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# Developing an Implementation Strategy for the Recognition of Prior Learning (RPL) System in the State of Karnataka, India



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Registered offices  
Bonn and Eschborn

Indo-German Programme for Vocational  
Education and Training (IGVET)  
B5/1, Safdarjung Enclave  
New Delhi, 110029, India  
T: +91 11 4949 5353  
F: +91 11 4949 5391  
E: [igvet@giz.de](mailto:igvet@giz.de)  
I: [www.giz.de](http://www.giz.de)

### Person responsible for IGVET

Mr Noor Naqschbandi  
Head of Programme  
Private Sector Development, GIZ India

### Authors of the study

Mr Gareth McGrath  
Mr Partha S. Banerjee, DEFT Advisory and Research

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# List of abbreviations

<b>AA</b>	Assessment Agency
<b>AQTF</b>	Australian Quality Training Framework
<b>AQF</b>	Australian Qualifications Framework
<b>CNC</b>	Computer Numerical Control
<b>ETQA</b>	Education and Training Quality Assurance, South Africa
<b>GIZ</b>	Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
<b>MSDE</b>	Ministry of Skill Development and Entrepreneurship
<b>NCVER</b>	National Centre for Vocational Education Research, Australia
<b>NOS</b>	National Occupational Standards
<b>NSDC</b>	National Skills Development Corporation
<b>NSQF</b>	National Skills Qualifications Framework
<b>PIA</b>	Project Implementation Agency
<b>PMKVY</b>	Pradhan Mantri Kaushal Vikas Yojana
<b>QP</b>	Qualification Pack
<b>RPL</b>	Recognition of Prior Learning
<b>RTO</b>	Registered Training Organization
<b>SAQA</b>	South African Qualifications Authority
<b>SETA</b>	Sector Education and Training Authority, South Africa
<b>SSC</b>	Sector Skill Council
<b>TAC</b>	Training Accreditation Council, Western Australia
<b>TVET</b>	Technical and Vocational Education, and Training

# 1. Introduction

Recognition of Prior Learning (RPL) is an important pillar of India's overall skill development programme. Still most of the rural and semi-urban youth acquire workplace skills through informal education and training. The Government of India's National Policy on Skill Development and Entrepreneurship 2015 included RPL as a policy instrument to recognise and formally certify the skills of such youth. The RPL processes (p. 18 of the National Policy) were to include a pre-assessment, skill gap training and final assessment leading to the certification of the existing skills of an individual.

Since then the union government, through the National Skill Development Corporation (NSDC), has sought to scale up its implementation across the country. The RPL roll-out programme still remains weak at the state and district levels, especially the skill gap training component following a pre-assessment process. Recent studies (Rothboeck et. al., 2018) on RPL national programmes (which also included samples from Karnataka) could not ascertain any favourable impact on wages or other economic benefits attributable to RPL certification, and suggested that the RPL certification process may be preceded by bridge training for addressing skill gaps.

## Study objective

The Government of Karnataka has requested the Indo-German Programme for Vocational Education and Training (IGVET) to provide technical support in developing a strategy to effectively implement the RPL programme in the state. The aim of this study is to develop the contours of a state-level RPL programme in Karnataka and recommend its implementation strategy.

Towards this, we have undertaken a brief situational analysis (the list of stakeholders consulted is given in the Annexure) to understand the national RPL

programme and explore what could be the design imperatives of a state-level RPL programme. This is then built upon through adoption of relevant international good practices and an evaluation of RPL model options that could best suit the state's labour market needs. We then set out the roles that key institutional stakeholders could play in a state-level RPL programme, envisage a staged implementation process, and conclude with our recommendations to take forward the proposed implementation strategy.

## 2. Situational analysis

The Ministry of Skill Development and Entrepreneurship (MSDE) of the national government launched the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in 2015. This scheme was further extended in the following year to cover the period 2016–2020. The skill certification scheme was implemented with the goal of enabling a large number of Indian youth

to develop skills and knowledge that would provide them with great opportunities to build up a good life. A RPL component was also introduced in the scheme to recognise individuals with prior experiential learning that hasn't been formally certified. Five project types are identified under RPL (Table 1), which differ according to their target groups.

**Table 1: Types of project under RPL<sup>1</sup>**

Project type	Target group
RPL camps	RPL in a location where workers of a particular sector are consolidated (i.e. industrial/traditional clusters)
Employers' premises	RPL on-site at an employers' premises
RPL centres	RPL at designated centres for geographically scattered workers who need to be mobilised
RPL with 'Best in Class Employers'	Reputed employers/industries across sectors implement this project type. Employees of 'Best In Class Employers' from all the sectors are certified. Senior employees such as supervisors and managers act as assessors in this type of project.
RPL through demand aggregation portal	RPL through demand is conducted at centres to which targets have been allocated by the National Skill Development Corporation (NSDC) and mobilisation of candidates happens through a demand aggregation portal

RPL under PMKVY extends to more than 2000 job roles aligned to the National Skills Qualifications Framework (NSQF) and follows a 5 step process for certification:<sup>2</sup>

1. Applicants who are skilled but not certified to be engaged through a mobilisation process
2. Applicants to be counselled and pre-screened prior to commencement
3. Orientation: It includes 12 hours of training comprising 6 hours of industry-specific training, 4 hours of interpersonal and capacity building training, and 2 hours training allowing the

1 Source: 'Compendium of Guidelines and amendments for Recognition of Prior Learning under PMKVY (2016-2020) [http://pmkvyofficial.org/App\\_Documents/News/Compendium-of-Guidelines-and-amendments-for-RPL.pdf](http://pmkvyofficial.org/App_Documents/News/Compendium-of-Guidelines-and-amendments-for-RPL.pdf)

2 Source: <http://pmkvyofficial.org>

participants to become aware of the assessment process. Skill gap training will be initiated as required through the orientation process.

4. Final Assessment: This will be implemented by approved assessment bodies accredited by the Sector Skill Councils (SSCs). This will require both core and non-core National Occupational Standards (NOS) to be assessed. The breakdown of the assessment will be weighted (core NOS carry 70% and non-core NOS carry 30%)
5. Certification, results and payment to candidates: A certificate informing the student of successful completion will be issued by the SSC. In order to fulfil the requirements of NSQF level 1, 2, 3 the participant will be required to achieve a minimum of 50%, while for NSQF level 4 the result required is 70% or above. A participant who achieves (or exceeds) the minimum pass percentage for a Qualification Pack (QP) will receive the PMKVY RPL certificate, results and a payment of INR 500. Participants who achieve less than the stipulated pass percentage for a QP, but do achieve a 30% or above of the total score receive results and a payment of INR 500. Participants who score less than 30% of the total score, are entitled to the results only and are offered the opportunity to engage in skill gap training through the PMKVY.

Project Implementing Agencies (PIA) propose RPL implementation programmes which are approved by NSDC-SSCs. It is intended that the PIA can engage/

sub-contract other agencies for other activities such as:

- Mobilisation (mobilisation agency)
- Counselling
- Pre-screening
- Orientation implementation (RPL facilitator organisation)

Since September 2018, the major thrust of the national programme has been through 'RPL with Best in Class Employers' as it was perceived to be delivering an economical system of skills recognition in formalised sectors. This typology has been gaining support and traction. The other typologies (RPL camps, employers' premises, RPL centres) are being developed to provide direct support in relation to up-skilling/re-skilling for central government schemes, state governments, government institutes/agencies, and related challenges (for example the issue concerning the substantial increase of farmer incomes).<sup>3</sup>

At a national level, under the aegis of NSDC, more than 600,000 individuals have been certified under the PMKVY RPL Scheme. In Karnataka 53,547 candidates have been oriented of whom 45,580 have been assessed and 41,409 have been certified.<sup>4</sup> NSDC's RPL scheme in Karnataka covers 93 job roles and is being implemented through 525 training/facilitation centres and 44 training partners.<sup>5</sup>

3 Government of India notification dated 17-Sep-18 [http://pmkvyofficial.org/App\\_Documents/News/Public\\_Notice\\_on\\_RPL\\_v1.pdf](http://pmkvyofficial.org/App_Documents/News/Public_Notice_on_RPL_v1.pdf) accessed on 31-Oct-18

4 Information on the above data points is available for sectors as well

5 <http://pmkvyofficial.org/Dashboard.aspx> (status as of 21-Aug-2018)



# 3. Recommendations: state-level RPL programme design

The findings of our study brought forward key areas that need to be considered for further strengthening the implementation of the on-going national programme within Karnataka. Such measures could be done by designing a state-level RPL programme which will not only be aligned with NSDC's national RPL programme (to achieve complementarity within the federal structure), but have strengthening measures built in as cornerstones. Five such key measures to ensure implementation success of a state-level RPL in Karnataka are discussed below.

1. **Inclusiveness and equitable access:** The present national RPL implementation has limited reach in rural and peri-urban areas of the state and does not provide adequate coverage in all districts of the state. Moreover, there is a need to develop qualification packs for job roles that would appropriately include all socio-economic strata, marginalised sections of the workforce (such as artisans and the workforce engaged in micro informal enterprises) which may not have been formalised in the National Qualification Framework till now. Such outreach can only be achieved through a state-level RPL programme actively led and implemented by state government institutions in collaboration with national institutions such as the NSDC.
2. **Twin objectives of skill upgrade followed by certification:** Another key imperative for the state would be to formalise the informal labour markets pursuing the twin objectives of skill upgrade followed by certification. The present national RPL programme of 12 hours of orientation training (and no skill gap bridge training) followed by assessment for certification has limited acceptability among employers who are reluctant to assign wage premium to such certified candidates. Initial findings from a Karnataka state-level RPL programme in the construction sector (under the aegis of the Building and Other Construction Workers Welfare Board) which adopts a model of skill gap training followed by a certification show encouraging results of better acceptability by employers.
3. **State priorities:** Each state in India has varying resource endowments (agro-climatic zones that determine its agriculture, mineral wealth, geography that determine logistics hubs and services, coastal economy, etc.) and demographics that drive their sector prioritisation for sustaining economic growth. The RPL programme thus needs to be more tuned to local labour market needs than be driven solely by a common national agenda. Accordingly, any bridge course customisation (such as prerequisites, curriculum and duration) needs to consider these factors and address different degrees of skill gaps that could be prevalent in local labour markets.
4. **Aligned to national programme, but supplemented at state level:** While any state-level programme needs to be aligned with the NSDC national programme with no deviations on core parameters, it could be supplemented if felt necessary by the state supported by its own resources. Such variations could be state-specific mobilisation and incentive schemes, and different set of engagement terms than NSDC's suggested common norms for

empowering training providers and assessment agencies with the state institutions.

5. Enhanced impact at beneficiary level: The outputs of any state-level RPL programme, designed to complement the national programme, should make an enhanced impact at the beneficiary level.

The programme should embed a component of tracer study of (sample) beneficiaries as an evaluation measure.

The above recommended cornerstones for a state-level RPL programme design in Karnataka are illustrated in Figure 1.

**Figure 1: Recommended cornerstones for state-level RPL programme in Karnataka**



## 3.1 Adopting good practices

From a literature review of RPL frameworks and country systems, we focussed on five cases to identify relevant good practices. Each of the cases provided us with both content and context that was adopted to design the state-level RPL implementation in Karnataka. The countries and key considerations for our selection are enlisted below.

1. Scotland: RPL framework successfully operating within a union
2. Western Australia: State accreditation within a national framework
3. Canada: non-formal experience mapped to qualifications
4. South Africa: similarity in socio-economic context within the BRICS nations
5. Germany: robust assessment methodologies and quality assurance

### Case study 1: Scotland – framework within a union

In Scotland, the RPL process involves three main actors: learners, evaluators of prior learning and a formal qualification framework. This provides Karnataka with a robust and mature RPL model to compare against, and compare how a ‘state model’ operates within a national framework. The model focusses upon the assessment only pathway of RPL delivery, but looking at formal and non-formal evidence that can be assessed.

The responsibility of the learners is to reflect on the prior learning process, recognise and describe their achievements and outcomes and provide an evidence for the learning. Learners require advice and guidance in the process of identification of their informal and non-formal learning and in providing evidence for the learning.

- To accredit non-formal learning gained through work-place related training programmes and courses, through benchmarking these learning outcomes to the Scottish Credit Qualification Framework

- To provide a linkage to informal learning processes in which individuals are already engaged
- To link between personal and professional developments of the learners and to enable them to make clear connections between the learning they have achieved and future learning opportunities
- To identify learning skills that are transferable between different learning and working contexts and the environment.

Additionally for Karnataka to consider is an opportunity to compare the informal/non-formal learning outcomes against commonly acceptable and recognisable formal qualifications or outcomes achieved through a formal programme of studies. Such comparison is possible through a formal qualifications framework that allows benchmarking knowledge experience and skills acquired outside formal education to the context of the qualification framework.

### Case study 2: Western Australia – state accreditation within a national framework

This model identifies how RPL can be implemented using a mixture of evidence gathered from previous experience, mixed with skill gap training as required based on analysis of the learners evidence that has been provided. The WA model also demonstrates how a state can operate within a national system without causing conflict over assessment.

In Western Australia, the Training Accreditation Council (TAC) operates as an independent council for quality assurance and accreditation of VET programmes while being bound to the Standards for VET Regulators 2015. Through the Vocational Education and Training Act 1996 TAC was established as the statutory body and operates within the National Skills Framework. TAC is also the VET Regulator within WA itself.

The council registers training providers under the Standards for Registered Training Organisations (RTOs) 2015 and accredits VET courses under the Australian Quality Training Framework (AQTF). It is

supported by the Department of Education through the services of the TAC Secretariat, whose roles are:

- process applications for registration of training organisations
- process the accreditation of courses for consideration by the council
- provide the council with important support on policy issues.

(Source: <http://www.tac.wa.gov.au/about-us/Pages/default.aspx>)

The Australian Qualifications Framework (AQF) defines RPL as: 'Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit'. RPL providers are expected to:

- identify the evidence required and providing advice to students about the process
- provide students with sufficient information to enable them to prepare their evidence to meet the standard required for the RPL assessment process
- assess using appropriate evidence-gathering methods and tools and recording the outcome, and providing skill gap training if required
- report to key internal and external stakeholders

(Source: <https://www.aqf.edu.au/sites/aqf/files/rpl-explanation.pdf>)

### Case study 3: Canada – non-formal experience mapped to qualifications

The model demonstrated in this case study displays how non-traditional forms of evidence can be assessed to gain credit for assessment – a consideration that Karnataka will need to consider when adapting a flexible and agile RPL programme. RPL in Canada<sup>6</sup> provides participants the opportunity to have their previous skills and knowledge

identified, documented and assessed. The learning can take various different modes of formal and non-formal practices. It is the learning outcomes that are paramount in this process, not the accreditation process, it is as much about the journey, as it is the destination. Therefore the goals of undertaking RPL can be varied including self-knowledge, recognition at a training provider, to gain employment, licensure, career development or recruitment processes.<sup>7</sup>

In the RPL model in Canada, learning that takes place in different educational settings and experiential experience is valued. Learning experiences are acknowledged, but are not assessed regarding the time taken to complete or the quantity of training undertaken, but instead are evaluated in relation to the knowledge and skills that the applicant can demonstrate, as having. RPL can only be achieved when the impact of the experience is demonstrated not just the experience itself. Therefore, RPL in Canada can be identified as: 'credit for learning, not experience'. In the Canadian framework it's the practical application of the learning that is valued. Skills and knowledge must be applied to workplace benchmarks and standards, and acknowledged by professional bodies, or alternatively learning outcomes as prescribed in the course outlines of training providers.

### Case study 4: South Africa – similarity in socio-economic context

The South African case provides an example of a RPL programme being delivered by another BRICS member country having similar socio-economic, multicultural conditions and diverse learning environment – a situation familiar to Karnataka. The journey of RPL in South Africa has been evolutionary and their present understanding of RPL, as a multi-dimensional process, is similar to the Indian point of view. The South African Qualifications Authority (SAQA) defines RPL as '... a process through which non-formal learning and informal learning are measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system, or workplace.

<sup>6</sup> RPL is also known as Prior Learning Assessment and Recognition (PLAR) in Canada

<sup>7</sup> Source: <http://capla.ca/what-is-rpl/>

RPL processes can include guidance and counselling, and extended preparation for assessment.’ (SAQA National Policy for the Implementation of the Recognition of Prior Learning, p. 5)

This model does not allow for skill gap training in the same way that is evident in Australia, however it gives the learner an extended amount of time to prepare for the RPL assessment process and gather a range of documentation material, generally delivered in the portfolio model.

The RPL programme in South Africa has been embedded into a bigger picture of equitable education and has been developed to meet this need. The RPL policy meets the needs of all relevant parties, including the Education and Training Quality Assurance (ETQA), training providers, members of Sector Education and Training Authorities (SETA), not forgetting the learners themselves.

SAQA’s definition outlines the requirements of RPL in South Africa:

- Different modes of learning are valued: formal, informal and non-formal
- Specific learning outcomes are measured against the requirements for each qualification; and credits are achieved as long as these requirements are met
- The candidates’ existing skills and knowledge are identified
- Candidates’ skills, knowledge and experience are matched to the specific standards of each individual qualification

- Ensuring that the candidates’ existing skills and knowledge, developed from prior experience in all forms of formal and informal environments, are acknowledged and credited accordingly

### Case study 5: Germany – robust assessments and quality assurance

The German RPL model incorporates a ‘challenge test’ similar to the national RPL system in India. In the German model, both non-formal and informal learning are identified as important components of lifelong learning in TVET training. Formal and non-formal learning processes are organised, with formal learning generally facilitated externally. In contrast to India, non-formal learning occurs in a planned and structured way. At the same time, similar to India, it is not necessarily designed as a learning process and, therefore, may take a work-integrated form. The RPL process involves the confirmation that a learner has achieved the required learning outcomes (that have been evaluated against the appropriate standard) by an authorised organisation. There are four distinct phases (Council of the European Union, 2012):

1. Identification through dialogue of an individual’s particular experiences
2. Documentation to identify the individual’s experiences
3. A formal assessment of these experiences
4. Certification of assessment results leading to either a partial or full qualification.

## 3.2 Options evaluation: choice of model

### 1. ‘Assessment only’ model

The ‘Assessment Only’ RPL model involves candidates receiving the assessment tool that may include various formats for collection of evidence. This tool is the same used to collect evidence of competence as an outcome of a structured TVET learning process, but the RPL candidates may not have engaged in any form of learning. Therefore, if the applicant does not

possess the skill initially, then there would be no opportunity to gain that skill through any skill development training. Thus it would not be an intervention to build human capital and capacities in the sector.

The assessment process is focused on demonstrating skills and knowledge and is not reliant on workplace evidence as the main source of evidence. These candidates are frequently referred to as ‘self-paced

candidates' and require a work-ready level of literacy, language and numeracy as well as vocational competence. This is a key concern for this RPL model given the heterogeneity of the workforce, informality, and differences across economic sectors.

This model is currently being implemented by NSDC across India inclusive of 12 hours of orientation training. This does not provide a sufficient amount of time for the participants to provide the evidence required to effectively complete the challenge test.

## 2. Portfolio of evidence model

Candidates are provided with guidelines of examples of evidence to be collected from the workplace as these candidates are experienced and have evidence to support the required skills and knowledge. The students that this model supports would already be in a 'formal' workplace setting, as they will be required to provide evidence that is up to a 'competent' academic standards. This may prove challenging in Karnataka, especially when assessing applicants from informal labour markets. As mentioned above, these candidates are frequently referred to as 'self-paced candidates'. Consequently, the same concerns regarding heterogeneity and informality across economic sectors apply for this model.

Such a programme may also prove unsuitable for candidates (many of them likely to be migrants) as it would need them to (a) preserve their portfolio of work-products across several years, and (b) carry the onus of establishing authenticity of their portfolio evidence documentation provided by their previous employers, such as master crafts persons in informal enterprises.

## 3. RPL and skill gap training (mixed mode model)

The candidate conducts a self-evaluation under the guidance of an assessor to determine the units or skill-sets for which they may have supporting evidence to provide for RPL. The candidate is also able to determine the units that they are unable to support with evidence and therefore the gaps that require training. The gap training may be for an entire unit of competency or a part of a unit of competency,

therefore allowing for the gradual, incremental increase within. Within this model, the state of Karnataka would be able to identify the areas in which skill gap training is required and therefore develop the capacity of the sector that it applies this model to.

This model also contributes to the improvement of the qualifications framework it operates within as it requires the assessors to robustly validate and moderate its effectiveness and its industry currency. This model also encourages the participation of minorities that may have been traditionally alienated from mainstream RPL processes, especially those from low social economic backgrounds, or those who have been marginalised from engaging in RPL through challenges related to geography or gender as it allows participants to gain some competencies or develop necessary new skills that will benefit the sector as well as the industry in general.

- The candidates are motivated as they have determined the units that require RPL evidence and those that require gap training. The self-evaluation process, with the guidance of an assessor, creates a trusting mentor relationship with the assessor and RTO. Employers recognise this and this supports economic growth.
- Competency gaps can be addressed through bridge course training on areas that the enterprises and PIAs feel require up-skilling.
- Transition: The model can allow for the gradual and measurable transition from the informal to the formal labour market for workers who may have been previously excluded from skill development opportunities.
- Concern: Mobilising working/in-service candidates to attend off-site bridge courses of 40 or 80 hours could become a concern. Most candidates, being daily wage earners, would be reluctant to lose their daily wages and commute to participate in the training. State funding to compensate this wage loss following NSDC's common norms, or any other norm, could offset this potential impact.

It is suggested that the mixed mode model be adopted for the state-level RPL programme comprising bridge course training for up-skilling followed by assessment for certification.

# 4. Recommendations: state-level RPL programme implementation

## 4.1 Stakeholder roles

Roles and responsibilities of key institutional stakeholders in the proposed state-level RPL programme are given in Table 2.

**Table 2: Roles and responsibilities of key stakeholders**

#	Stakeholder institutions	Roles and responsibilities
1	State Skill Mission: Karnataka State	Approve pilot proposals, overall implementation of pilot scheme, funding, governance and evaluation
2	National Skill Development Corporation (NSDC)	NSDC Karnataka office to advise and facilitate the State Skill Mission, as needed
3	Sector Skill Council (SSC)	<ul style="list-style-type: none"> <li>• Approve QP-NOS developed by state priorities</li> <li>• Assign Assessment Agencies (AA) to RPL candidate batches on receiving State Skill Mission's request</li> <li>• Issue co-branded (between NSDC and State Skill Mission) certificates after obtaining AA reports</li> </ul>
4	Project Implementing Agency (PIA), empanelled with the State Skill Mission	<p>Responsible for on-ground execution of the pilots</p> <ul style="list-style-type: none"> <li>• Work with NSDC, SSCs to get approval for any QP-NOS that is identified by the state as priority (but not available) for the pilot</li> <li>• Mobilisation of candidates, conduct counselling, pre-screening, enrolment, conduct either 40 or 80 hours bridge course for candidates, orient them for assessments</li> <li>• To be remunerated by the State Skill Mission</li> </ul>
5	Assessment Agencies (AA) empanelled with the SSC	<ul style="list-style-type: none"> <li>• To be appointed by the State Skill Mission based on recommendation given by the SSC</li> <li>• Conduct assessment, submit report to SSC and state</li> <li>• To be remunerated by the State Skill Mission</li> </ul>

## 4.2 Envisaged process: skilling and certification

When evaluating the RPL models that are being used in Scotland, Western Australia, Canada, South Africa and Germany, we can draw some aspects out of each that allows us to form a 'best practise' model that can be implemented into Karnataka. The examples from Scotland and Western Australia allow us to identify how RPL models can operate in a state dynamic while complementing a national programme. Canada demonstrates that non-formal experience can be

mapped to recognised qualifications while the South African example displays how RPL can be implemented in a challenging socio-economic environment. Both are key elements when considering the context of Karnataka. The German perspective provides us with a contemporary example of how challenge testing can be incorporated into RPL models. These elements are visualised in the implementation process diagram (Figure 2) on the following page.

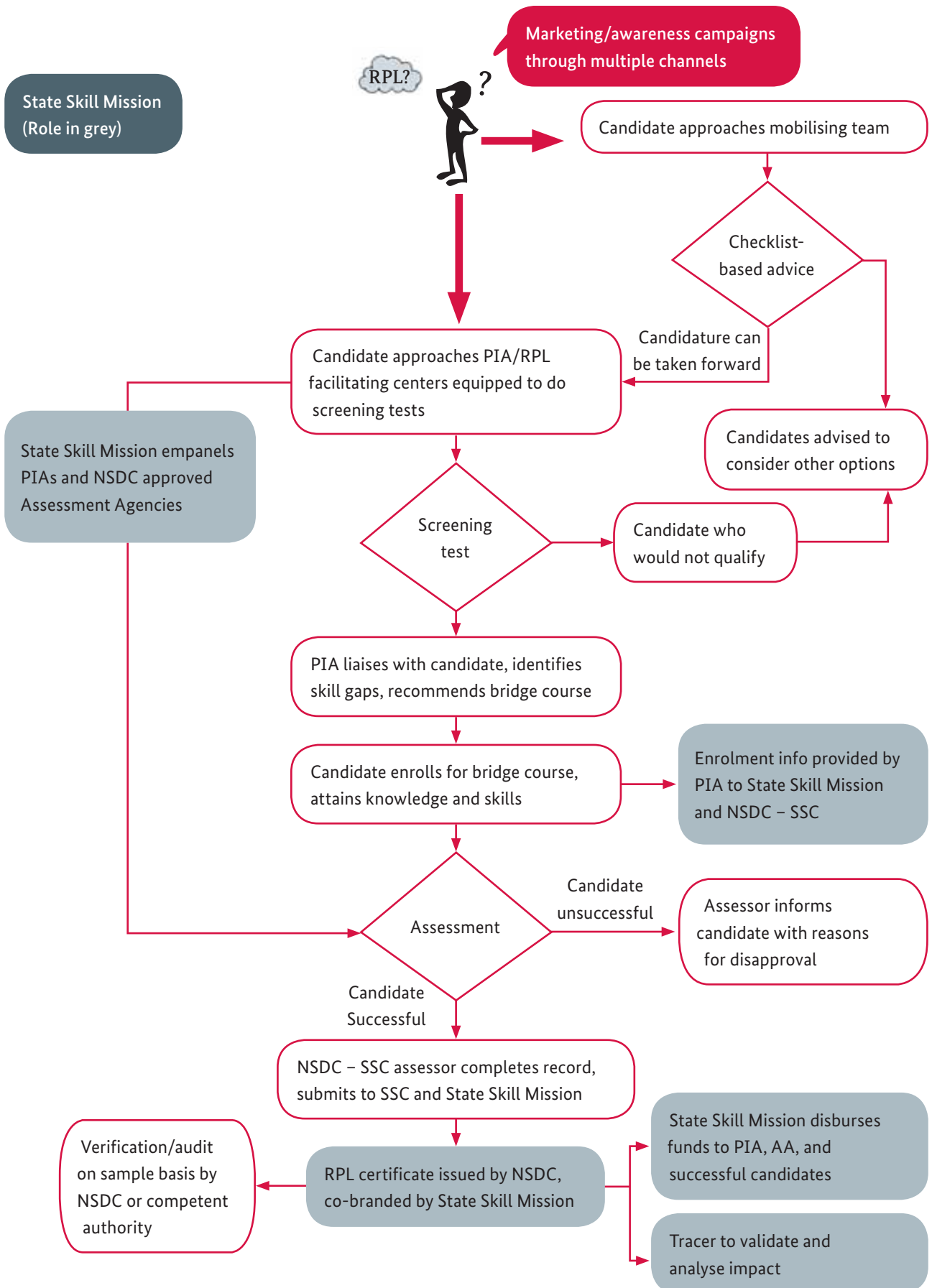
## 4.3 Contours of the pilot programme

It is suggested that a state-funded pilot implementation on a sample of about 4,000 beneficiaries across four representative sectors of the state economy be undertaken before rolling out a state-wide RPL programme. A four-sector pilot programme has been

constructed with multiple PIAs and two kinds of bridge course duration to understand the nuances of possible implementation variants. The contour of the proposed pilot programme is given below.



Figure 2: Envisaged implementation process



### **1. Manufacturing**

- Implementation partner: (can be) Karnataka German Technical Training Institute
- Two job roles: CNC turning and CNC milling
- Bridge course training duration: 80 hours for each course

### **2. Food processing**

- Implementation partner: (can be) Marine Products Export Development Agency
- One job role: fish and seafood processing technician
- Bridge course training duration: 80 hours

### **3. Artisanal trades**

- Implementation partner: (can be) Goldsmith Academy
- One job role: goldsmith frame maker
- Bridge course training duration: 40 hours

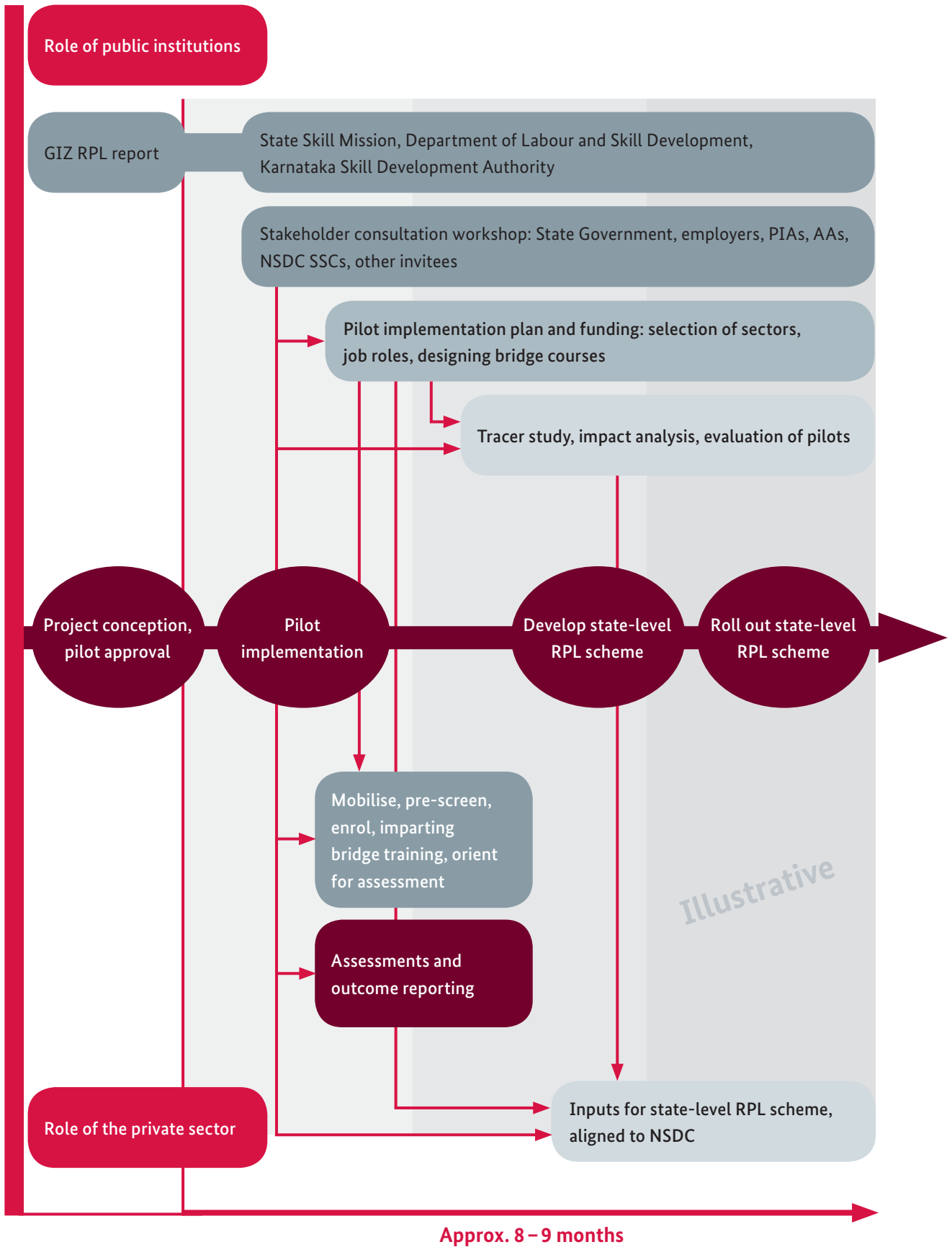
### **4. Logistics services**

- Implementation partner: (can be) Logistics Sector Skill Council
- Two job roles: warehouse packers and pickers
- Bridge course training duration: 40 hours for each course

## **4.4 Implementation timelines**

The total project duration is expected to be 24 months with about six months for the pilot implementation, tracer study of beneficiaries for impact analysis (three months after certification), and planning the roll-out of this scheme (Figure 3, see page 18). The next 18 months could be earmarked for the state-wide implementation of the RPL scheme.

Figure 3: Implementation stages and timelines



## 5. Way forward: Suggestions

In conclusion of this report, we have demonstrated an identified need for state-driven RPL programme in Karnataka. Through the implementation of such a programme, participants will be able to upgrade and demonstrate their skills for formal recognition and accreditation. It will also provide equitable access to the informal economy workforce to transition into formal labour markets, open pathways for mobility all of which can have a tangible benefit for the respective economic sectors and raise industry benchmarks. A summary of suggestions on the way forward is provided below.

1. Adopt a mixed mode model of skill gap training followed by RPL assessment for certification as the state-level RPL implementation strategy.
2. Consult stakeholders to set state-level priorities and finalise contours of the RPL implementation programme.
3. Chart out the roles and responsibilities of concerned institutions, complement and align with the national programme, and allocate resources.
4. Commence implementation of a six month pilot as a proof-of-concept and embed an impact analysis framework in it.
5. Harvest learning; develop an even more improved state-level RPL scheme. Roll out the RPL scheme across the state over the next 18 months.

# Annexure

## List of stakeholders consulted

#	Stakeholder group	Location	Institutions consulted
1	Government of India institutions	Delhi and Bengaluru	<ul style="list-style-type: none"> <li>• NSDC Head Office – Head and Deputy Head of RPL national programme team</li> <li>• NSDC Karnataka State Coordinator</li> </ul>
2	Government of Karnataka institutions	Bengaluru	<ul style="list-style-type: none"> <li>• Chairman Karnataka Skill Development Authority</li> <li>• Principal Secretary – Labour and Skill Development, Government of Karnataka</li> <li>• Karnataka State Labour Commissioner and concerned officials</li> <li>• Mission Director and officials, Karnataka State Skill Development Mission</li> <li>• Director, Karnataka State Labour Institute</li> </ul>
3	Sector Skill Councils	Delhi	<ul style="list-style-type: none"> <li>• Head RPL – Agriculture SSC</li> <li>• Head RPL – Logistics SSC (telephonic)</li> <li>• CEO – Management Services SSC</li> </ul>
4	Project implementing agencies, training providers	Bengaluru	<ul style="list-style-type: none"> <li>• Director Karnataka German Tech Training Institute, Bengaluru.</li> <li>• Head RPL, LabourNet Services India</li> <li>• Head RPL, Rooman Technologies</li> <li>• Managing Director, Goldsmith Academy</li> <li>• Karnataka Officer-in-Charge, Marine Products Export Dev Agency</li> </ul>
5	GIZ India and co-teams from other work streams in the programme	Delhi and Bengaluru	<ul style="list-style-type: none"> <li>• Briefing and review meetings by GIZ team at Delhi and Bengaluru</li> <li>• Meetings with co-teams from other work stream to explore synergies</li> </ul>

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Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH  
B 5/1, Safdarjung Enclave  
New Delhi, 110029, India  
T: +91 11 49495353  
F: +91 11 49495391  
W: [www.giz.de/India](http://www.giz.de/India)