and build trust with stakeholders.

5.11 Evidence of support for the developed products in the form of letters of support, evaluation feedback, and other forms of feedback which incorporates the name, title, organisation, and contact details of those offering support, confirms that the product is meeting the expectations of the stakeholders.

Stakeholder analysis and engagement

5.12 SSCs have a critical role in explaining the value of skills and skilled workers to the competitiveness and productivity of their industry sector. This is to accelerate the take up of skilled workers and to work with industry to identify ways the skills development system can engage more fully with industry.

5.13 It vital to the success of a SSC to identify all of the stakeholders who have an impact on the achievement of the SSCs aims. Undertaking some sort of stakeholder analysis will assist the SSC to develop a stakeholder engagement strategy to make sure that they

meet the needs of their sector, as well as support the skills development sector to deliver relevant skills in a timely manner.

5.14 A stakeholder engagement strategy in skills development may be a transformative strategy, requiring a fundamental change in how skills development is viewed, planned, designed and implemented both within the sector but also within training institutions.

5.15 Successful stakeholder engagement entails ongoing dedication to communicate actively with stakeholders through two-way communications, developing long-term relationships and responding to their advice and feedback. Importantly, good communications strategies build robust relationships with industry, employers and workers and improves the relevance of skills and the employability of skills development graduates.

5.16 The SSC should develop a range of communication channels for example, newsletters, website, articles in trade magazines, online presence, presentations at industry conferences or network meetings. The SSC should develop and maintain an up-to-date contact and issues database to quickly connect with individuals from different sub-sectors for consultations and to provide information updates.

5.17 Effective communication with your industry sector and other stakeholders, such as training institutions and government can also provide these benefits:

- Assists the SSC in building a positive reputation

- Strengthens networks and relationships with stakeholders

- Generates the sector support and involvement

- Improves customer satisfaction levels

- Provides a platform of strength from which to manage consultations and call on support

- Attracts business and worker interest in skills development

- Reduces workload in gaining industry participation

- Tangibly, good communication practice can reduce costs and increase sector support.

5.18 When considering how to target stakeholder communication activities, it is important to consider:

- The reasons for the need to change to greater private sector participation in skills development, as some stakeholders might block the push for more private sector involvement;

- Current attitudes to greater private sector participation in skills development; and

- The current capacity within the skills development sector for improving private sector engagement.

5.19 After completing your stakeholder analysis, the SSC will be able to identify the key messages for each group. Typically stakeholders fall into four areas:

- Those who can influence the success for the SSC, FTVETA, Sector Associations

- Those who are affected by the work of the SSC, companies, TVET institutions

- Those who are involved in the activities of the SSC

- Those who are not currently involved in the activities of the SSC.

5.20 After all key stakeholders and their interests have been identified for each sub-sector the SSC can identify the key strategic skills issues affecting or prioritised by the various stakeholder groups

5.21 Stakeholders can be rated according to their influence on their sector or sub-sector and their interest in skills development within their sub-sector. The SSC should clarify stakeholders' views of the SSC and skills development in the country.

5.22 The SSC can then develop a plan for stakeholder communication /participation based on their stakeholder analysis and assign each stakeholder group a level of stakeholder engagement covering provision of information, consultations, involvement and collaboration.

5.23 Key messages and communication strategies target each stakeholder group based on the findings of the stakeholder analysis. For example:

5.24 Those who can influence the success of the SSC

- Sector Associations, FTVETA, Ministry SHE, leading companies, International donors

- Keep up-dated on SSC progress through reports, newsletters, participating in conferences, workshops and network meetings, articles in sector association newsletters.

- Provide information on SSC research findings or other activities for their use

5.25 Those who are affected by the work of the SSC

- Companies, TVET institutions, BOLSA, Industrial Parks services, HR Managers, Other Government agencies

- Keep up-dated on SSC progress through reports, newsletters. Provide information on SSC research findings or other activities for their use

5.26 Those who are involved in the activities of the SSC

- Sector Associations, Companies, FTVETA, Ministry SHE, leading companies
- Keep up-dated on SSC progress through reports, newsletters, participating in conferences, workshops and network meetings, promote the stakeholders participation in SSC activities and skills development

5.27 Those who are not currently involved in the activities of the SSC

- Companies, TVET institutions, students' parents
- Newsletters, case studies, website, articles in sector association newsletters

5.28 The SSC should widely promote opportunities to participate in a wide range of activities and consultations that the SSC undertakes. Each SSC consultation should be used as an opportunity to inform industry of the value of hiring skilled workers and explaining current training reforms. This way employers will understand the importance of being involved in improving the TVET system and the quality of graduates.

5.29 In short the SSC should:

- Identify the communication objectives for each stakeholder group.
- Choose your target stakeholders.
- Design your key messages.
- Select your communication methods, newsletter, email, attendance at industry events.
- Plan for two-way communication.
- Establish your time frame usually a year or for the life of a project.
- Draft a budget.
- Implement the plan.
- Monitor the results and look for ways to improve.

Balancing industry requirements and TVET realities

Expectations

5.30 Meeting employer expectations for skilled workers is a difficult but central aspect of a quality skills development system. Many employers when asked what type of skills they want from TVET graduates many want workers who are immediately productive in line with their existing workers. This is an unrealistic expectation as the skills of existing

workers are honed on the job by workers who have had time to practice and consolidate their skills. When discussing the types of skills needed it is important to reinforce that graduates will be new entrants who will need to practice their skills. Discussing the importance of access to the workplace during institutional learning so that new workers are able to adjust to the workplace will help to manage expectations and reality.

5.31 At the same time it is important that the TVET system work hard to partner and align with industry to give TVET students access to the best workplace conditions that can be provided, so that students can make a smooth transition between the school and work. Or for teachers to gain and understanding of the workplace and current skills. An important role of the SSC is to develop industry connections and facilitate partnerships between industry and TVET institutions so that the quality and relevance of TVET graduates improve.

Equipment

5.32 Getting access to equipment is not always possible due to the expense of maintaining it, paying the running costs and the consumable costs of students having access to develop and practice their competency. Using a piece of equipment once or twice or watching a demonstration will not develop a student's competence. Adding equipment to a training facility can be an exciting opportunity but it can have hidden ongoing costs and a limited lifespan. Discussing the pros and cons of purchasing equipment with industry can lead to the identification of other solutions such as, work-based learning, access to equipment in vendor's sales room, donations of equipment or resources and industry agreement on alternative training priorities.

Cost shifting

5.33 It is important when collecting information from industry to make sure that training traditionally undertaken by industry is not push onto the public TVET system. There is no need to change the provision of training that is already occurring in industry, either through the up-skilling of existing workers or the induction and training of new workers. Rather than move the training into the public TVET domain, SSCs can work to improve the quality of the work-based learning and formalise outcomes, by training and certifying workplace trainers and organising for the courses to receive formal recognition so that existing and new workers can receive recognition.

Capacity building

5.34 Teachers, trainers and assessors all need to be aware of industry trends, and process and technology changes. In the early phases of implementation this is an activity that many SSCs may be able to support. Organising industry familiarisation activities for teachers can range from access trade fairs and industry conferences to

workplaces for site visits, through to return-to-work programs. The development of teacher knowledge of industry through the SSC identifying knowledgeable people from their sectors to participate in workshops or conferences where teachers can learn about current trends and technology is something that can start the process of bringing teachers closer to industry. SSCs can also inform the wider skills development sector of industry conferences and trade fairs where teachers might get to see demonstrations of new equipment or hear about new trends or production processes etc.

Data collection for skills anticipation

5.35 Forecasting the skill requirements of industry is a difficult exercise which usually relies on a mix of qualitative and quantitative data. The quality, consistency and amount of data will reflect the accuracy of estimates. This in turn is affected by the quality and comprehensiveness of data collection mechanisms. However, identifying and anticipating skills needs must precede training decisions to ensure that skills are relevant to the labour market. Understanding labour market skill needs is important for all training decisions and there are various ways of doing this.

5.36 One approach is the ILO Skills for Trade and Economic Development (STED) methodology which is a programme that provides sector level technical assistance on identifying the skills development strategies required for future success in international trade. It is designed to support growth and decent employment creation in sectors that have the potential to increase exports and to contribute to economic. It has a six stage process and the *Skills for Trade and Economic Diversification: A Practical Guide* by the ILO is available https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_549925.pdf

5.37 Another widely used approach is the establishment of labour market observatories (LMO) at a regional or sectoral levels comprising SSCs, Employment Services, education planners, training providers, career counsellors, small to medium scale enterprises, employer and employee organisations, non-governmental organisations and civil society groups involved in human resources development, skill formation and employment issues. Labour Market Observatories work closely with industries, national training organisations and universities and research centres to look at current and future skill needs. Because of their close industry links they tend to collect qualitative information and analyse it alongside available quantitative data and they are able to identify information on current and anticipated changes in work organisation. LMOs try to raise awareness and levels of understanding on the state of the labour market, as well as future likely labour market trends. SSCs can have a major role in facilitating this process and over time the partners in the process tend to collect

more and relevant information. The ETF has an overview information on Labour Market Observatories

https://www.etf.europa.eu/sites/default/files/m/F8E652156F4C0E9FC12580E60049A5C E_Observatories.pdf

5.38 Identifying the future needs of the sector is as important as identifying the current needs as workers with the skills to adapt to future work requirements makes the sector more competitive. There are several methodologies for doing this, one is the ILO Skills for Future Technologies Guide, which a new ILO tool for skills needs anticipation and to steer experts and practitioners in defining future technological change and related changes in work organisation, job tasks and skills needs. https://www.ilo.org/skills/areas/skills-training-for-poverty-reduction/WCMS_534225/lang--en/index.htm

5.39 It is important to develop with the sector their aspirational scenario for the sector in order to assess what skills might be needed to meet the sectors intentions. In all scenarios attention should be paid to replacement demand, which is the new labour required to fill the places of those who move between occupational groups, and up-skilling demand, existing workers who will be required to hold new skill sets. Another Foresight methodology is developed by the European Foresight Platform under the European Commission includes easy to use methodology and tools. http://www.foresight-platform.eu/community/forlearn/how-to-do-foresight/

5.40 Using more than one approach for collecting data and analysing data not only improves the quality but also provides opportunities to validate the data and analysis. For developing and transition countries, skills matching and anticipation is a complex task given the limited labour market information, considered important to any education and employment strategy. At the same time, even limited evidence can be better, and more efficiently used, with proper methodological tools and analyses. To respond to this challenge, the European Training Foundation (ETF), the European Centre for the Development of Vocational Training (Cedefop) and the International Labour Office have developed six methodological guides on anticipation and matching of skills supply and demand. They are very useful and include a range of information and suggestions. They include:

- 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: Developing and running an establishment skills survey

- Volume 6: Carrying out tracer studies

These guides can be found here:

https://www.ilo.org/employment/Whatwedo/Projects/WCMS_534345/lang--en/index.htm

Surveys

5.41 Surveys involve the collection of data usually through the distribution of questionnaires via mail, website or structured face-to-face interviews. The major advantage of using surveys is that it is possible to solicit the opinion of large numbers of people and to quantify the results. Their downside is that sometimes the information gathered is limited by the technique; in order to simplify data collection and interpretation, questionnaires are usually multiple- choice, thus restricting the depth and level of detail.

5.42 Although conducting a survey may appeal because of its straightforward nature, a low response rate will cast doubt on the validity of the findings. Working through Sectoral Associations can increase the response rate as members of the association maintain a certain amount of loyalty and involvement in activities undertaken by their associations. **Volume 5** above has very good information on developing surveys for companies.

Models of Sector Skills Committee Engagement

Country	Involvement of Government	Involvement of Industry	Source of funding	SSC Activities Undertaken
Sri Lanka Industry Skills Councils 4	Government oversight through contract, housed in government building	Board members and staff from industry	Government funding for five years then self-sustainable	• Competency standards developments • Qualifications • Skills gap analysis • Career advice and career pathway information-sharing • Developing industry TVET institution linkages • Developing learning and assessment materials
India 38 SSCs	Minimal Government involvement which mainly revolves around the requirement to produce particular goods and services. Government provided the National Skills Development Corporation (NSDC) with a fund to provide soft loans to establish SSCs	Industry owed and in some cases, industry financed Government Academia PSUs	Most are still operating with the grant money provided by NSDC and from fees charged for affiliation and administering assessment and placement. In the longer term, the SSCs are required to become financially self-sufficient by raising funds for specific projects	• Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them. • Development of a sector skill development plan and maintaining skill inventory. • Determining skills/competency standards and qualifications and getting them notified as per National Skills Qualifications Framework NSQF. • Standardization of affiliation, accreditation, examination and certification process in accordance

Country	Involvement of Government	Involvement of Industry	Source of funding	SSC Activities Undertaken
	Contracted to meet targets tied to national targets			with National Skills Qualifications Framework as determined by National Skills Quality Council. • May also conduct skill-based assessment and certification for Qualifications Packs /NOS aligned training programmes. • Participation in the setting up of affiliation, accreditation, examination and certification norms for their respective sectors. • Plan and facilitate the execution of Training of Trainers along with NSDC and states. • Promotion of academies of excellence. • Paying particular attention to the skilling needs of ST/SC, differently-abled and minority groups. • Ensuring that the persons trained and skilled in accordance with the norms laid down are assured of employment at decent wages. • To facilitate employment, Sector Skill Councils have been encouraged to develop their own placement portal and mobile apps.

Country	Involvement of Government	Involvement of Industry	Source of funding	SSC Activities Undertaken
				• Enabling industry engagement like participation in job meals • Focus on placement and on boarding of apprentices by industry.
South Africa – SETAs 21	Service level agreements with indicators and targets. Having learned lessons from National Skill Development Strategy (NSDS) I and II, this strategy veers away from setting national targets. Instead, each Skill Education Training Authorities (SETA) has targets which are applicable to its skills set and level to ensure that the programmes and activities of the SETAs are relevant to the sector.	Bipartite – employers and unions	Employer levy collected monthly through taxation - 1% of wages bill Employers can work with their SETA to reclaim up to 70% of the levy payment through engagement in certain approved skills development activities	• Gathering of labour market information • Focus on skills development in the workplace • Development of national skills plans • Development, management, and promotion of apprenticeships • Development of qualifications frameworks • Curriculum development • Strategic advice to Government • Assist companies in implementing workplace learning including developing workplace Learning plans • Disburse and manage National Skills Funds grants and funding programs • Build career guidance initiatives • Accreditation of training providers/employers offering training • Direct funding of training

Country	Involvement of Government	Involvement of Industry	Source of funding	SSC Activities Undertaken
	Government sets a number of additional social requirements on top of the workplace training requirements			
Australia – Industry Skills Councils 11 now replaced by Skills Service Organisations	Provides a funding agreement with specified outcomes to be delivered. These outcomes are tied to government policy initiatives The initial concept was for the Australian Industry Skills Councils to become financially independent but Government pulled back on this requirement to maintain some influence over the national skills agenda	Tripartite – majority employers, unions with 2 training institution representatives Not-for-profit companies	Government funding with some additional funding received through competitive bids and the sale of some training resources and funding provided for specific projects focusing on government initiatives	• Gathering labour market information (LMI) and identification of skills gaps • Skills forecasting • Development of national competency standards • Development of qualifications and frameworks • Keep employers informed about trends in their industry • Strategic advice to Government • Previously • Disburse funding for enterprise funding of training for workforce development activities • Provide funding advice to Government and industry • Develop workforce development plans • Development of national training product
	Government contract to deliver outcomes	Tripartite - employers, employee representative	Well-funded core of Government funding with a small amount 0.4%	• Developing training and maintaining qualifications.

Country	Involvement of Government	Involvement of Industry	Source of funding	SSC Activities Undertaken
Netherlands - Knowledge Centres - 17	to support national policy	bodies (e.g. unions) and a Government representative	coming from employer levies. Additional funding for projects and research	• Raising employers' commitment to training and creating a learning culture within their sectors • Recruiting and accrediting employers so that they can engage in workplace training, by taking on trainees via apprenticeships or internships. • Coordinating and promoting sectoral training (e.g. recruiting new vocational education providers). • Conducting labour market intelligence • Apprenticeship and internship numbers
New Zealand – 14 Industry Training Organisations	Government recognises the Industry Training Organisations and has an operational agreement with outcomes	Industry representatives	Government and industry funding Access to the National Skills Fund to fund training delivery Industry funding is a mix of cash and in-kind support	• Apprentices • Identification of skills gaps • Development of occupational/competency standards • Development of qualifications • Strategic advice to Government • Accreditation of training providers/employers offering training • Direct funding of training

Country	Involvement of Government	Involvement of Industry	Source of funding	SSC Activities Undertaken
UK – SSCs 20	Until 2010 provided with funding agreement with specified outcomes to be delivered. These outcomes were tied to the government's policy initiatives. The initial concept was for the UK SSCs to become financially independent but Government pulled back on this requirement initially, in order to maintain some influence over the national skills agenda, the quality and ownership of products being produced. However, now SSC do not receive core funding	Tripartite –employers, trade unions, and professional bodies[1] Representation from leading employers on the Boards	Government funding is also channelled through the SSCs to fund some of the TVET training institutions Some additional funding through competitive bids The funding process for SSCs changed in April 2012 meaning all government funding available to SSCs became contestable. This basically means that SSCs now have to bid into various funds, with developed proposals (similar to ULF and union bids in a way). There are various funds, EIF (Employer Investment Fund), GIF (Growth Investment Fund). Both the EIF and GIF are funded by the Government. In some situations, SSCs will bid with funding matched by an employer. - See more at: http://www.unionlearn.org.uk/our-work-and-projects/skills-	• Gathering of labour market information and identification of skills gaps • Development of NOS • Development of qualifications frameworks • Curriculum development • Development of Apprenticeship frameworks • Strategic advice to Government • National skills academies role as specialist employer-led delivery organisations, many of them as delivery arms of SSCs • Accreditation of training providers/employers offering training

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[1] http://wales.gov.uk/topics/educationandskills/skillsandtraining/sectorskillscouncils/?lang=en
http://education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl/other-nos

Country	Involvement of Government	Involvement of Industry	Source of funding	SSC Activities Undertaken
	but some do receive fundings from government for particular projects, such as apprentice standards.		investment/sector-skills-councils#sthash.n67eEvsy.dpuf	