Joint Policy Advisory Group

“Credit where credit’s due”-
A case study on Recognition of Prior Learning

30 June 2012
Who is JPAG?

- Part of the MCG joint venture, focused on policy and research
- We aim to become a thought leader on policy issues relating to skill development in India
- An evidence-based approach: the importance of research
- Facilitation of detailed policy discussions and more informed decision making
- An ambassador for TVE&T in India
A Global Benchmark for Workplace Skills

- Founded in 1878, London, UK
- 81 Countries
- 8500 Centers
- 600+ qualifications in 27 sectors
- Best in Class Assessment Methodology
- 99% Employer recognition in UK - As industry standard
- 1.6 Million Certifications every year
- Over 2 Million learners every year
- Over 30 Million successful students
About City and Guilds

- Founded in 1878 by the City of London and 16 livery companies – the traditional guardians of work-based training – to develop a national system of technical education, City & Guilds has been operating under Royal Charter (RC117), granted by Queen Victoria, since 1900. The Prince of Wales later King Edward VII was then appointed the first President of the Institute.

- City & Guilds is a registered charity (no. 312832). The Institute's president is now HRH The Princess Royal who accepted this role in June 2011 (following her father HRH The Duke of Edinburgh who held the position for nearly 60 years), and the current Chairman of Council is Michael Howell. The Chairman Designate to take office in October 2012 is Sir John Armitt.
Manipal: RICH HISTORY

- Founder - Dr TMA Pai
- Transformed a bare hilltop into one of India’s top learning destinations.
Manipal University
(Formerly known as Manipal Academy of Higher Education (MAHE))
WELCOME TO MANIPAL
Sikkim Manipal University
Manipal’s World Wide Presence

PRESENT IN ALMOST EVERY ENGLISH SPEAKING COUNTRY
ICICI MANIPAL ACADEMY
JPAG: What do we do?

- **Inform** – update stakeholders on latest developments
- **Challenge** – provoke new thinking on skills policy
- **Facilitate** – enable stakeholders to engage with policy issues
- **Promote** – act as a mouthpiece for the benefits of vocational education
- **Lead** – put MCG at the front of thought leadership on skills issues
• Launched “A Global Study to get India World-ready” report: The report is hosted at VOCED plus, National Centre for Vocational Education Research (NCVER) Australia.

• Completed a Study on Sectoral approaches in India – with a dip stick for two specific sectors: Automotive and IT/ITeS. This was commissioned by ILO and the study has been completed recently.

• We are part of two EU commissioned project –
  • EC led CII-British Council and C&G for development of two districts in India Sitapur in UP, Sirsa in Haryana
  • Part of the Consortium to Develop NVQF, LMA and T3 jointly supported by EC and MoLE.
Background

- MHRD envisages that an approach to RPL will be integral to its developing National Vocational Education Qualifications Framework.
- The ILO has also stressed the importance of recognising prior learning for countries at India’s Stage of Development, in its recommendation no. 195 on human resource development in 2004.
- In its October 2011 report, the Planning Commission’s working group on the 12th five year plan identified RPL as one of four key functions that private organisations should play in the vocational skills space in India.
- Min Of Lab& Emp wants to address this through the development of NVQF which is in progress.
To carry out an action research project to pilot a model of Recognition of Prior Learning (RPL) and evaluate its success in facilitating pathways of learning and improved employment opportunities for people working in the informal economy in India.
The opportunity is for JPAG to work with the City & Guilds Centre for Skills Development, Policy and research Unit of C&G London to develop this evaluation and to use this as the basis for advocacy work on RPL in India, helping to establish good policy and practice.
“Credit where credit’s due”—Project Approach

• Phase 1 will involve a qualitative study
  In the Phase 1 qualitative study will involve observation of the assessment process, depth interviews and/or focus group discussions with Assessors, Beneficiaries i.e. workers and other stakeholders (such as potential employers, trade representatives, government officials, vocational training experts etc) as well as a review of the Assessment process related documentation.

• The first wave will help to evaluate ongoing assessment activities and provide information to monitor and improve them.
Project Approach

• Phase 2 involve both qualitative as well as quantitative studies
  
  • greater participation of key stakeholders particularly from the Government side and large scale quantitative study among workers to support statistical rigidity to the results of the qualitative process evaluation
  
  • The Phase 2 quantitative study will involve of personal face-to-face interviews with a larger sample workers at different skills assessment stages (e.g. those who have completed participation in the Programme, those who are currently involved with it at different stages
Evaluation Model

• Assess credibility and reliability of Assessment modules
  Does the assessment measure what it is supposed to measure?
  Does it consistently yield the same outcomes for applicants with a similar profile?
  Is the evidence of prior learning it uses sufficient?
  Is the process fair, transparent and authentic?
  Does it provide adequate feedback?)
Evaluation Model

• Check whether the assessment is relevant for industry needs and consistent with current trade practices
  
  How well does the Programme measure skills? Are these skills and the manner of their measurement considered useful by the industry? Does the system of assessment reflect the current trade practices.
Evaluation Model

• Understand the importance of the Stakeholders
  – How successful is it in providing social protection and welfare services to workers, in building their capacities?
  – How do labour market stakeholders such as companies in the construction trade, relate with it?
  – How it is likely to be effected by future changes in education, training and employment policies?
  – How does it relate to current institutional environment
Deliverables

• A literature review, which will inform the approach to the research and be included in an abbreviated form in the external report;

• An internal report for NGO, focusing on recommendations for improving the RPL programme and considerations for taking it to scale

• An external report focusing on the good practice lessons from the initiative and recommendations for practitioners and policy makers elsewhere in India.
Thank you 😊

To know more about the project:
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