

# Evaluation of Impact of PMKVY-RPL Projects

*Draft Final Report, September 2021*

Disclaimer:

This report is prepared based on data provided to us. While due care has been taken during the compilation of this report to ensure that the information is accurate to the best of Athena Infonomics and NSDC knowledge and belief, the content is not to be construed in any manner whatsoever as a substitute for independent advice and decision. Athena Infonomics and NSDC neither recommend nor endorse any specific products or services that may have been mentioned in this report and nor do they assume any liability or responsibility for the outcome of decisions taken as a result of any reliance placed in this report. Neither Athena Infonomics and NSDC shall be liable for any direct or indirect damages that may arise due to any act or omission on the part of the user due to any reliance placed or guidance taken from any portion of this report.

## Table of Contents

List of Tables .....	4
List of Figures .....	4
List of Abbreviations.....	5
Executive Summary .....	6
Chapter 1: Introduction.....	7
PMKVY-RPL Program .....	11
Chapter 2: Objective of the Study and Approach & Methodology .....	14
Objective of the Study .....	14
Approach and Methodology.....	15
Chapter 3: Impact Evaluation Results .....	17
3.1 Theory of Change in Mining.....	18
3.2 Impact Evaluation Framework based on OECD-DAC methodology .....	20
3.3 Sampling Frame for RPL Beneficiaries .....	22
3.3.1 Survey Coverage .....	22
3.4 Qualitative data collection .....	23
3.5 Limitations in data collection .....	23
Chapter 4: Analysis & Findings .....	24
4.1 Impact evaluation dimensions.....	24
4.2 Findings related to Impact of RPL Process .....	25
4.3 Findings related to Impact of RPL on beneficiary.....	33
4.4 Findings related to the Impact of RPL on the Sector .....	38
Chapter 5: Summary of Key Recommendations.....	40
Annexure .....	42

## List of Tables

Table 1: Impact Criteria as per OECD-DAC framework.....	20
Table 2: Sampling Frame.....	22
Table 3: Dimensions of Impact (based on OECD-DAC framework).....	24
Table 4: Source of Awareness about RPL Program .....	27
Table 5: Dropout Analysis of RPL Beneficiaries .....	28
Table 6: Age and Gender distribution of RPL beneficiaries .....	33
Table 7: Gender distribution for each RPL Job Role .....	34
Table 8: Coverage and Relevance of RPL Content.....	34
Table 9: Income Status post RPL Training.....	36

## List of Figures

Figure 1: Mineral Wealth and Mineral Distribution in India.....	7
Figure 2: Skill Pyramid for the Mining Industry .....	11
Figure 3: Structure of PMKVY 2.0 .....	12
Figure 4: Structure of RPL Program .....	12
Figure 5: Theory of Change for Mining RPL Project .....	19
Figure 6: Efficiency of RPL Process .....	28
Figure 7: Workflow of RPL Program.....	31
Figure 8: Nature of employment of respondent beneficiaries.....	35
Figure 10: Impact on Income levels of respondent beneficiaries .....	36
Figure 10: Types of benefits post-RPL program.....	36

## **List of Abbreviations**

AA	Assessment Agency
SCMS	Skill Council for Mining Sector
LMIS	Labour Management Information System
NSDC	National Skill Development Corporation
NSQF	National Skill Qualification Framework
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PIA	Project Implementation Agency
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
RPL	Recognition of Prior Learning
SIP	Skill India Portal
SSC	Sector Skill Council
STT	Short Term Training
TP	Training Partner

## Executive Summary

1. The Recognition of Prior Learning of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme is the flagship program of the Ministry of Skill Development & Entrepreneurship (MSDE) implemented by National Skill Development Corporation. It was launched under PMKVY 2016 – 20 with an objective to conduct RPL of 40 lakh people in the workforce.
2. Recognition of Prior Learning is a certification framework to facilitate certification of workforce to acquire a formal certification of their skills acquired informally through a formal assessment and certification process. The objectives of RPL are primarily three-fold: (i) to align the competencies workforce to the standardized NSQF, (ii) to enhance the career/employability opportunities of an individual as well as provide alternative routes to higher education and (iii) to provide opportunities for reducing inequalities.
3. In this context, the evaluation of RPL programme of Skill Council for Mining Sector was undertaken to assess the impact of programme on the beneficiaries'. Following job roles covered under this study are as follows:-
  - (i) Bulldozer Operator
  - (ii) Driver Special Vehicle
  - (iii) Dumper Operator
  - (iv) Wire Saw Operator
  - (v) HEMM Mechanic
  - (vi) Loader Operator
  - (vii) Mechanic / Fitter
  - (viii) Mine Electrician
  - (ix) Mine Welder
  - (x) Ore Processing Operator
  - (xi) Jack Hammer Operator
4. The evaluation results cover the Theory of Change in SCMS, evaluation framework covering qualitative and quantitative metrics. The evaluation framework has been developed in line with OECD-DAC framework covering relevance, efficiency, effectiveness, sustainability, impact and equity.
5. For this impact evaluation, a mixed methods approach has been adopted. The quantitative data collection from RPL beneficiaries covering sample of 6182 was done using survey method and the qualitative data collection was done by conducting semi-structured interviews with various stakeholders associated with the RPL program.
6. At an overall level, the RPL certification is appreciated by the beneficiaries, and they feel sense of pride receiving the certificate. However, the suggestions from beneficiary include the duration of RPL, orientation coverage in terms of job prospects, digital assessment process, post RPL support, linkage to formal sector or entrepreneurship opportunities etc.,
7. The recommendations cover process, beneficiary and sector level requirements.

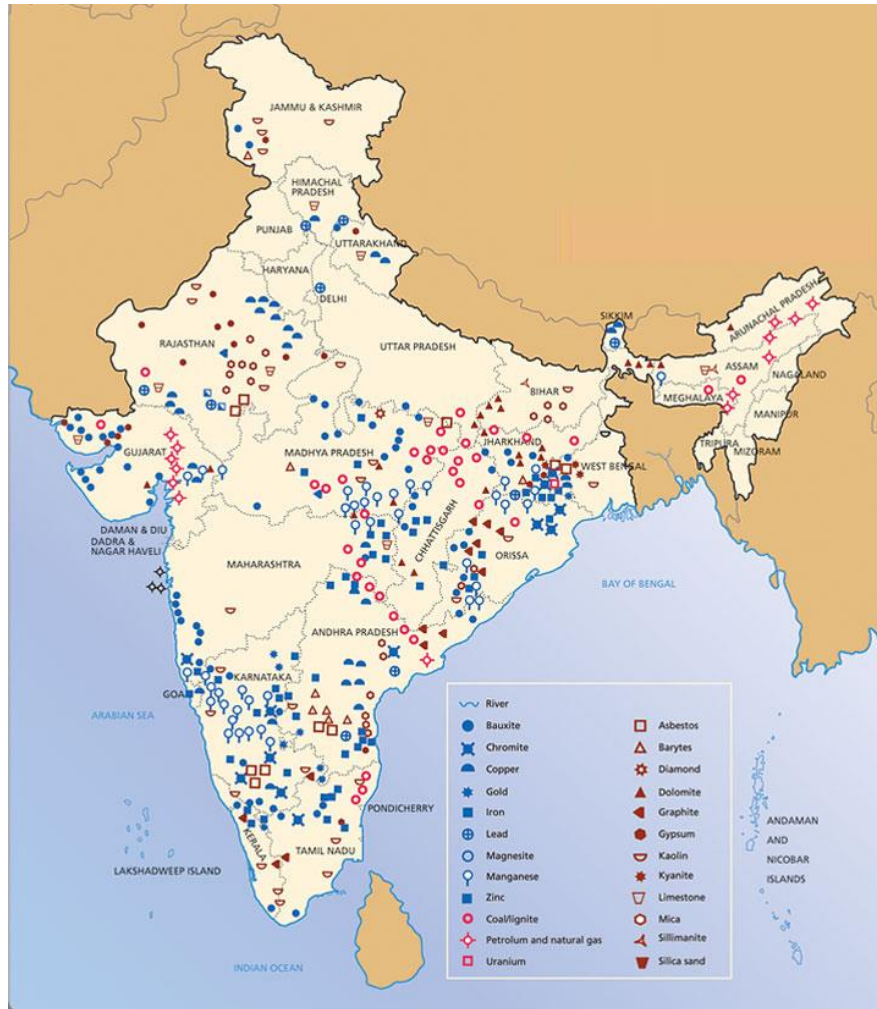
## Chapter 1: Introduction

Minerals are non-renewable resources that take geologically long period of time to replenish. But they form an essential and important base of industrial development of any country. Minerals are generally concentrated in three broad regions in India – North-eastern plateau region covering Jharkhand, Odisha, West Bengal and Chhattisgarh, North-western region covering Rajasthan and parts of Gujarat and the South-Western plateau region covering Karnataka, Goa, Tamil Nadu, and Kerala.

Minerals are broadly of two types – metallic and non-metallic. Mined minerals can be classified into major and minor minerals. Of the 95 minerals produced in India, 55 are minor minerals and comprises building stones, gravel, ordinary clay, ordinary sand, limestone, boulders, road metal, marble, etc. Major minerals comprise coal, iron ore, bauxite, manganese, etc. India has abundant reserves of several important minerals.

*Figure 1: Mineral Wealth and Mineral Distribution in India*

<b>Grouping</b>	<b>Abundant</b>	<b>Adequate</b>	<b>Deficient*</b>	<b>Scarce*</b>
<b>Fuel</b>	Non-coking coal	Lignite	Coking coal	Petroleum crude
<b>Metallic minerals (ferrous)</b>	Iron ore	Chromite (metallic), Manganese	Chromite (refractory grade)	Nickel, Tungsten, Cobalt, Molybdenm, Vanadium
<b>Metallic minerals (non-ferrous)</b>	Bauxite (metallurgical grade)	Zinc	Bauxite (chem), Copper, Lead	Antimony, Gold, Platinum group of minerals, Tin
<b>Industrial</b>	Dolomite, Gypsum, Limestone, Mica	Graphite		Sulphur, Potash



Source: [www.cseindia.org](http://www.cseindia.org)

Mining is a weight-losing industry which requires the industry to be located close to the source of raw materials. India's mineral resources are predominantly located within forest regions with tribal inhabitation and in the watersheds of its key rivers. Mining alters the landscape of these regions which requires rehabilitation of both land and its inhabitants. Some of the important minerals like iron, coal, bauxite, copper, and limestone are located in the states of Jharkhand, Madhya Pradesh, Chhattisgarh, Odisha and Rajasthan and mining is an important economic activity and source of livelihood for the locals. These states also have some of the socio-economically backward regions of India.

Mining is a process that involves search and extraction of minerals from the earth. The mining industry contributes 2.1% of Gross Value Added in FY'20 but has reported a declining growth in the last five years<sup>1</sup>. In terms of value, fuel minerals have the highest economic value

<sup>1</sup> Economic Survey 2020-21 Volume 2, Chapter: Industry and Infrastructure



followed by metallic minerals, non-metallic and minor minerals. In terms of size of mines, 93% of the mines are less than five hectares and only 7% are large mines. Further, mining as a process is divided into four sub-sectors:

- (i) Exploration and resource management
- (ii) Extraction and mining operations
- (iii) Support and engineering services
- (iv) Benefaction

Mining is among the labour-intensive sectors and employs about 0.5% of the India's workforce. Overall, there are about 20 lakh persons employed in the mining sector across 1531 operating mines as per Periodic Labour Force Survey (PLFS) 2018-19 which has increased from 19 lakh from the previous year. 89.3% of the workforce are employed in the extraction and mining operations, 8.7% in support and engineering services and remaining 2% in exploration and benefaction.

65% of the mine workers are engaged in fuel minerals, 19% are in metallic minerals and 16% are in non-metallic and minor minerals. In terms of job contribution (direct, associated, and indirect), about 2 million are in coal and major metals and 8 million in minor minerals. The states of Rajasthan, Chhattisgarh, Jharkhand, Odisha, and Madhya Pradesh alone contribute 54% of the workforce in mining sector. Of the total core workforce employed in the mining sector, majority (60%) is engaged in extraction of minor minerals (which represents the unorganized sector in mining) followed by mining of coal and lignite (25%), metallic minerals (10%) and non-metallic (2.3%) minerals.

In terms of distribution of workforce, major proportion of the workforce is employed in Mining Operations & Maintenance

Functions	Surface Mining	Underground Mining
<b>Mining operation</b>	25%-30%	35%-40%
<b>Safety</b>	5%-7%	5%-7%
<b>Maintenance</b>	35%-40%	30%-35%
<b>Exploration/Geology</b>	0%-1%	0%-1%
<b>Others</b>	25%-30%	20%-25%
<b>Total</b>	100%	100%

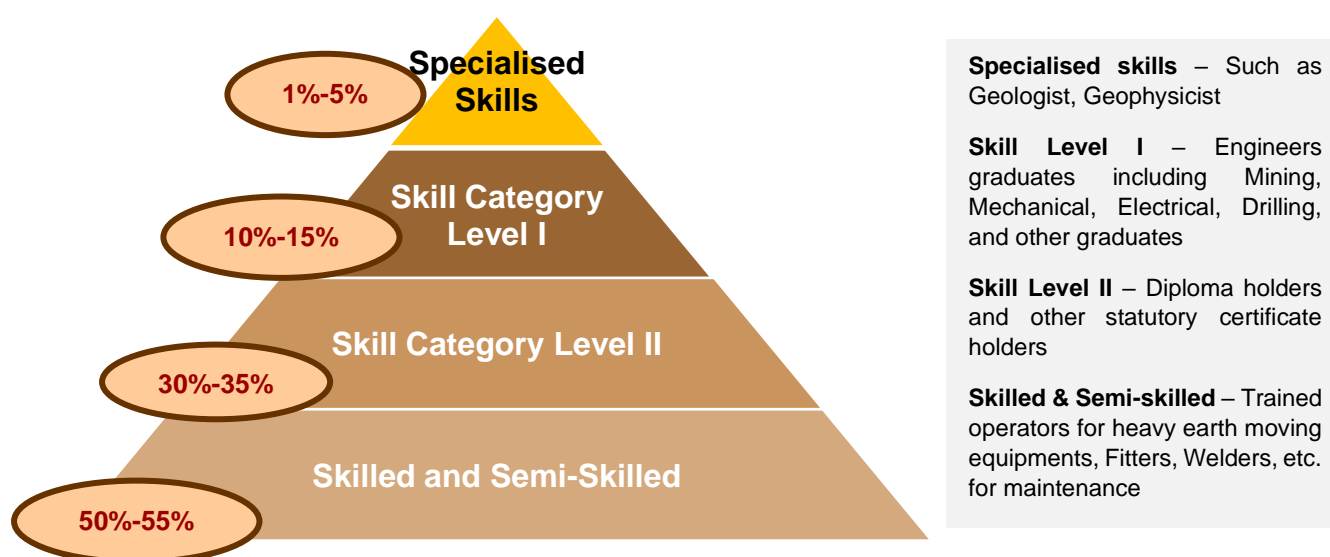
In terms of education profile, the major proportion of the workforce is minimally educated and employed through contractors and other service providers

Qualification	Surface Mining	Underground Mining
Postgraduate	< 1%	< 1%
Engineers	8%-10%	8%-10%
Graduates	5%-10%	5%-10%
Diploma Engineers/Vocational education	20%-25%	15%-20%
12th standard and below/Minimally educated	45%-50%	55%-60%
Others (MBAs, CA, ICWA, CS, etc.)	1%-2%	1%-2%

Learning is continuous and not always from formal educational ecosystem. Many workers in the mining industry have no access to formal certification, because of a lack of education, financial resources and sometimes awareness. Informal apprenticeship systems drive the skilling among bottom of the pyramid in mining. The skills are largely acquired “on-the-job” e.g., by observation and trial and error. There is no common standard to assess the skill level in this case. Lack of formal training and certification is one of the critical factors that limits the Indian manufacturing sector from absorbing the abundant skilled and semi-skilled labour force which in turn limits the growth of the sector. Recognition of Prior Learning (RPL) is an important tool to improve the formal qualifications of persons.

Mining covers a large spectrum of skills including mechanics, electricians, miners, mill operators, underground truck drivers, entry level positions, administrative assistance, engineers, metallurgists, geologists, environmental specialists, reclamation managers, accountants, and human resource specialists. While mining is a physically demanding job, it does require problem-solving and decision-making skills as well to ensure safety during mining operations. Much of working as a miner involves operating and maintaining equipment and conducting repairs as needed. With technological advancements at the level of mining operations, workforce needs to be upskilled and reskilled to ensure smooth transition within the industry. Below is a skill pyramid for the mining sector which shows that at the bottom of the pyramid is the highest share of workforce and with lower educational qualifications. This further stresses upon the significance of RPL certification in this sector.

Figure 2: Skill Pyramid for the Mining Industry



Source: Secondary sources, Industry inputs

Skill India Mission and the Ministry of Skill Development and Entrepreneurship (MSDE) was launched in 2015 with an aim to reap the demographic dividend. An extension of the Ministry is the National Skill Development Corporation (NSDC) under which is an industry-led body called the Sector Skill Council (SSC). Presently, there are 37 SSCs in India which develop the qualification pack for each skill, conduct training and assessment for trainers and assessors and bring to notice the skills and job roles that are in demand in the market. The skill development for mining related jobs is implemented through NSDC and Skill Council for Mining Sector (SCMS).

The core activity of SCMS is to develop National Occupation Standard for different job roles in the mining industry. Along with MSDE, it also provides certifications of the skills pertinent to each job role. SCMS works with 224 Industry Partners, 26 Training Providers and 9 Assessment Agencies across India. SCMS undertakes training for both government and industry funded projects.

## PMKVY-RPL Program

Government of India introduced the Pradhan Mantri Kaushal Vikas Yojana (PMKVY 2.0), a flagship programmes for skilling the educated youth in 2015. The scheme is implemented by Ministry of Skill Development and Entrepreneurship (MSDE). Programme expansion in 2016, under the Recognition of Prior Learning (RPL), introduced Skill Certification Scheme for the youth to get industrial exposure and a component for assessment and certification of

individuals with prior experience or skills. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is an outcome-based skill certification scheme launched in 2015. PMKVY 2.0 (2016-20) was launched with a budgetary allocation of INR 12,000 crore to certify skills of 10 million youth in India through three forms of program – Short Term Training (STT), Recognition of Prior Learning (RPL) and Special Projects. Main stakeholders involved in the implementation of the Scheme are NSDC, SSC, Training Partners (TPs) and Assessment Agencies (AAs) and NSDC designated entities.

PMKVY-RPL aims to align the competencies of the uncertified workforce of the country to National Skills Qualifications Framework (NSQF), which is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills, and aptitude. RPL provides a platform for recognizing informal learning and on the job learning. This provides the uncertified workforce a chance to formally test their skills, receive certification and get recognition.

Figure 3: Structure of PMKVY 2.0

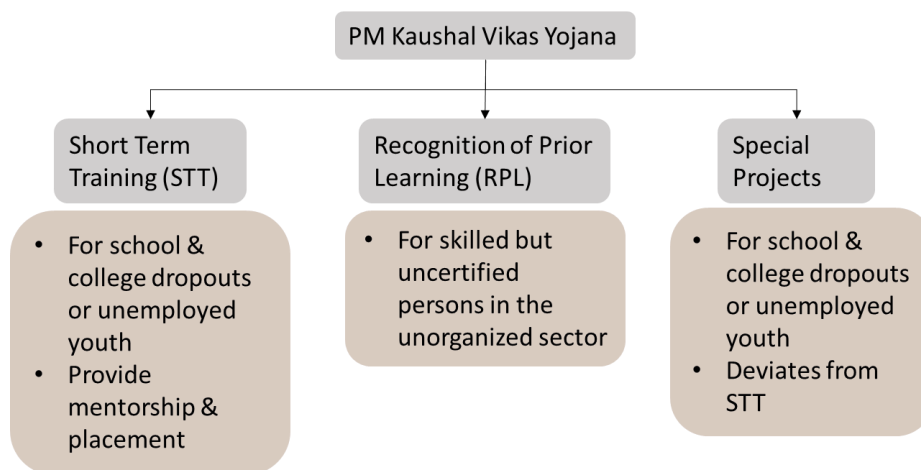
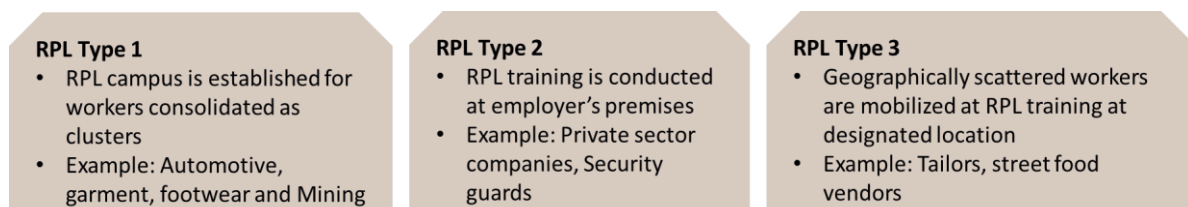


Figure 4: Structure of RPL Program



Under PMKVY-RPL Guidelines 2.0, there are three types of RPL Projects. This is based on the type of employment and nature of sector. The three types are RPL Campus, Employer's Premises and RPL Centres. RPL Campus is targeted at workers who are consolidated at a location as a cluster. RPL Type 2 is organised at the employer's premises while RPL Type 3 is targeted at workers who are geographically scattered and must be mobilised at a particular location for training. Mining sector is an example for RPL Type 1.

## **Chapter 2: Objective of the Study and Approach & Methodology**

### **Objective of the Study**

The objectives of RPL are primarily three-fold: (i) to align the competencies of the un-regulated workforce of the country to the standardized National Skills Qualification Framework (NSQF), (ii) to enhance the career/employability opportunities of an individual as well as provide alternative routes to higher education and (iii) to provide opportunities for reducing inequalities based on privileging certain forms of knowledge over others.

RPL is expected to ultimately impact on the livelihood of the participants and reduce unemployment rate of India. A total of 35 projects have been approved across all the states of India and 4 UT's. These projects have enrolled about 1,33,00,669 participants and have been implemented with the support of 33 project implementation agencies (PIA's). These projects were approved for the period between October 2019 and March 2020.

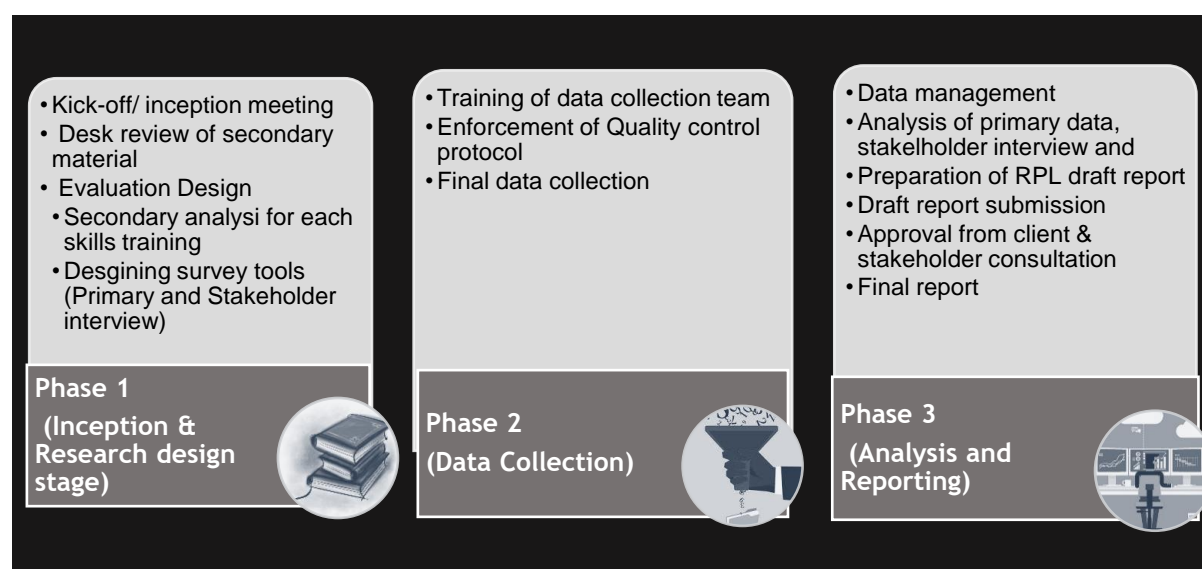
The objective of our study is to evaluate the impact of the RPL projects through the following research questions.

1. To identify and document objectives of each RPL project.
2. To develop an impact evaluation framework with a list of quantifiable as well as non-quantifiable impact indicators vis-à-vis the planned objectives for assessing the performance of RPL project initiatives in dealing with challenges related to skill development.
3. To identify existing processes, measurable outputs, data to be captured, design/ implementation gaps at each step involved in the project from mobilization till certification (mobilization, counselling, pre-screening, training, assessment, and certification).
4. Mapping and assessment of socio-economic and cultural impacts on direct beneficiary, industry, society, any other relevant stakeholder.
5. Understanding the overall performance of implemented training programs and indicate whether the programs are being implemented as per the norms provided in the guidelines or not.
6. To ascertain the impact of the project on creation of tangible/ intangible skill infrastructure in remote rural locations, hilly areas, Union Territories, LWE areas, to understand the access of skills and training undertaken in the project.

7. To understand the impact of the project through adopting a lens of diversity and inclusion which means assessing the impact on gender, differently abled, marginal communities.
8. To draw insights and provide inputs for corrective measures required to be taken to improve the implementation of RPL projects of similar kinds.
9. To conduct impact evaluation of selected RPL projects under PMKVY 2016-20 and share impact framework along with quantifiable and non-quantifiable results ascertained from the exercise.

## Approach and Methodology

Our approach involves three phase 1. Inception; 2. Data Collection; 3. Analysis & Findings.



During the inception phase, interaction with NSDC, and project owners assigned for this study provided clarity in terms of the expectations and way forward to design and execute the impact assessment of RPL projects. SCMS which was the PIA for the RPL Project explained its roles and responsibilities as both PIA and SSC along with the process associated with the project. A desk review of literature related to RPL program, and its benefits was done. Using the secondary data collected from NSDC and SCMS, we mapped the RPL program implementation and the other stakeholders like TPs and AAs to be interacted with.

Transition from Phase 1 to Phase 2 happened with the development of sampling strategy for mining RPL project that covered five Indian states. In parallel, the beneficiary questionnaire and KII guide for other stakeholders were developed. Upon the approval from NSDC for the sampling strategy and evaluation framework, enumerators for data collection were trained.

In the third phase, data analysis was performed to draw out response patterns related to each stage of RPL project, beneficiary's overall satisfaction and impact of the training and certification on their jobs.



## Chapter 3: Impact Evaluation Results

For this impact evaluation, a mixed methods approach has been adopted. The quantitative data collection from RPL beneficiaries was done using survey method and the qualitative data collection was done by conducting semi-structured interviews with various stakeholders associated with the RPL program. All interview guidelines and semi-structured questionnaire were structured around OECD-DAC evaluation criteria. Secondary data and project documents were collected from the Project Implementation Agency (PIA) to supplement the Key Informant Interviews (KIIs).

Our impact evaluation focusses on 11 job roles of NSQF 4 level

1. Bulldozer Operator
2. Driver Special Vehicle
3. Dumper Operator
4. Wire Saw Operator
5. HEMM Mechanic
6. Loader Operator
7. Mechanic / Fitter
8. Mine Electrician
9. Mine Welder
10. Ore Processing Operator
11. Jack Hammer Operator

These job roles were approved for the period October 2019-March 2020 for 87,000 candidates to be mobilised from Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, and Odisha.

The impact evaluation results cover the Theory of Change in Mining, Evaluation Framework, Impact Evaluation Dimensions covering qualitative and quantitative metrics.

### 3.1 Theory of Change in Mining

The PMKVY-RPL program intends to bring a change in skilling ecosystem in the unorganised sector. Various processes and entities within this program would work together to ensure the certification of skill helps beneficiaries secure better wages for their labour, experience better social recognition and gain confidence and eventually the sector would promote formalisation of the unregulated workforce. Theory of Change captures the entire aspects of an ecosystem that is necessary to create a change. It comprises inputs, activities/processes, output, outcomes, and impact. For this impact evaluation study for the mining sector, the theory of change has been used to draw the outcomes and impact.

**Input** represents the resources, policies and stakeholders involved in the RPL project. For this study, we have referred policy documents and interacted with PMKVY team, NSDC, SSC, TPs, and AAs.

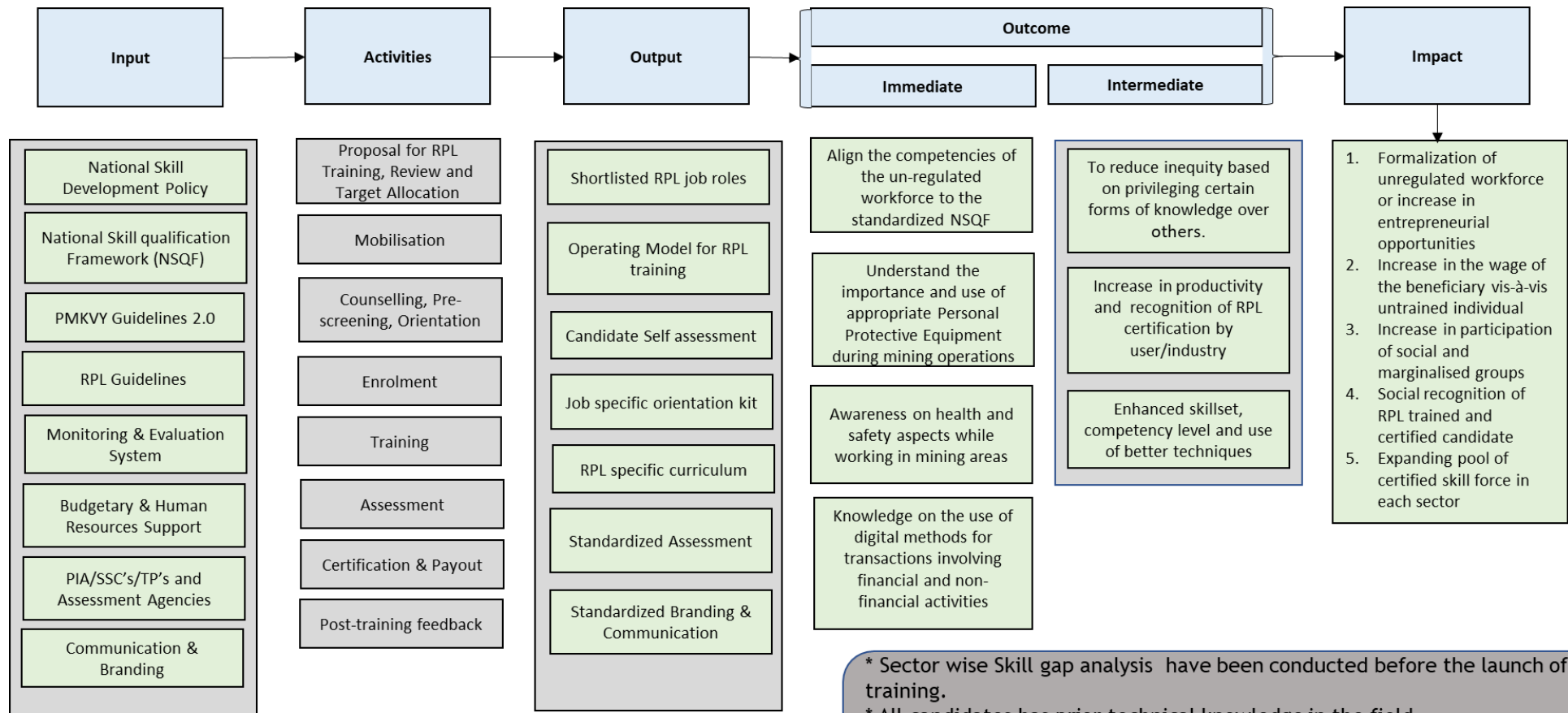
**Activities** are those actions to be taken by different stakeholders in the design and implementation of the RPL Project. In the case of mining RPL project, SCMS plays the role of both SSC and PIA. As SSC, it develops the qualification pack for each job role and acts as monitoring and evaluation institution for the TPs and AAs. As PIA, it is responsible for preparing the RPL orientation content and ensuring other stakeholders participate actively.

**Outputs** are the measurable indicators for the activities performed by every stakeholder. For mining, the approved RPL content, pre-screening questionnaire, performance evaluation matrix for TPs and AAs and assessment questions are the outputs at different stages.

**Outcomes** can be immediate and intermediate. Immediate outcomes for this study include understanding the importance of health and safety and gaining knowledge about essential aspects of the job roles. Intermediate outcomes would be improved performance at workplace and competency.

**Impact** of the RPL project would be in terms of increase in wages, better social recognition, increased pool of certified workforce and formalisation of un-regulated workforce.

Figure 5: Theory of Change for Mining RPL Project



\* Sector wise Skill gap analysis have been conducted before the launch of training.  
 \* All candidates has prior technical knowledge in the field.  
 \* Information transferred to the SSC to PIA's are identical.  
 \* Assessment for all batches has been conducted by Assessment Agencies.  
 \* Information to candidates given by PIA's are same in all centers  
 \* All the PIA/SSC has the requisite lab facilities.

## 3.2 Impact Evaluation Framework based on OECD-DAC methodology

Impact evaluation involves objective assessment of the design, implementation, and results of the RPL project implemented by the Skill Council for Mining Sector. The evaluation framework has been developed in reference to the OECD-DAC framework that assesses impact along the lines of relevance, efficiency, effectiveness, sustainability, impact, and equity.

**Relevance:** The extent to which RPL objectives are consistent with national skill development policies, industry requirements, and beneficiary needs.

**Efficiency:** A measure of how resources and inputs have been used to achieve the RPL objectives and results.

**Effectiveness:** The extent to which each of the RPL objectives were achieved or expected to be achieved.

**Sustainability:** The continuation of the RPL program and its benefits post implementation.

**Impact:** The positive, intended & unintended effects realised from the RPL Program.

**Equity:** The extent to which different social categories have impacted from the RPL Program.

Table 1: Impact Criteria as per OECD-DAC framework

Criteria	Evaluation Question	Sub-criteria
<b>Relevance</b>	<ol style="list-style-type: none"> <li>The extent to which the RPL's objectives and design respond to beneficiaries needs?</li> <li>The extent to which the RPL has been adapted to remain relevant?</li> </ol>	<ol style="list-style-type: none"> <li>The extent to which the intended outcomes of the scheme were strategically aligned with beneficiaries' - NSDC, SSC, Employers and trainees needs.</li> <li>How the RPL addresses the priorities of involved institutions or partners?</li> <li>How programme design addresses the potential trade-offs regarding whose needs and priorities are met through the RPL intervention?</li> <li>Whether the context changed between the inception and the end of the PMKVY 2.0?</li> <li>How has it responded to changes over the course of its implementation? (COVID-19)</li> <li>How stakeholder groups were engaged throughout design and implementation</li> </ol>

<i>Criteria</i>	<i>Evaluation Question</i>	<i>Sub-criteria</i>
<b>Effectiveness</b>	The extent to which the RPL achieved its objectives and its planned results, including any differential results across intended beneficiaries'?	<ol style="list-style-type: none"> <li>1. To what extent the project achieved the targeted benefits?</li> <li>2. To what extent the RPL project covers different geographies?</li> <li>3. The extent of influence of factors (management, human resources, financial aspects, regulatory aspects, implementation modifications in plans) contributed to achievement and non-achievement of output, outcome, and impact.</li> </ol>
<b>Efficiency</b>	The extent to which the intervention delivered results in an economic and timely way?	<ol style="list-style-type: none"> <li>1. How well are the resources utilised to achieve RPL objectives?</li> <li>2. Assess the timeline and quality of the reporting during the programme implementation?</li> </ol>
<b>Sustainability</b>	The extent to which the net benefits of the intervention continue or are likely to continue?	<ol style="list-style-type: none"> <li>1. To what extent the PMKVY-RPL project mitigate the risk of implementing the project in terms of management risk, financial sustainability, institutional sustainability, and social sustainability?</li> </ol>
<b>Impact</b>	<ol style="list-style-type: none"> <li>1. The extent to which the RPL has generated significant positive, intended, or unintended, higher-level effects in terms of socio-economic status of beneficiaries?</li> <li>2. How has RPL Program impacted beneficiaries from remote rural locations, hilly areas, Union Territories, LWE areas?</li> </ol>	<ol style="list-style-type: none"> <li>1. Has the RPL caused a significant change in the lives of the intended beneficiaries?</li> <li>2. How did the RPL cause higher-level effects (such as changes in norms or systems)?</li> <li>3. How accessible was the RPL training for the people from remote rural locations, hilly areas, Union Territories, LWE areas?</li> </ol>

<i>Criteria</i>	<i>Evaluation Question</i>	<i>Sub-criteria</i>
<b>Equity</b>	To what extent the RPL projects covers the beneficiaries belonging to impact on gender, differently abled, marginal communities?	<ol style="list-style-type: none"> <li>1. To what extent the RPL are being accessed by different sub-groups?</li> <li>2. Did all the intended target groups – women, differently abled, marginal communities benefit equally from the intervention?</li> </ol>

### 3.3 Sampling Frame for RPL Beneficiaries

RPL for mining sector was implemented in five states. The sample covers all the five states comprising the prescribed 15% of the oriented candidates as below. The list of beneficiaries provided by NSDC was reviewed and cleaned by removing invalid and duplicate phone numbers.

*Table 2: Sampling Frame*

<b>State</b>	<b>Total Beneficiaries in Mining shared by NSDC</b>	<b>Target Sample size</b>
Chhattisgarh	2049	307
Jharkhand	863	129
Madhya Pradesh	11991	1799
Odisha	5885	883
Rajasthan	20427	3064
<b>Overall</b>	<b>42477</b>	<b>6182</b>

#### 3.3.1 Survey Coverage

80% of sample was required to be covered through virtual mode and 20% through In-person survey. However, In-person surveys could not be conducted as mines were closed due to monsoon season and beneficiaries could not be traced by TPs due to lack of identifiable addresses and beneficiary unavailability. Hence, the in-person surveys were compensated through virtual surveys.

<b>Target</b>			<b>Actual</b>		
<b>In-Person</b>	<b>Virtual</b>	<b>Total</b>	<b>In-Person</b>	<b>Virtual</b>	<b>Total</b>
1236	4946	6182	0	6185	6185

### 3.4 Qualitative data collection

Various stakeholders in this RPL project – Project Implementation Agency, Sector Skill Council, Training Providers, and Assessment Agencies were interviewed in a semi-structured manner using the method of Key Informant Interviews.

SSC/PIA	Skill Council for Mining Sector
Training Partners	Gram Tarang Employability Training Services, Jan Kalyan Samiti Bikramganj

### 3.5 Limitations in data collection

Of the total 42,477 beneficiaries, 9,481 invalid and duplicate phone numbers were removed. According to SCMS, duplication entries arose due to some beneficiaries not willing to share phone numbers and when more than one family member participated. Further, there were no identifiable addresses available for the given beneficiaries. When enrolling the candidates, the mobilising agency/TP is required to capture their current residing address and not their permanent address. But, due to COVID-19 pandemic, many migrated back to their home locations or moved elsewhere which made in-person meeting challenging. To overcome this, as suggested by NSDC, Training Partners contacted the beneficiary first to secure the current address before beginning field survey.

There is no standard method employed with regard to collecting beneficiary details during the time of enrolment and assessment. Also, there is no method to determine if the contact numbers uploaded on the Skill India Portal (SIP) portal actually belong to the beneficiaries. This resulted in dependence on the mobilisation agency and Training Partner to identify beneficiaries for contact numbers and addresses.

Total beneficiaries contacted	Total Responded	Not reachable/Ringing No Response	Wrong Number	Beneficiary not alive	Not willing to participate
34078	6185	25277	1757	2	857

## Chapter 4: Analysis & Findings

### 4.1 Impact evaluation dimensions

The following chapter provides a description and interpretation of evaluation results and is structured along the following OECD-DAC evaluation criteria: Relevance, Effectiveness, Efficiency, Impact, Equity and Sustainability. The objectives of the study detailed in Chapter 2 have been answered through the said evaluation criteria.

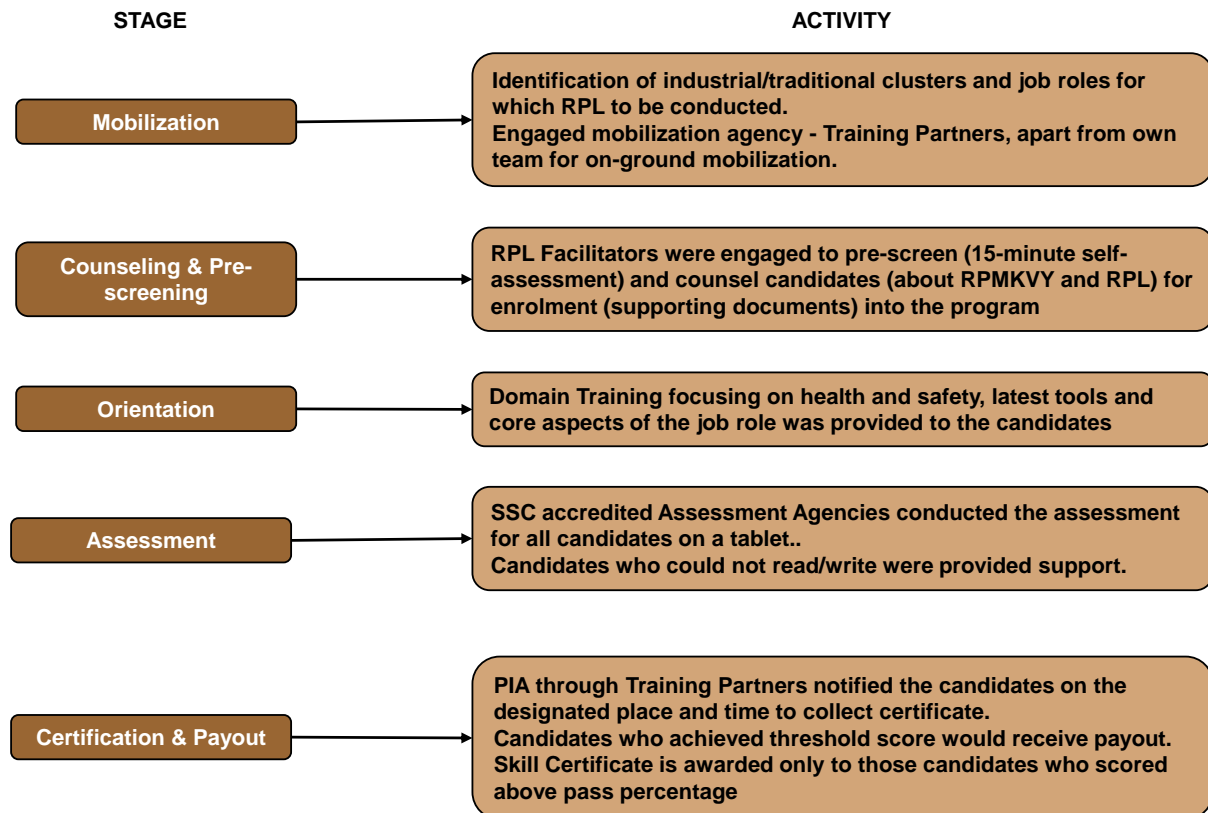
*Table 3: Dimensions of Impact (based on OECD-DAC framework)*

Focus	Evaluation Question
<b>Process</b>	<ul style="list-style-type: none"> <li>• How were stakeholder groups engaged throughout design and implementation?</li> <li>• How well are the resources utilised to achieve RPL project objectives?</li> <li>• Assess the timeline and quality of the reporting during the programme implementation?</li> <li>• How effective was the mobilisation strategies adopted?</li> <li>• How effective was the quality of trainer, training, bridge course and assessment?</li> <li>• How efficient was the process of certification and pay-out?</li> <li>• How has it responded to changes over the course of its implementation? (COVID-19)</li> </ul>
<b>Beneficiaries</b>	<ul style="list-style-type: none"> <li>• To what extent the RPL project achieved the targeted benefits?</li> <li>• To what extent the RPL project covers different geographies?</li> <li>• Has the RPL caused a significant change in the lives of the intended beneficiaries?</li> <li>• How did the RPL cause higher-level effects (such as changes in norms or systems)?</li> <li>• To what extent the RPL are being accessed by different sub-groups?</li> <li>• Did all the intended target groups – women, differently abled, marginal communities benefit equally from the intervention?</li> </ul>
<b>Sector</b>	<ul style="list-style-type: none"> <li>• The extent to which the intended outcomes of the scheme were strategically aligned with beneficiaries' and stakeholders - NSDC, SSC, Employers and trainees needs.</li> <li>• How the RPL addresses the priorities of employers?</li> <li>• How programme design addresses the potential trade-offs regarding whose needs and priorities are met through the RPL intervention?</li> <li>• Whether the context changed between the inception and the end of the PMKVY 2.0?</li> </ul>



## 4.2 Findings related to Impact of RPL Process

The process of RPL program consists of five stages – Mobilization, Counselling & Pre-screening, Orientation, Assessment and Certification & Pay-out. The Project Implementation Agency (PIA) is responsible for each stage and engagement of other stakeholders like Training Partners and Mobilisation Agencies.



<b>Focus</b>	To assess the efficiency, effectiveness, and sustainability of the RPL Process
<b>Evaluation Questions</b>	<ul style="list-style-type: none"> <li>• How were stakeholder groups engaged throughout design and implementation?</li> <li>• How well are the resources utilised to achieve RPL project objectives?</li> <li>• Assess the timeline and quality of the reporting during the programme implementation?</li> <li>• How effective was the mobilisation strategies adopted?</li> <li>• How effective was the quality of trainer, training, bridge course and assessment?</li> <li>• How efficient was the process of certification and pay-out?</li> </ul>


	<ul style="list-style-type: none"> <li>• How has it responded to changes over the course of its implementation? (COVID-19)</li> <li>• To what extent the PMKVY-RPL project mitigates the risk of implementing the project in terms of management risk, financial sustainability, institutional sustainability, and social sustainability?</li> <li>• How gender sensitive is the RPL process throughout the entire phase of implementation?</li> </ul>
<p><b>Key Findings</b></p>	<p><b>Mobilization</b></p> <p>SCMS as PIA had engaged five organisations for on-ground mobilisation of mine workers. Mobilisation of candidates begins with a meeting with mine industry stakeholders to get their buy-in by explaining the importance of the RPL and the benefits they could realise from certified skilled workforce.</p> <p>The mobilising agencies include Federation of Indian Mineral Industries, Mining Engineers' Association of India, Balaghat Khanij Udyog Sangh, Federation of Mining Association of Rajasthan and Eastern Zone Mining Association. One Training Partner is deployed in a district to ensure smooth implementation.</p> <p>PIA is encouraged to use multiple methods to create awareness about the PMKVY RPL Program as part of engagement strategy with the potential beneficiaries. Bringing awareness about the RPL project predominantly seems to be through leaflets/posters/banners in local language and door-to-door canvassing with loudspeakers. However, the awareness from</p>  <p>family/friends and other sources (employers, employee unions, pamphlets, loudspeaker announcements, etc.) contributes significantly to building awareness (Refer <b>Table 4</b>). Cluster-based industry like mining makes friends &amp; family as more reliable sources for the mine workers.</p>

Table 4: Source of Awareness about RPL Program

Source of Awareness	Proportion (%)
Mobilising Agency	18%
Newspaper Advertisement	4%
Radio/TV Advertisement	1%
Friends/Family	53%
Others (employers, employee unions, pamphlets, loudspeaker announcements, etc.)	24%

### **Counselling & Pre-Screening**

Once mobilised, pre-screening and counselling was conducted to identify those candidates for whom RPL Program is appropriate. Generally, people with prior experience are enrolled and freshers are offered Short Term Training (STT). Potential candidates are counselled about PMKVY program and RPL training and the importance of skill certification for their jobs.

After counselling, RPL Facilitators conducted pre-screening of candidates to determine the job role that matches their prior experience and knowledge through self-assessment. This assessment is in written format which is a challenge especially for minimally educated. Handholding by Training Partners has made this process effective.

On the other hand, data analysis revealed that about 0.02% of the beneficiaries were below age of 18 years but the criteria for enrolment into the program is 18 years and above. This process deviation, especially in the mining sector, is a cause for concern.

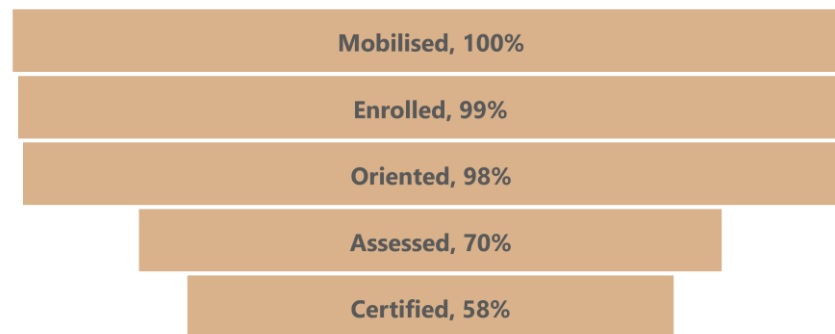
### **Orientation**

RPL Program is organised for 2-3 days with 12 hours of orientation followed by assessment. The orientation provided for the RPL training includes 6 hours of domain training, 4 hours of soft skills and entrepreneurship tips and 2 hours of familiarisation with the assessment process and terms. Hence, the role of the trainer in effectively orienting the candidates to the topics related to domain knowledge, health & safety and soft skills & entrepreneurship becomes crucial in determining the success of the program. The orientation session is a combination of theory and hands-on

learning for the candidates. The enrolled candidates were provided with the orientation kit consisting of mask, reflector jacket, ear plugs, helmet and stationery items like notebook and pen. This orientation kit was customized to suit the needs of the workers while also reinforcing the importance of safety in mines.

The overall efficiency of the RPL program is determined by the percentage of candidates who transition from enrolment to certified individuals.

*Figure 6: Efficiency of RPL Process*



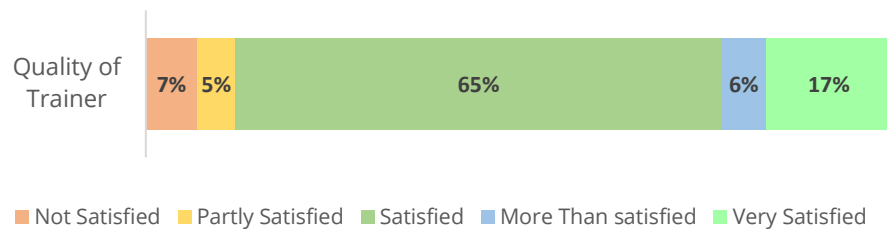
The reduction of dropouts between orientation and assessment is critical to ensure the efficient running of the RPL Program given the average dropout rate is 33%.

*Table 5: Dropout Analysis of RPL Beneficiaries*

Job Role	Dropout Rate between orientation & assessment	Dropout Rate between assessment & certification
Bulldozer Operator	31%	15%
Driver Special Vehicle (Explosive & Sprinkler)	66%	17%
Dumper/Tipper Operator	30%	16%
HEMM Mechanic	63%	14%
Jack Hammer Operator	45%	13%
Loader Operator	31%	17%
Mechanic/Fitter	36%	12%
Mine Electrician	16%	18%
Mine Welder	13%	19%
Ore Processing Operator	16%	22%
Wire Saw Operator	9%	12%
<b>Average Dropout</b>	<b>33%</b>	<b>16%</b>

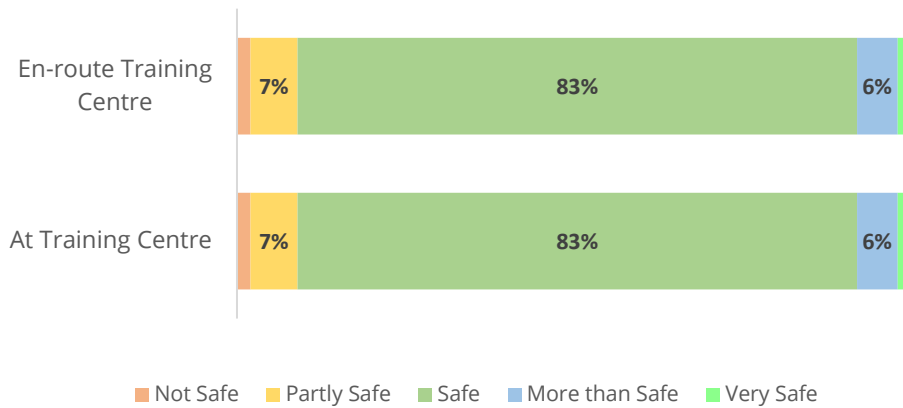
Based on feedback from beneficiaries, the pay-out at the end of 3 days of program is equivalent to their one-day wage earned. This trade-off often led to drop-out during the programme. Other reasons commonly cited by respondent beneficiaries include time constraint and no incremental benefits perceived.

The respondent beneficiaries found that the quality of trainer and the orientation session was largely satisfactory. 88% of the respondents reported that the trainers communicated in simple language along with demo for beneficiaries to put the learning in context.



The location of RPL Campus in the case of mining sector is such that they are closer to the mines. Since the route and destination were familiar for the beneficiaries, there was greater sense of safety and 90% of the beneficiaries reported feeling safe to & from and at the training centre.

This allowed greater participation from candidates and eases administration of practical assessment. In addition, 70% of the training are hands-on which in turn results in higher retention of what was learnt.



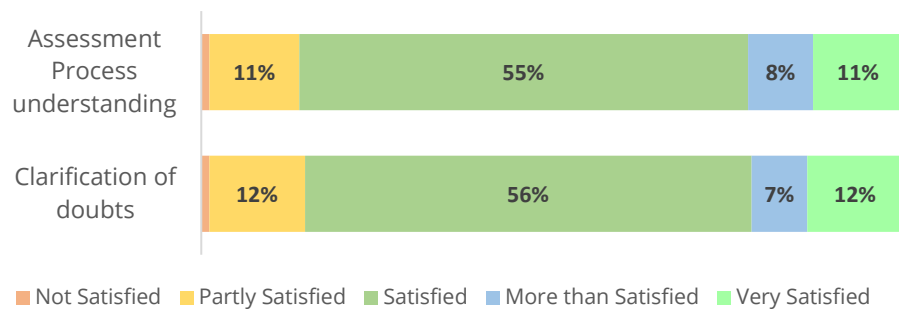
### Assessment

Assessment is predominantly a one-day activity where candidates undergo a tablet-based test along with practical and viva. SCMS-approved Assessment Agencies conducted tablet-based assessments which help maintain a digital trace and is also a mandatory requirement as per PMKVY 2.0 guidelines. Though this is a commendable initiative, some of the candidates experience challenge in using digital devices-based assessment.

The software was designed such that even the slightest movement of beneficiary's head during assessment led to devices being locked and this required frequent intervention of the assessors to complete the assessment successfully. This was reflected in



the beneficiary survey where only 75% of the respondent beneficiaries found the process of assessment satisfactory.



KIIs revealed that local language is a key component while administering the training and assessment. 98% of the respondent beneficiaries who attended the assessment felt that the language was easily understandable.

### **Certification & Pay-out**

Final stage of the RPL program is the awarding of certificate for meritorious candidates. Candidates are also given a pay-out of Rs. 500 which is directly credited to their Aadhaar-linked bank account (DBT – Direct Benefit Transfer). 58% of the respondent beneficiaries have received their certificate and 85% of them have not received their pay-out. A formal channel for tracking of status of DBT and grievance redressal is unavailable currently.

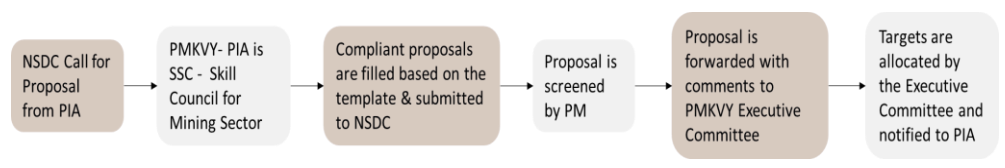
Qualitative discussion with other stakeholders like SSC and NSDC revealed that the pandemic has impacted the implementation of the final stage and thus, its efficiency. The efficiency of remobilisation was impacted due to lack of traceable mobile numbers and or addresses.

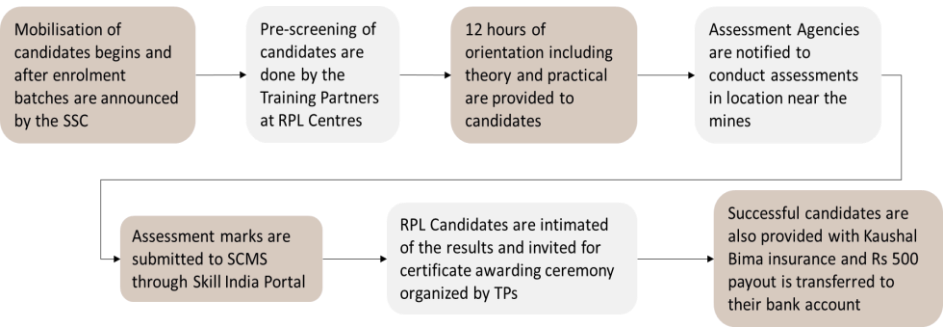
### **Overall**

SCMS as PIA is responsible for identification of capable TPs to implement the project and SCMS as SSC is responsible for evaluating the capacity of TP to deliver the set targets. The role of SCMS as both PIA and SSC seem to present a conflict but the validation by NSDC represents the checks and balance within the process to overcome this.

SCMS as an SSC is responsible for monitoring and evaluation of the RPL program implementation. It has deployed a real-time monitoring system. SCMS has also employed industry experts to process feedback from candidates. However, the aspect of post-training engagement with RPL beneficiaries and management of LMIS system needs focus.

**Figure 7: Workflow of RPL Program**



	 <p>Long term sustainability of the RPL program also requires continuous updating of job-role relevant knowledge in an accessible manner. Post-training, the beneficiaries can be provided access to e-content in local language which would increase the beneficiaries' engagement to the program and the knowledge gained.</p> <p>Further, government funding for such projects is critical for sustaining the programme given the socio-economic background of the beneficiaries of the RPL program in the mining industry.</p>
<p><b>Key Process Highlights</b></p>	<p>The customized orientation kit was well appreciated by the beneficiaries that the utility of the kit was way beyond the period of the program. They continue to use them at their place of work and feel a sense of pride.</p> <p>The RPL Type 1 model is appropriate for the mining sector where workers/beneficiaries can be found within various mining clusters across states.</p>
<p><b>Key Learnings</b></p>	<p>People with strong community connection and actively engaged in the mining sector, previously successful candidates, role models among women and transgender would not only increase the effectiveness of mobilisation but also improve participation of people, make mobilisation cost effective and increase the stickiness of the program.</p> <p>Post training support like access to formal employment opportunities, sharing of information related to the industry development and sharing of opportunities available for horizontal and vertical mobility is currently not part of the design.</p>



	For smaller mines, the buy-in of the contractors is essential for tracking the performance of the beneficiaries post the completion of RPL program. Without active tracking and support to the beneficiaries, the program becomes less effective and sustainable for the positive development of the sector.
--	--

### 4.3 Findings related to Impact of RPL on beneficiary

RPL Program is intended to certify the traditional skills learnt on the job (OJT) and/or passed on from generations. Skill Certificate is one of the essentials factors to access better economic opportunities in the formal sector. Job roles related to machine and mine operations are seasonal and transient requiring off-season engagement of the beneficiaries.

<b>Focus</b>	To assess the impact, effectiveness, and equity from the perspective of beneficiaries															
<b>Evaluation Questions</b>	<ul style="list-style-type: none"> <li>• To what extent the RPL project achieved the targeted benefits?</li> <li>• To what extent the RPL project covers different geographies?</li> <li>• Has the RPL caused a significant change in the lives of the intended beneficiaries?</li> <li>• How did the RPL cause higher-level effects (such as changes in norms or systems)?</li> <li>• To what extent the RPL are being accessed by different sub-groups?</li> <li>• Did all the intended target groups – women, differently abled, marginal communities benefit equally from the intervention?</li> </ul>															
<b>Key Findings</b>	<p>80% of the RPL beneficiaries, both male and female fall between 16 and 45 years. Within this age group, majority of them are below the age of 30. Prior work experience of beneficiaries ranges from 1 to 50 years across job roles.</p> <p style="text-align: center;"><i>Table 6: Age and Gender distribution of RPL beneficiaries</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #8B4513; color: white;">Age group (in years)</th> <th style="background-color: #8B4513; color: white;">Female</th> <th style="background-color: #8B4513; color: white;">Male</th> </tr> </thead> <tbody> <tr> <td>16-30</td> <td>497</td> <td>15199</td> </tr> <tr> <td>31-45</td> <td>411</td> <td>13344</td> </tr> <tr> <td>46-60</td> <td>186</td> <td>5853</td> </tr> <tr> <td>Above 60</td> <td>48</td> <td>1099</td> </tr> </tbody> </table>	Age group (in years)	Female	Male	16-30	497	15199	31-45	411	13344	46-60	186	5853	Above 60	48	1099
Age group (in years)	Female	Male														
16-30	497	15199														
31-45	411	13344														
46-60	186	5853														
Above 60	48	1099														

Given the nature of mining sector, most beneficiaries are male. Highest representation of female (10%) can be seen for the role of HEMM Mechanic, followed by Mine Welder and Mine Electrician.

*Table 7: Gender distribution for each RPL Job Role*

Job Role	Female	Male
Bulldozer Operator	2%	98%
Driver Special Vehicle (Explosive & Sprinkler)	0%	100%
Dumper/Tipper Operator	2%	98%
HEMM Mechanic	10%	90%
Jack Hammer Operator	1%	99%
Loader Operator	5%	95%
Mechanic/Fitter	4%	96%
Mine Electrician	6%	94%
Mine Welder	8%	92%
Ore Processing Operator	1%	99%
Wire Saw Operator	3%	97%
<b>Grand Total</b>	<b>3%</b>	<b>97%</b>

Within the content covered during orientation, the content on health and safety was the most appreciated amongst the respondent beneficiaries. Occupational diseases like silicosis are prevalent among



the mine workers. Ensuring their health and safety is essential for a long-term productive workforce. Hence, the effectiveness of this topic is reported to be high.

*Table 8: Coverage and Relevance of RPL Content*

Orientation Topic	Coverage	Relevance
Roles and Responsibilities associated with job role	98%	98%
Importance of Health and Safety	99%	98%
Soft Skills and Entrepreneurship	96%	96%

### Utility of RPL Certificate

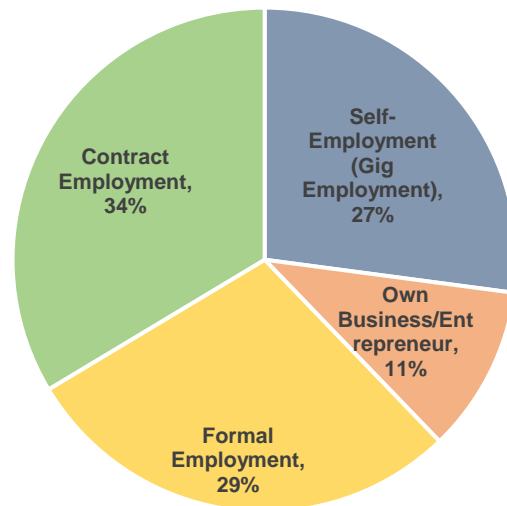
Over 90% of the respondents were not aware on how to use the certificate at their workplace since they have associated with particular contractors

for a long time. More information on the job prospects would be very useful as reported by at least 11% of the respondent beneficiaries.

Digital devices like tablets and proctored exams are new for candidates. They need to be provided sufficient time to acclimatise to use digital interface. This could be achieved by increasing the period of orientation on the assessment process from the current 2 hours.

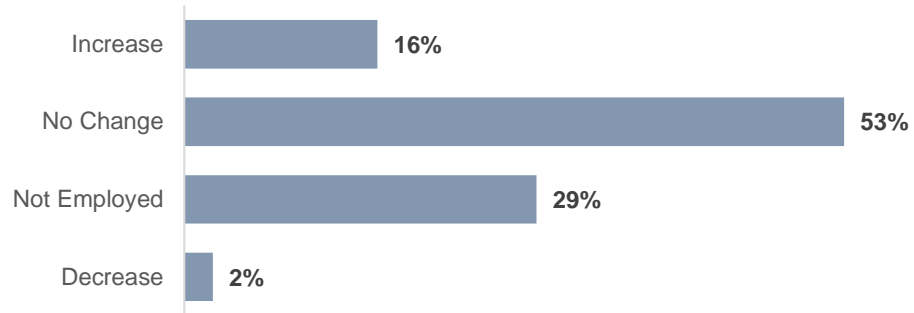
The nature of employment among the respondent beneficiaries is dominated by contract employment. The aspect of self-employment in this sector comes in when the beneficiaries have some other primary employment with application of similar skills.

*Figure 8: Nature of employment of respondent beneficiaries*



The certificate from RPL program is intended to facilitate better economic opportunities for the candidates mainly in the formal sector. The impact of the program can be seen at two levels – impact on wage/income and nature of benefits accrued post RPL. 15% of the respondents have experienced an increase in wages. Due to the pandemic, 53% of the respondents have reported no change in income levels and 29% were not employed at the time of survey. Average increase in income is about 6%.

Figure 9: Impact on Income levels of respondent beneficiaries



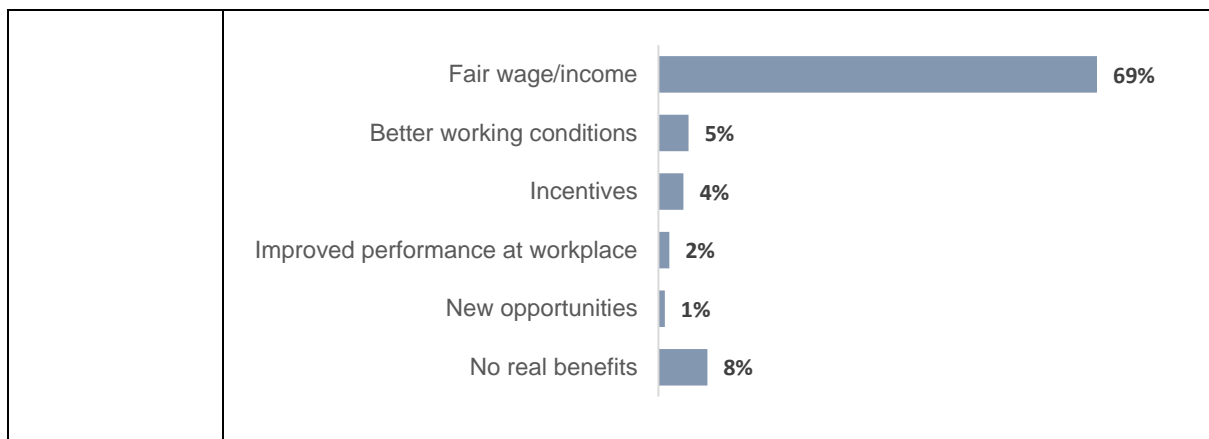
Highest impact on loss of job (20% of respondent beneficiaries who reported as 'not employed') was felt by mine electrician.

Table 9: Income Status post RPL Training

Job Role	Decrease	Increase	No Change	New job	Currently not employed
Bulldozer Operator	66.7%	0.0%	33.3%	0.0%	0.0%
Driver Special Vehicle (Explosive & Sprinkler)	14.3%	28.6%	57.1%	0.0%	0.0%
Dumper/Tipper Operator	4.8%	29.6%	62.0%	0.0%	3.5%
HEMM Mechanic	8.3%	25.0%	50.0%	0.0%	16.7%
Jack Hammer Operator	33.3%	16.7%	50.0%	0.0%	0.0%
Loader Operator	8.8%	8.8%	73.7%	0.0%	8.8%
Mechanic/Fitter	3.8%	15.2%	74.3%	1.0%	5.7%
Mine Electrician	2.4%	12.9%	64.7%	0.0%	20.0%
Mine Welder	3.0%	36.4%	57.6%	0.0%	3.0%
Ore Processing Operator	1.3%	11.0%	81.9%	0.0%	5.7%
Wire Saw Operator	0.0%	9.1%	81.8%	0.0%	9.1%

The most distinct benefits perceived post RPL certification were fair wages/income (69%), incentives (4%) and improved working conditions (5%). The utility of Kaushal accidental insurance by beneficiaries remains unknown.

Figure 10: Types of benefits post-RPL program



**Key Impact Highlights**

The RPL certification is appreciated by the beneficiaries, and they feel sense of pride receiving the certificate. An aspiration to be part of formal employment is clearly visible among beneficiaries.



Beneficiaries are willing to undergo more training to build their capacity and by having greater clarity in terms of nature of transferable skills and path of career progression available within their job role.

**Key Learnings**

Increase in the duration of orientation on career growth opportunities, entrepreneurship, and financial & digital literacy.

Beneficiaries need to be clarified on how and where to use their Skill Certificate and accidental insurance. SCMS needs to emphasize on the usage and periodic renewal of the Kaushal Bima accidental insurance among the beneficiaries.

There is a need to engage with the candidates post RPL program to not only provide post training support but also document the impact of such programs on the life of beneficiaries in long term.

## 4.4 Findings related to the Impact of RPL on the Sector

Recognition of Prior Learning (RPL) is an important development in a traditional sector like mining.

<b>Focus</b>	<b>Relevance of RPL Program for the Sector, Comments of various stakeholders and Impact on community</b>
<b>Evaluation Questions</b>	<ul style="list-style-type: none"> <li>• The extent to which the intended outcomes of the scheme were strategically aligned with beneficiaries' and stakeholders - NSDC, SSC, Employers and trainees needs.</li> <li>• How the RPL addresses the priorities of employers?</li> <li>• How programme design addresses the potential trade-offs regarding whose needs and priorities are met through the RPL intervention?</li> <li>• Whether the context changed between the inception and the end of the PMKVY 2.0?</li> </ul>
<b>Key Findings</b>	<p>Mining is not an all-season activity throughout India. While beneficiaries in Rajasthan have more consistent employment, those beneficiaries in other four states have a seasonal employment as per SCSM. While the COVID impacted the program implementation, the program continues to remain relevant during the post-COVID scenario as mining of minerals is an important national activity.</p> <p>The market requires skilled and certified professionals to operate machineries for both open cast and underground mining. The job roles identified as part of RPL program are relevant and strategically aligned with employers and beneficiary requirement.</p> <p>SCMS has established connect with top employers in the sector. This needs to be leveraged to increase formalisation of the sector. Regular capacity building in terms of ability to handle different machines and equipment will make the sector more vibrant and providing more economic opportunities and social mobility.</p> <p>Though the small mine owners and contractors welcome the knowledge transfer that occurs during the RPL program but are not so open for their employees to be trained and certified fearing they would leave their</p>

	<p>current employment. Since the target of the RPL Program is the workers of small mines, their buy-in plays an important role in determining sustainability of the program.</p>
<p><b>Key Learnings</b></p>	<p>Impact on community is a long-term impact that needs to be assessed over a period of time. The awareness and benefits of the program are at an individual level presently. Providing post-training support in terms of new job opportunities, industry-focused knowledge sharing such as latest developments in mining operations and impact of new legislations and labour codes and also increase in wages would help create a larger community-level impact.</p> <p>Focus on health and safety of mine workers is a feature highlight of this program and without long-term tracking of the beneficiaries, the passing on the success and impact would take a longer time.</p> <p>Sustainability of the RPL Program is in terms of structure of the program, funding for the program, ability of the PIA to mobilise large number of candidates in short notice and providing information on latest developments in the sector. Buy-in of the contractors is critical to ensuring consistent participation of people in the program.</p>

## Chapter 5: Summary of Key Recommendations

The findings and recommendations have been provided based on the OECD-DAC impact evaluation framework covering relevance, efficiency, effectiveness, impact, sustainability, and equity. Key recommendations are:

Impact Area	Recommendation
<p><b>Process</b></p>	<ol style="list-style-type: none"> <li>1. Reduction in training duration per day and increasing the number of days of training may reduce the dropouts especially for job roles like Driver Special Vehicle, HEMM Mechanic and Jack Hammer Operator. This would improve the retention of knowledge learned during the training and allow simultaneous application of new knowledge at work with immediate feedback.</li> <li>2. SCMS may consider providing training for 2-3 hours per day over the week instead of the current two-day training structure. This would also give sufficient time during the day to earn their wages while gaining more knowledge about their job role.</li> <li>3. Digital devices like tablets and proctored exams are new for candidates. They need to be provided sufficient time to get acclimatise. This could be achieved by increasing the period of orientation on the assessment process from the current two hours.</li> <li>4. Focus on building a robust and active LMIS is crucial for process sustainability.</li> <li>5. Strengthening of pre-screening and counselling to ensure the right candidates have access to the program is essential.</li> <li>6. Impact assessment should be carried out in phases – before and after the completion of training program to understand the extent of the RPL program and to ensure higher recall, improved participation of beneficiaries and timely course correction.</li> <li>7. Provision for Digi-Locker to share and download the certificate along with insurance.</li> <li>8. Implementation of C-KYC for RPL beneficiaries is important for monitoring and evaluation of programme. This would significantly reduce the need to update the contact numbers at regular intervals for better tracking and monitoring &amp; evaluation.</li> </ol>



Impact Area	Recommendation
<b>Beneficiary</b>	<ol style="list-style-type: none"> <li>1. To provide greater clarity on the vertical and horizontal mobility available around their respective job roles. Those beneficiaries with more than 40-50 years of experience should be provided alternate employment opportunities utilising the same skillset or be provided opportunity to move up the career ladder like positing of supervisor.</li> <li>2. Provision of greater clarity on assessment process and sharing the vertical and horizontal mobility available around their respective job roles. This would give more confidence to the beneficiaries to progress in their career.</li> </ol>
<b>Sector</b>	<ol style="list-style-type: none"> <li>1. Given the nature of work in mining sector and prevalence of occupational hazards, the coverage of Kaushal Bima accidental insurance can be raised to Rs 5 lakh from the current 2-3 lakh for three years.</li> <li>2. Mobilisation of contract workers through 'buy-in' of the contractors requires focus. Addressing their oft-cited concern that certified workers would leave the jobs is essential to realise formalisation of the workforce.</li> <li>3. SCMS should sensitise employers/contractors with regard to loss of income during the training by encouraging employers to compensate workers or providing recognition on successful completion of programme.</li> <li>4. Create life cycle approach for RPL program by identifying those beneficiaries with more than 30 years of work experience and who have ability to train and assess future batches either RPL or short-term program to improve connect with beneficiaries.</li> <li>5. With continued support from the Government, the implementation of the RPL would be sustainable.</li> </ol>

## Annexure

### Beneficiary Questionnaire

S. No.	Questions	Code
	<i>To start, we would like to know some general information about you.</i>	
	<b>Respondent Background Information</b>	
1	Date of Survey	<i>(DD/MM/YYYY)</i>
2	Time of Survey	<i>(12:00:00)</i>
3	Name of Respondent	<i>Text</i>
4	Age	<i>Numeric</i>
5	Gender	1 - Female 2 - Male 3 – Transgender 4 – Do not wish to disclose
6	State/UT	<i>From code sheet</i>
7	District	<i>From code sheet</i>
8	Location	1 – Other than below 3 2 – Underserved district 3 – Aspirational district 4 – Left Wing Extremist area <i>From code sheet</i>
9	Social Category	1 – General 2 - Scheduled Caste 3 - Scheduled Tribe 4 - Other Backward Caste
10	Religion	1 - Hinduism 2 - Islam 3 - Christian 4 - Buddhism 5 - Jainism 6 - Others 7 - Do not wish to disclose
	<i>We understand that you attended the Recognition of Prior Learning (RPL) Programme conducted by Government of India under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY). We would like to ask you information regarding your participation in the programme.</i>	
11	Month & Year of RPL Training	<i>(MM/YYYY)</i>

S. No.	Questions	Code
12	How did you come to know about RPL?	1 – Mobilising Agency 2 – Newspaper advertisement 3 – Radio/TV advertisement 4 – Friends/Family 5 – Others
13	Skill Sector	<i>From Code sheet</i>
14	RPL Job Role	<i>Text (From Code sheet)</i>
15	Number of years of experience before enrolment for RPL Program	<i>Numeric</i>
<b>RPL Training Program</b> <i>The next five questions are related your level of participation in the RPL program.</i>		
16	Did you complete RPL training?	1 – Yes (Move to Q 20) 2 – No (Move to Q17)
17	Up to what level did you complete the training?	1 – Pre-screening and Counselling 2 – Orientation 3 – Assessment
18	What was the reason for not continuing the RPL program?	1 – Time constraint (Candidate did not have time/Training time not convenient for candidate) 2 – RPL training not relevant to the roles and responsibilities for my job role 3 – Did not match with candidate's expectation of RPL training 4 – No incremental benefits from RPL certification 5 – RPL location not easily accessible 6 – Payout/financial compensation is insufficient 7 – Others
	If others, please specify	<i>Text</i>
19	Would you be willing to pursue the RPL training later?	1 – Yes 2 – No
<b>Orientation Session</b> <i>Now I would like to hear your experience and suggestions regarding the orientation session in your RPL Program.</i>		
20	Was the self-assessment done during pre-screening help you identify various aspect of your job role?	1 – Yes 2 – No
21	If No to Q 20	<i>Text</i>

S. No.	Questions	Code																
	What was the challenge?																	
22	What was the challenge?	1 – Cap 2 – T-Shirt 3 – Stationary – notebook, pen, bag, etc. 4 – Others																
	If others, please specify	<i>Text</i>																
23	<p>What was covered during orientation?  <i>(Note: Following are expected to be covered during orientation</i></p> <ol style="list-style-type: none"> <li>1. <i>Roles and responsibilities of job role</i></li> <li>2. <i>Importance of health and safety</i></li> <li>3. <i>Soft skills and entrepreneurial opportunities</i></li> <li>4. <i>Introduction to assessment and its process</i></li> </ol> <p><i>The responses to these questions intend to capture the sufficiency of coverage and relevance of the content.) Each question should be asked individually from respondent.</i></p>	<p>1 – Roles and Responsibilities about your job role</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table> <p>2 – Importance of health and safety aspects related to your job role</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table> <p>3 – Awareness about soft skills and entrepreneurship opportunities related to your job role</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table> <p>4 – Understanding of the assessment process related to job role under RPL program</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table>	Coverage	Relevance	Yes/No	Yes/No	Coverage	Relevance	Yes/No	Yes/No	Coverage	Relevance	Yes/No	Yes/No	Coverage	Relevance	Yes/No	Yes/No
Coverage	Relevance																	
Yes/No	Yes/No																	
Coverage	Relevance																	
Yes/No	Yes/No																	
Coverage	Relevance																	
Yes/No	Yes/No																	
Coverage	Relevance																	
Yes/No	Yes/No																	
24	<p>On a scale of 1-5-----          -Do you think that the length of the orientation session was sufficient?</p>	1 – Not sufficient 2 – Partly sufficient 3 – Sufficient 4 – More than sufficient 5 – Very sufficient																
	<p>If option 1 or 2 is selected,           What according to you should be the length of the orientation session?</p>	<i>Numeric (in hours)</i>																
25	<p>On a scale of 1-5, with 1 being not satisfied and 5</p>	1- Not satisfied 2- Partly satisfied																

S. No.	Questions	Code								
	being very satisfied, can you rate your overall satisfaction level with the orientation session overall?	3- Satisfied 4- More than satisfied 5- Very satisfied								
	If option 1 or 2 is selected, What improvements do you suggest?	1 - Increase the duration of the orientation session 2 - Provide more information regarding the job prospects 3 - Provide more information regarding the assessment process								
<p><b>Bridge Course</b></p> <p><i>Next, I would like to know about your experience regarding the bridge course in your RPL Program.</i></p> <p><i>Applicable ONLY to the following Job roles:</i></p> <ul style="list-style-type: none"> <li>• Assembler - Modular Furniture</li> <li>• Sales Executive Furniture and Fittings</li> <li>• Lead Carpenter - Wooden Furniture</li> <li>• Assistant Carpenter - Wooden Furniture</li> <li>• Unarmed Security Guard (for candidates from UP and Haryana)</li> </ul>										
26	Were you suggested to pursue bridge course?	1 – Yes 2 – No 3 – Not able to recall								
27	<p>If Yes to Q26</p> <p>How did the bridge course help you?</p> <p><i>(Note: Following are expected to be covered during orientation</i></p> <ol style="list-style-type: none"> <li>1. Knowledge acquired</li> <li>2. Development of new skills</li> </ol> <p><i>The responses to these questions intend to capture the sufficiency of coverage and relevance of the content.)</i></p> <p><i>Each question should be asked individually from respondent.</i></p>	<p>1- Helped acquire more knowledge regarding the job role</p> <table border="1" data-bbox="794 1240 1198 1330"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table> <p>2- Helped develop new skills for the job role</p> <table border="1" data-bbox="794 1818 1198 1908"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table>	Coverage	Relevance	Yes/No	Yes/No	Coverage	Relevance	Yes/No	Yes/No
Coverage	Relevance									
Yes/No	Yes/No									
Coverage	Relevance									
Yes/No	Yes/No									

S. No.	Questions	Code
	If candidate's response is 'No' any of the option above in Q27, Please state the reason.	<i>Text</i>
28	On a scale of 1-5 with 1 being not sufficient and 5 being very sufficient, do you think that the length of the bridge course was sufficient?	1 – Not sufficient 2 – Partly sufficient 3 – Sufficient 4 – More than sufficient 5 – Very sufficient
	If option 1 or 2 is selected,  What according to you should be the length of the bridge course?	<i>Numeric (in hours)</i>
29	On a scale of 1-5, with 1 being not satisfied and 5 being very satisfied, can you rate your overall satisfaction level with the orientation session overall?	1- Not satisfied 2- Partly satisfied 3- Satisfied 4- More than satisfied 5- Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	1 - Increase the duration of the bridge course 2 - Provide more information regarding the job prospects 3 - Provide more information regarding the skills required to be developed 4 – Provide more hands-on training/practical sessions
<b><i>Skip this section if candidate responded option 3 in Q17 and move to RPL satisfaction section.</i></b> <b><i>Assessment &amp; Payout/financial compensation</i></b> <i>Now we would like to discuss about the assessment and payout/financial compensation.</i>		
30	Was the assessment provided in local language easily understandable?	1 - Yes 2 - No
31	If No to Q30  Can you elaborate on the challenges in writing the exam in the local language?	<i>Text</i>
32	Did you receive any of the following after the assessment?	1 – Marksheet 2 – Skill Certificate 3 – RPL Badge

S. No.	Questions	Code
	READ OUT LOUD THE OPTIONS <i>Select all that applies</i>	4 – RPL Skill Card
33	Did you receive the payout/financial compensation?	1 - Yes 2 - No
34	If 'No' to Q33 According to you, what are the reasons for not receiving the payout/financial compensation?	<i>Text</i>
<b>RPL Program Satisfaction</b>  <i>We would now like to hear your perception regarding the quality of training centre, trainers, assessors, and teaching in the RPL Program.</i>		
<i>We will first ask about the facilities and infrastructure in the Training Centre.</i>		
35	Training Infrastructure	
	On a scale of 1-5, how do you rate the safety in the Training Centre?	1 – Not safe 2 – Partly safe 3 - Safe 4 – More than safe 5 - Very safe
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	Was the Training Centre disable-friendly?	1 – Not friendly 2 – Partly friendly 3 - Friendly 4 – More than friendly 5 - Very friendly
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
		1 – Not safe 2 – Partly safe

S. No.	Questions	Code
	According to you, how safe is the location of the training institute?	3 - Safe 4 – More than safe 5 - Very safe
	If option 1 or 2 is selected,  Why do you find the location unsafe	1- Poor lighting 2- Far away from main road 3- Public transport is not available
	On a scale of 1-5, how satisfied were you with the water and sanitation facilities at the Training Centre?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the technology-aided teaching like use of videos, projector or laptop related to your job role?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the lab facilities?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
36	<i>Now, we would like to know about the quality of the trainers.</i>	
	On a scale of 1-5, how satisfied were you with the trainer's ability to explain clearly about the program	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied



S. No.	Questions	Code
	(like What is PMKVY, RPL) and different stakeholders (like Training Providers, Assessment Agencies)	5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how do you rate your trainer's communication skills?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the trainer's ability to explain clearly about job role (what are the core and non-core aspects)?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the trainer's ability to provided examples and demos and create a learning environment?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how engaging would you say the trainers' training delivery was?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied

S. No.	Questions	Code
		5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
37	<i>Now, we would like to know about the quality of the assessors.</i>	
	On a scale of 1-5, how satisfied were you with the assessor's ability to explain about assessment and related process?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the assessor's ability to clarify doubts?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the assessor's ability to share mock questions during the training?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the assessor's ability to present easily understandable questions related to practical?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
38	<i>Now, I would like to understand your perception regarding the quality of Curriculum &amp; Pedagogy.</i>	

S. No.	Questions	Code
	On a scale of 1-5, how satisfied were you with the course content?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how relevant do you think is the course content to your job role?	1 – Not relevant 2 – Partly relevant 3 - Relevant 4 – More than relevant 5 - Very relevant
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the trainee handbook/study material provided by the Training Centre?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how useful were the tools and equipment provided in the practical sessions?	1 – Not useful 2 – Partly useful 3 - Useful 4 – More than useful 5 - Very useful
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how sufficient was the duration of training?	1 – Not sufficient 2 – Partly sufficient 3 - Sufficient 4 – More than sufficient

S. No.	Questions	Code
		5 - Very sufficient
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
39	<i>We would now like to ask about the Practical/Lab session</i>	
	On a scale of 1-5, do you think you have sufficient opportunities for hands-on learning sufficient?	1 – Not sufficient 2 – Partly sufficient 3 - Sufficient 4 – More than sufficient 5 - Very sufficient
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how sufficient was the introduction to latest available tools and techniques related to your job role?	1 – Not sufficient 2 – Partly sufficient 3 - Sufficient 4 – More than sufficient 5 - Very sufficient
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with demonstration of tools and techniques?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how sufficient was the duration of training?	1 – Not sufficient 2 – Partly sufficient 3 - Sufficient 4 – More than sufficient 5 - Very sufficient
	If option 1 or 2 is selected,	<i>Text</i>

S. No.	Questions	Code
	What improvements do you suggest?	
	On a scale of 1-5, how safe was the practical session? (Safety gears, not crowded while performing practical, etc.)	1 – Not safe 2 – Partly safe 3 - Safe 4 – More than safe 5 - Completely safe
	If option 1 or 2 is selected,  What improvements do you suggest?	<i>Text</i>
<b>Impact of RPL Program</b>  <i>We would now like to understand from you the tangible benefits realised by the candidates after the RPL certification.</i>		
40	What was your monthly income prior to RPL certification?	<i>Numeric</i>
41	What was your monthly income post RPL certification?	<i>Numeric</i>
42	What was your employment status prior to RPL training?	1 - Self-employment (gig employment) 2 - Own business/Entrepreneur 3 - Formal employment 4 – Contract employment
43	What kind of opportunities did you receive after RPL certification?	1 - Self-employment (gig employment) 2 - Own business/Entrepreneur 3 - Formal employment 4 – Contract employment
44	If candidate in Formal/Contractual employment, What benefits did the RPL certificate provide you? <b>Note:</b> <i>*Working conditions cover a broad range of topics and issues, from working time (hours of work, rest periods, and work schedules) to</i>	1 - Fair wage/income 2 - Wage/income increase including remuneration. 3 - Promotion (vertical mobility) 4 - Entrusted additional responsibilities. 5 - Incentives 6 - Rewards (non-monetary) 7 - New job opportunities (horizontal mobility) 8 - Improved working conditions*

S. No.	Questions	Code
	<p><i>remuneration, as well as the physical conditions and mental demands that exist in the workplace. (ILO)</i></p> <p><b>Select all that apply.</b></p>	<p>9 - Improved performance at workplace (productivity and lower accidents)</p> <p>10 - Social security benefits like Kaushal Bima (accidental) insurance, Provident Fund, etc.</p> <p>11 - No real benefits</p> <p>12- Increased recognition in the society</p> <p>13- Increase in respect</p> <p>14 – Greater self-confidence</p> <p>15 – Improved standard of living</p> <p>16 – Others, please specify</p>
45	<p>If candidate is self-employed/running own business,</p> <p>What benefits did the RPL certificate provide you?</p> <p><b>Select all that apply.</b></p>	<p>1 - Increased sales/value for service</p> <p>2 - Increase in number of customers.</p> <p>3 - Recognition of skill by customer</p> <p>4 - Able to access to loan.</p> <p>5 - Access to social security benefits like Kaushal Bima (accidental) Insurance</p> <p>6 - Improved working conditions</p> <p>7 - improved productivity</p> <p>8 - No real benefits</p> <p>9- Increased recognition in the society</p> <p>10- Increase in respect</p> <p>11 – Greater self-confidence</p> <p>12 – Improved standard of living</p> <p>13 – Others, please specify</p>

## Key Informant Interview Guides

For PIA/SSC:

Topic	Questions
<b>Introduction</b>	Introduction, ice-breaking & ethical declaration
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• How important is the RPL program in the scheme of things for SSC?</li> <li>• Are there any unintended outcomes (both positive and negative) from the RPL program?</li> <li>• How often guidelines/Model curriculum revised to reflect ground realities? Reason for any specific period.</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• Any initiatives of the SSC/PIA created positive changes in the participation of people in the RPL program?</li> <li>• What is the extent of influence of factors (management, human resources, financial aspects, regulatory aspects, implementation modifications in plans) contributed to achievement and non-achievement of output, outcome, and impact?</li> <li>• How many RPL trained employees have experienced a wage increase since the training? (feedback loop, LMIS)</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• How satisfying is the performance of TPs and AAs? How did you handle quality issues apart from using the standard penalty matrix?</li> <li>• How do you ensure active participation of candidates during the course of the RPL program right from mobilization to certification?</li> <li>• What is the impact created in terms of employment and increase in income of youth per unit of the cost incurred on the intervention?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• In what ways do you think has the RPL program influenced the lives of beneficiaries? Share some testimonials that impacted you as SSC/PIA.</li> <li>• How many candidates have sought your help in registering in the Udyami Mitra portal?</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• To what extent SSC mitigate the risk of implementing the project in terms of management risk, financial sustainability, institutional sustainability, and environmental and social sustainability?</li> <li>• What kind of additional support do you require to improve RPL program implementation? (training aid &amp; content, development of LMIS, etc.)</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>• What are the ways in which you ensure vulnerable and marginal groups participate actively in the RPL program? What are some of the common challenges or apprehensions faced by them?</li> </ul>

For TPs & AAs

Topic	Questions
<b>Introduction</b>	Introduction, ice-breaking & ethical declaration
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• Is there any other aspect to be included in the RPL training program that would encourage more people to participate? This is other than 12 hours of orientation.</li> <li>• How relevant is the training material and course content? Provide some suggestions to further improve.</li> <li>• How relevant is the training duration?</li> <li>• How relevant is the training aid?</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• What teaching tools and aids help you deliver training effectively?</li> <li>• How do you ensure people take part in assessment?</li> <li>• How was the performance of candidates during assessment who took up the bridge course related to their job role?</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• Did you face challenges in mobilizing candidates from any specific states? How did you overcome them?</li> <li>• What are the common challenges you face in administering the training and assessment?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• To what extent have candidates achieved threshold performance?</li> <li>• How participative were the candidates during the RPL program? What according to you may be some of the inhibiting factors?</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• What kind of additional support do you require to improve RPL program implementation? (training aid &amp; content, development of LMIS, etc.)</li> <li>• Have you taken initiatives to encourage more participation? If yes, what may they be?</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>• How do you ensure inclusive participation of vulnerable and marginal groups (gender, social category, religion, language, PwD, etc.) in the RPL program? What are some of the common challenges or apprehensions faced by them?</li> </ul>

For Employers:

Topic	Questions
<b>Introduction</b>	Introduction, ice-breaking & ethical declaration
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• How relevant is the RPL training program for your company?</li> <li>• Do you plan to seek RPL training for other employees? What do you think have been the benefits and positive changes experienced because of the training?</li> </ul>



Topic	Questions
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• What are the competencies they have demonstrated post RPL training?</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• What are the areas in which the performance of RPL candidates have improved over non-RPL candidates? (productivity, organization of work, etc.)</li> <li>• Have number of accidents at workplace reduced post-training? (If yes, by how much? If not, what do you think are the reasons?)</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• How many RPL trained employees have experienced a wage increase or any other benefits since the training?</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Would you consider RPL certification as a qualification during recruitment of new people? If yes, how many have been employed? If not, why so?</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>• Number of people from marginal and vulnerable group have pursued RPL program from your organization. How do you encourage them?</li> </ul>