

## **Domain 19: Skill Identification and Development**

### **Mapped SDG Goals:**

- **SDG 4** – Quality Education
- **SDG 8** – Decent Work and Economic Growth
- **SDG 10** – Reduced Inequalities
- **SDG 5** – Gender Equality
- **SDG 17** – Partnerships for the Goals

## **Domain 19: Skill Identification and Development**

### **Key Objectives:**

- Identify and document local skills, talents, and traditional know-how among rural communities.
- Promote awareness about skill-based employment opportunities and vocational training.
- Encourage youth to explore career paths based on their aptitudes and local relevance.
- Support capacity-building by linking rural talents to appropriate learning platforms.

### **Activities:**

- Conduct skill-mapping surveys at household and village levels.
- Organize career guidance sessions and aptitude-based activities.
- Facilitate demonstrations or exhibitions of local talents and crafts.
- Collaborate with local artisans, professionals, or vocational trainers.
- Identify traditional occupations like pottery, weaving, carpentry, and tailoring.
- Introduce digital or modern skills – computer literacy, design, coding, etc.
- Link youth with ongoing government or NGO-led skill development schemes.
- Assist in preparing portfolios or resumes for skilled individuals.
- Promote gender-inclusive skill training.
- Create a village-level skills directory or digital repository.

**Sample 10-Day Schedule:**

| <b>Day</b>    | <b>Activity</b>  |
|---------------|--|
| <b>Day 1</b>  | Introduction to importance of skill development and SDG mapping.<br>Household-level skill and occupation survey.           |
| <b>Day 2</b>  | Community interaction with skilled individuals and artisans.   |
| <b>Day 3</b>  | Session on career awareness and vocational pathways for youth.<br>Exhibition of traditional skills or live demonstrations. |
| <b>Day 4</b>  | Organize a basic training session (e.g., tailoring, mobile repair, design).  |
| <b>Day 5</b>  | Women and youth skill discovery games and resume-building.   |
| <b>Day 6</b>  | Digital awareness or basic computer training for interested groups.  |
| <b>Day 7</b>  | Formation of a local skill development committee.  |
| <b>Day 8</b>  | Preparation and Submission of Final Report and Presentation  |
| <b>Day 9</b>  | Preparation and Submission of Final Report and Presentation  |
| <b>Day 10</b> | Preparation and Submission of Final Report and Presentation  |

**Household-Level Survey Questionnaire (Yes/No):**

- Does anyone in your family possess a traditional or modern skill (e.g., tailoring, farming techniques, design)? (Yes/No)
- Have family members ever received any formal skill-based training? (Yes/No)
- Are youth in your household interested in vocational training or learning a trade? (Yes/No)
- Do you know about any government schemes for skill development? (Yes/No)
- Would your family members participate in free skill workshops if offered? (Yes/No)
- Are women or girls in your household encouraged to learn new skills? (Yes/No)
- Is there access to any training center or vocational school nearby? (Yes/No)

**Community/Village-Level Survey Questionnaire (Yes/No):**

- Are there individuals in the village with expertise in traditional crafts or trades? (Yes/No)
- Has any formal skill mapping or training been done in your village before? (Yes/No)
- Are there youth groups interested in learning employable skills? (Yes/No)
- Are there ongoing training programs from NGOs or the government? (Yes/No)
- Is there a common space available for hosting training sessions? (Yes/No)
- Do people in the village show interest in modern skills like computers, marketing, or digital work? (Yes/No)
- Would the village support the idea of a local Skill Hub or Training Center? (Yes/No)