

India EU Skills Development Project Newsletter

A newsletter published under the India-EU Skills Project funded by the European Union, November 2016

SPECIAL ISSUE | PROJECT CONFERENCE

The India EU Skills Development project implemented in the period 2012–2016 has provided a direct support to the Indian skills development policy, which is one of the national priorities. In 2014, the Government of India and the Delegation of the European Union to India agreed that the newly created National Skill Development Agency (NSDA) would become the main project beneficiary. Following that decision, the project was redesigned in accordance with the remit and development needs of the new agency, which enabled a very close collaboration during the past two and a half years.



Thus the project tailored its activities and composition of the mixed international and Indian expert team to the needs of implementing the national skill development policy and the role NSDA plays in it. The key policy tools, such as the National Skill Qualification Framework (NSQF), and the Labour Market Information System (LMIS), have been made operational with the project assistance. For NSQF the project helped to turn the

concept into a practical mechanism for defining and registering qualifications. In addition, a strong focus on quality of skilling was proposed in the form of the National Quality Assurance Framework (NQAF). The project also promoted training and assessment methodologies based on international best practice. All this work involved institutional and individual capacity building through workshops, training and expertise development sessions.



The resources below resulted from the achievements of the India EU Skills Development project. They can be divided into the following categories:

I. REGULATORY DOCUMENTS DEVELOPED WITH PROJECT SUPPORT AND OWNED BY NSDA

This is the set of eight National Quality Assurance Framework (NQAF) manuals. They are administered by NSDA and can be accessed at <http://www.nsd.gov.in/>. The first four have already been approved by the National Skills Qualification Committee:

- *Manual 1: Overview Manual*
- *Manual 2: Registration of NSQF Qualifications*
- *Manual 3: Accreditation of Training/Education Institutions*
- *Manual 4: Accreditation of Assessment Bodies and QA in Assessment*
- *Manual 5: NQAF Auditor's Manual*
- *Manual 6: NQAF Risk Assessment Framework Manual*
- *Manual 7: Quality Assurance of Industry Led Bodies (Sector Skill Councils)*
- *Manual 8: Quality Assurance for National and State-level Bodies*



II. HANDBOOKS AND GUIDELINES

These resources provide methodologies for key processes of skill development, are freely available and ready for multiple use. The India-EU Skills Development project should be acknowledged as their source. Each resource in this category is briefly described and its web link provided below:

Handbook for National Qualifications Frameworks Developers (EN, Hindi)

Based on the modular programme delivered by the project in 2015, the handbook gives a thorough overview of NQF developments internationally, elaborates on quality assurance and on recognition of prior learning. It has been compiled from contributions by the project experts and by other international experts who connected with the training online.

<http://www.nsd.gov.in/resources/Handbook%20NFQ%20-%20Rev.pdf>

<http://india-euskills.com/img/documents/docs/NQFHandbookHindiVersion.pdf>

Training of Trainers Course Pack

The India-EU project prepared and delivered a five day training of trainers programme (ToT) aimed at introducing competency based training (CBT) and thereby improving the facilitation and training skills of trainers. The Course Pack is designed as a guide to conducting the ToT workshop in terms of content, key message and debrief points, instructions for group activities, handouts and materials needed and reference materials for trainers.

<http://india-euskills.com/img/documents/docs/ToTCoursePackOverview.pdf>

Training of Assessment Professionals Course Pack

Similar to training of trainers, the project ran a series of training programmes for assessors, lead assessors (assessment coordinators), heads of assessment, and assessment designers and developers. The Assessment Course Pack contains all the guidance and materials necessary to cascade this kind of training by the trainers of assessment professionals.

<http://india-euskills.com/img/documents/docs/AssessmentCoursePackOverview.pdf>

Assessors Handbook for NSQF Qualifications

This Handbook is designed for those involved in the assessment of candidates who are undertaking an NSQF qualification. It helps them to understand the key issues involved in effective assessment, the processes which underpin assessment in NSQF qualifications, how to prepare for and carry out assessment of candidates, how to ensure high-quality standards in assessment, and how to access resources and support for the role as an assessor.

<http://india-euskills.com/img/documents/docs/DraftAssessorsHandbook.pdf>

Guide to Creating Assessment Workbooks

Qualification Workbooks are designed to support the formative assessment of learners who are working towards a qualification. They contain tasks and activities that are rooted in the workplace, each covering a range of assessment criteria within a single task (Integrated assessment). By completing the tasks and questions, individuals can demonstrate their skills and knowledge to an appropriate standard. This training pack contains guidance on how to develop Qualification Workbooks and associated guidance for assessors.

<http://india-euskills.com/img/documents/docs/GuideToAssessmentWorkbooks.pdf>



Pilot Curricula Fitter Fabrication, Warehouse Supervisor and Transport Coordinator

These are examples of competence-based curricula for the selected QP based training programmes. The curriculum is presented in a structured format comprising a mix of outcome-oriented learning units relating to technical-vocational (core) competences, competences with regard to health and safety at the workplace as well as management and entrepreneurship competences and soft skills.

<http://india-euskills.com/img/documents/docs/DraftCurriculumFitterFabrication.pdf>

<http://india-euskills.com/img/documents/docs/DraftCurriculumWarehouseSupervisor.pdf>

http://india-euskills.com/img/documents/docs/DraftCurriculumTransport_Coordinator.pdf

Handbook on Labour Market Analysis

This handbook has been put together as a reference document for staff of SSDMs and SSCs that are directly involved in the analysis of the labour market in the context of skill development. Readers can use the handbook to get an idea of the different stakeholders in the skills development field in India, to understand the reasons for conducting Labour Market Analysis (LMA), and to learn about a basic approach to analysing the labour market.

<http://india-euskills.com/img/documents/docs/LMAhandbook.pdf>

Toolkit on Approaching the Informal Sector

This toolkit is designed to help users understand and use a systematic approach to the inclusion of informal sector workers in skills learning, based on effective targeting of efforts. Drawing on the principles of social marketing, the toolkit guides users through steps in a planning process to support the development of effective action plans.

<http://india-euskills.com/img/documents/docs/InformalSectorToolkit.pdf>

III. CONCEPTUAL PROPOSALS AND POLICY PAPERS

These documents describe concepts or policies, developed on request of and in consultation with the beneficiaries and can be accessed at <http://www.india-euskills.com/project-materials.html>. Some of them are based on a thorough analysis and propose a reform of the current practice (Assessment within the NSQF):

- *Conceptual Proposal for Competence Development of NSDA Staff*
- *Proposal for Trainer Network*
- *Himachal Pradesh Skill Development Policy*
- *Assessment within the NSQF: Findings, Interventions & Recommendations*
- *Draft RPL Policy*
- *Draft NSQF Credit Policy*
- *Proposal for Credit Accumulation & Transfer System (CATS) Research*
- *LMIS Concept Paper*
- *LMIS Web Portal Content*
- *Who to Train- The Occupations Data Gap in LMI in India*
- *Qualifications for the Informal Sector: An Approach Paper*
- *Gender Equity Note on the National Skills Development Policy*





National Skill Development Agency
Ministry of Skill Development & Entrepreneurship
Government of India



India EU
Skills Development Project

SKILL DEVELOPMENT A Bridge of Trust for India



WORLD OF WORK

LMI

NSQF

NQAF

TRAINING PROGRAMMES

TRAINING OF TRAINERS AND ASSESSORS

WORLD OF EDUCATION AND TRAINING

Labour Market Information System

- LMIS provides information on existing and future jobs and related qualifications
- Generates information for labour market and training policies
- Serves also career guidance and counselling services
- Company surveys are the primary source of information on skill and recruitment needs in the labour market.

National Skill Qualification Framework

- NSQF is a tool for the classification of qualifications according to a set of criteria for specific levels of learning achieved
- Aims to bring coherence and clarity to qualification system
- Qualifications placed in a framework can be more easily compared by individuals, employers and institutions.

National Quality Assurance Framework

- NQAF ensures that qualifications are valued, accepted and respond to labour market needs
- Accreditation of training and assessment bodies is subject to quality criteria/standards, which ensure consistency across the systems
- NQAF also promotes self-evaluation and continuous improvement.

Training Programmes

- Training institutes need to deliver practice oriented training programmes leading to registered and industry validated qualifications
- Apprenticeships and in-company training are part of the training provision
- The curricula comprise technical-vocational, health & safety, entrepreneurship and soft skills learning units/competences.

Training of Trainers and Assessors

- Trainers must be properly trained in the technical domain, as well as in pedagogy, based on learner centred activating approach
- Industry placements of trainers are important
- Trainers must carry out formative assessment throughout the training, contributing to the final holistic assessment by trained assessors.