



HOW TO FACILITATE THE RECOGNITION OF SKILLS OF MIGRANT WORKERS

GUIDE FOR

EMPLOYMENT SERVICES PROVIDERS

Skills and Employability Branch

Labour Migration Branch

Employment Policy Department

Conditions of Work and Equality Department

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FOREWORD

Potential, current and returning migrant workers, as well as refugees (with the right to work), are often confronted with numerous challenges in the labour market including lack of recognition of their skills and competencies gained abroad or in their country of origin. Recognition of these skills is a key factor for the smooth transition to decent work for migrant workers and refugees, yet it is all too often overlooked by the very institutions that can facilitate this process.

This guide draws on good practices and interesting initiatives from around the globe to demonstrate ways employment service providers can make better use of Recognition of Prior Learning systems in their countries to the benefit of migrant workers and refugees. It provides concrete information, examples, checklists and other tools to assist service providers to better understand, raise awareness and facilitate use of RPL where it exist.

Employment service providers can provide a wide range of labour market services for migrant workers, beyond facilitating access to RPL, such as language training, orientation courses and introduction programmes; or information sessions on fair recruitment practices, job searching, preparing a CV or resume. The present guide also presents good practice covering such services in order to enhance the capacity of employment service providers in a broad range of potential migrant worker-related support.

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BACKGROUND

There are around 232 million international migrants throughout the world (UN-DESA, 2013), of which 150 million are migrant workers (ILO, 2015). Migrants who are fully integrated into the labour market, can boost the income per capita of recipient economies by providing the labour and skills needed in critical occupations and sectors. Upon their return home, migrants at all skill levels also have the potential to make a positive contribution to economic development through financial investments, as well as human and social capital acquired abroad, such as new skills, ideas and know-how¹.

ILO evidence convincingly demonstrates the positive impact of Recognition of Prior Learning (RPL) to address various labour market challenges and to bring substantial benefits for individuals, employers and national economies. (Branka, 2016)². This is one of the primary reasons why countries are making significant efforts to improve their skills recognition tools and systems.

The importance of RPL for migrant workers and refugees was acknowledged by ILO member States at the 2017 International Labour Conference (See Box 7 and 12), with the adoption of the Employment and Decent Work Recommendation (no. 2015), which states:

Members should include refugees in the actions taken with respect to employment, training and labour market access, as appropriate, and in particular:

(c) facilitate the recognition, certification, accreditation and use of skills and qualifications of refugees through appropriate mechanisms, and provide access to tailored training and retraining opportunities, including intensive language training;

(d) enhance the capacity of public employment services and improve cooperation with other providers of services, including private employment agencies, to support the access of refugees to the labour market;

¹ ILO. 2017. Addressing governance challenges in a changing labour migration landscape. Report IV, (ILC, 106th session, Geneva)

² Based on a literature reviews and case studies covering 78 recognition systems.

However, implementation of recognition systems is challenging:

- Skills certificates are insufficiently recognized or valued by employers in the labour market;
- Recognition providers do not have the capacity to provide services for a growing number of potential users;
- Skills certificate holders are not motivated to use them as a springboard to new careers and paths of learning due to the lack of awareness as well as existing labour market structure limitations;
- Potential users (individuals) are often keen to obtain skills certificates but are not aware of these systems or have difficulty accessing them.

This guide seeks to assist employment service providers to address these challenges, given their key role as a bridge between employers and workers, by providing guidance and good practice examples. Employment services providers, who are mandated to open service lines for migrant workers and refugees, can provide labour market services including support for the validation and certification of the competencies and skills acquired formally, non-formally or informally.

ORIENTATION FOR THE USER

Why a guide on recognition of prior learning of migrant workers?

Employment services providers, especially Public Employment Services with a mandate to work with migrant workers, are tasked with providing the services necessary for labour migration and ensuring that returnees have assistance for labour market reinsertion. Employment services could be offered in the countries of origin, transit and destination. This practical instrument has been designed to guide staff to:

- ❖ Identify priority support in response to the needs of migrants;
- ❖ Support migrant workers in accessing recognition systems especially for low and medium level skills;
- ❖ Profile migrant workers in order to dedicate more time and energy to those having limited capacity in self-management of information and procedures;
- ❖ Provide adequate support to employers in filling vacancies by identifying and recruiting suitably skilled workers;
- ❖ Facilitate skill matching for migrant workers.

Who is this Guide for?

The main users of this guide will be Employment services providers such as Public Employment Services (PES) and Private Employment Agencies (PrEA) and other authorities at the forefront of requests for supporting services to migrant workers (potential, current and returning migrant workers) and refugees, who will gain a better understanding of the services available and can inform and refer the target group accordingly.

Migrants will also benefit from a better understanding of the services available, particularly in regard to the recognition of their skills.

How is this Guide structured?

The guide consists of four sections:

- 1 •Key concepts on migration and recognition of prior learning systems
- 2 •An overview of migration target groups and a basic situation analysis
- 3 •Description of the modalities for recognition of the skills, qualifications and the learning outcomes gained through formal, non formal or informal learning processes
- 4 •Other Labour market services that are available to migrant workers (potential migrant workers, returning migrants, migrant workers and refugees)

Useful tools are appended to relevant Sections. Users are encouraged to adapt tools/templates in this Guide as well as others they may currently use or have available. A glossary of key terms appears in the annex. A non-exhaustive list of suggested readings is appended at the end of each section for further information.

ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
CARICOM	Caribbean Community
CEDEFOP	European Centre for the Development of Vocational Training
EC	European Commission
EU	European Union
ILO	International Labour Organization
ITC-ILO	International Training Centre of the International Labour Organization
NQF	National Qualifications Framework
NQS	National Qualifications System
OECD	Organization for Economic Cooperation and Development
PLAR	Prior Learning Assessment and Recognition
QF	Qualifications Framework
RPL	Recognition of Prior Learning
TVET	Technical Vocational Education and Training
UNESCO	United National Educational, Scientific and Cultural Organization

SECTION 1

UNDERSTANDING KEY CONCEPTS

In order to benefit from this guide, a general understanding of key issues and concepts surrounding migration and Recognition of Prior Learning (RPL) is essential. This section provides this information.

1.1 MIGRATION

1.1.1 Definitions of migration workers

Migration addresses people moving between countries (international migration). People migrate for environmental, economic, cultural and socio-political reasons. Therefore, migration might be for asylum seeking when escaping from wars and turmoil; study; tourism; marriage; work; or health care.

A conventional migration study suggests factors that push and pull individuals in deciding to move abroad:

Pull factors

- conditions in destination countries that attract the individual or group to leave their home such as better economic and/or education opportunities, more jobs, and the promise of a better life

Push factors

- those situations that force the individuals to move and may include: conflicts, droughts, famine, extreme religious activity; poor economic activity and lack of job opportunities; discriminating cultures, political intolerance and persecution

The ILO Convention No. 97 defines that the term ‘migrant for employment’ means “**a person who migrates from one country to another with a view to being employed**”

otherwise than on his own account, and includes any person regularly admitted as a migrant for employment”.

The definition of a migrant worker in ILO International Labour Standards (ILS) can be traced to the ILO Constitution (1919) calling for the “...protection of the interests of workers when employed in countries other than their own”.

Box 1. Other definitions of migrants

A wider framework of migrants is provided by the UN Convention of 1990.³ It defines a “migrant worker” as a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he/she is not a national. This broad definition also includes cross-border and seasonal workers, seafarers (fishermen), workers on offshore installations, itinerant workers, so-called “project-tied workers” and “specified-employment workers” as well as self-employed workers.

A temporary migrant is a person of foreign nationality who enters a country with a visa or who receives a permit which is either not renewable or only renewable on a limited basis. Temporary migrants include persons with seasonal jobs. Permanent migrant is a person who enters with the right of permanent residence or with a visa or permit which is indefinitely renewable⁴

As per the UN statistical definition, returning migrants are persons returning to stay in their own country after having been employed abroad. It is important that only those citizens planning to stay for a year or more in their country of citizenship be included in this migration statistics.⁵

The Convention Relating to the Status of Refugees, also known as the 1951 Refugee Convention, defines refugees as those who are unable or unwilling to return to their

³ United Nations (1990), International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (entered into force in July 2003).

⁴ ILO Addressing Governance Challenges in a Changing Labour Migration Landscape, Report IV Page 11, para 21

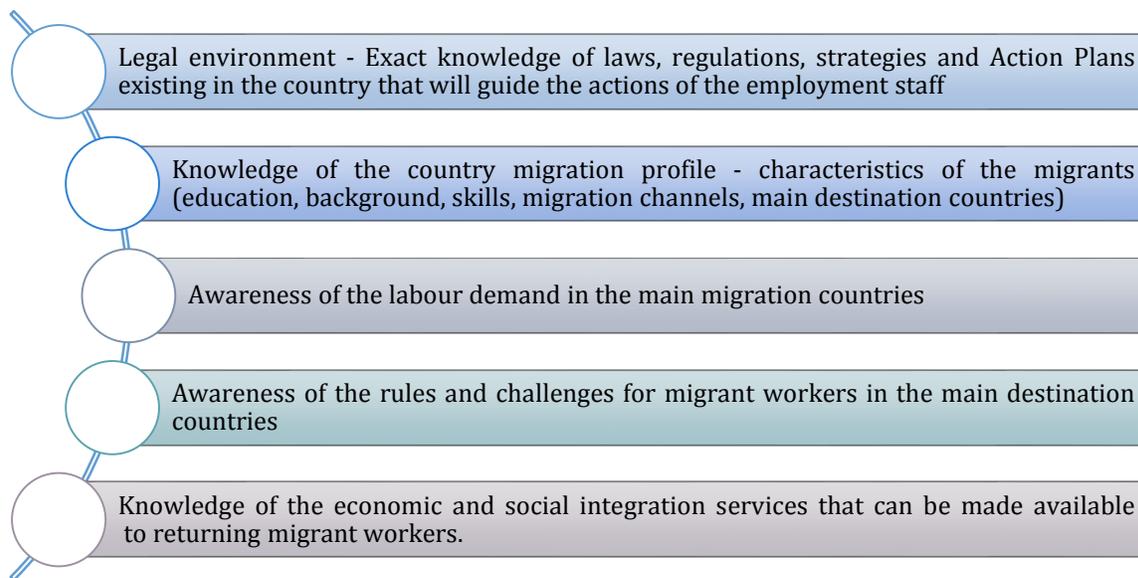
⁵ United Nations (1998), Recommendations on Statistics of International Migration, Revision 1, Statistical Papers, Series M, No. 58.

country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion. The Convention lays down basic minimum standards for the treatment and rights of refugees which include access to education and work. While this definition is recognized internationally, there might be some difference in legal declared by a specific country.

Sections in this guide focuses on refugees, however, the methods and practices discussed here can be applied to displaced people and asylum seekers.

1.1.2 Migration management and systems

Migration management and the concrete interventions toward the main migration target groups are heavily conditioned by legal, political, cultural and factual elements. These elements need to be carefully analyzed by the users of this guide to determine the enabling conditions for migration services, namely:



In an increasing number of countries, one of the main implementing bodies of national labour migration policies is the Public Employment Service (PES), usually decentralized through regional and local branches. The PES collaborate with the Ministry of Labour and social partners in its mediation functions in the labour market.

In many countries, labour market services for jobseekers, including migrant workers, can be offered by Private Employment Agency (PrEA). These bodies are normally licensed by the government and subject to different modalities of control to prevent abuses.

Box 2 - Private Employment Agencies in Ukraine

EXAMPLE

The majority of private employment agencies in Ukraine focus on serving individual clients and offer a limited scope of services to migrants. Namely, with the first one being the most common service:

- 1) Assistance in finding a suitable vacancy
- 2) Assistance with signing of contracts
- 3) Pre-departure training, including language courses
- 4) Some assistance with legal issues or travel and accommodation abroad
- 5) Other services such as vocational training, monitoring of the respect of migrants' rights

When recruiting a candidate for an overseas job, the agencies seem to give more value to work experience and recommendations rather than formal education and skills - there seems to be no clear consensus among agencies about the importance of other national and international qualifications and diplomas.

According to the ILO research undertaken, about 60 per cent of licensed agencies claim to collaborate with the State Employment Service in some way and that around 60 per cent of the agencies charge mediation fees to jobseekers.⁶ The study also revealed that most licensed private employment agencies in Ukraine do not offer any particular assistance to returning migrants.

Source: Ganna Vakhitova, Private Employment Agencies in Ukraine, ILO, 2013

Countries controlling migration inflows tend to strictly regulate the conditions for access, especially of migrant workers. Legal migrants are requested to enter the country holding a visa when prescribed and to request a permit of stay according to national

⁶ The ILO Convention No. 181 provides directives for the private employment agencies forbidding the charge to the jobseekers of any cost concerning mediation services, however, exceptions could be authorized by the relevant competent authorities in respect of some categories of workers. Experiences show that some countries allow job seekers to be charged with documented costs, which is different from recruitment fees. According to the ILO Guide to private employment agencies, it is important to fix a ceiling for documentation costs and make this information public.

rules. In addition, migrant workers need to request a work permit. Receiving countries try to mitigate concerns about the competition of migrants with national workers and the needs of the domestic labour market, requesting employers to cover hard to fill vacancies with the native population wherever possible.

In order to obtain legal status in the receiving countries, migrant workers must comply with the migration system which includes the specific legal and administrative rules issued by the country to which they want to move. There are various systems in regulated migration. The Points-based Schemes and the Quota System are the most common. (See Box 3.)

Box 3. Examples of migration system

EXAMPLE

1. Points-based Schemes

These usually assess skilled individuals by having them score points based upon criteria such as age, qualifications, and past experience. (Denmark, Australia, Canada, New Zealand)

2. Quota system migration schemes

The number of foreign citizens that are admitted for work purposes is defined every year by the Entry Quotas established by the Government of the receiving country (Italy, Portugal, Spain)

3. Other approaches

- EU Blue Card: it offers highly educated skilled workers of non- EU-States the opportunity and the right to work and stay in the European Union
- USA Green Card: it serves as proof of a person's lawful permanent resident status in the United States. There are various ways to qualify for a Green Card, including through the annual USA Diversity Visa Green Card Lottery.
- The Republic of Korea's Employment Permit System (EPS): It is a temporary migration scheme for low-skilled professions which stipulates that the recruitment, selection and placement of workers would be managed entirely by labour sending and receiving countries, based on government-to-government bilateral agreements. (Kim, 2015)

1.1.3 Protection of migrant workers

There is a need for state intervention to protect migrant workers in the recruitment stage where fraudulent practices are widespread. There is evidence of scams for obtaining money in exchange for non-existent jobs abroad, false contracts of employment, travel tickets, fake visas or other services associated with the migration process. In fact, there is an increasing "migration industry" - consisting of unauthorised and illegal intermediaries that “facilitate” labour migration under non-regulated conditions.

Fraudulent practices of recruitment tend to manifest in:

Publication and distribution of various forms of misleading propaganda, requesting exorbitant payments for non-existent job offers

Refusal to provide information or providing misinformation about the nature of jobs and conditions of employment

Selecting candidates based on the amount of money they are willing to pay to get work and not on their qualifications.

The number of illegal or unlicensed recruiters has increased considerably, which is exacerbated by the restrictive, complicated, lengthy and costly legal emigration procedures and weak sanctions for these illegal procedures.

DID YOU KNOW?

Box 4. ILO and UN instruments on migrant workers

The ILO Constitution promotes principles of social justice and protects persons in their working environment including those “employed in a country other than their own”.

There are two ILO instruments on labour migration and protection of migrant workers: the Migration for Employment Convention (No. 97) along with the accompanying Recommendation No. 86; and the Migrant Workers (Supplementary Provisions) Convention (No. 143) with the accompanying Recommendation (No. 151).

In formulating national laws and policies concerning the protection of migrant workers, governments should be guided by the underlying principles of the aforementioned conventions and recommendations. Furthermore, the principles

contained in the 1990 UN International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families complement those in the two ILO Conventions.

Other ILO conventions of particular relevance here include the Domestic Workers Convention, 2011 (No. 189) and the Forced Labour Recommendation (No. 203). The ILO has also developed a non-binding Multilateral Framework on Labour Migration containing non-binding principles and guidelines for a rights-based approach to labour migration, supported by “best practices” (updated in ILO’s Good Practices Database – Labour migration policies and programmes), which serves as an important tool in assisting ILO constituents in establishing smarter and more responsive labour migration policies.

1.2 RECOGNITION OF PRIOR LEARNING

1.2.1 What is recognition of prior learning?

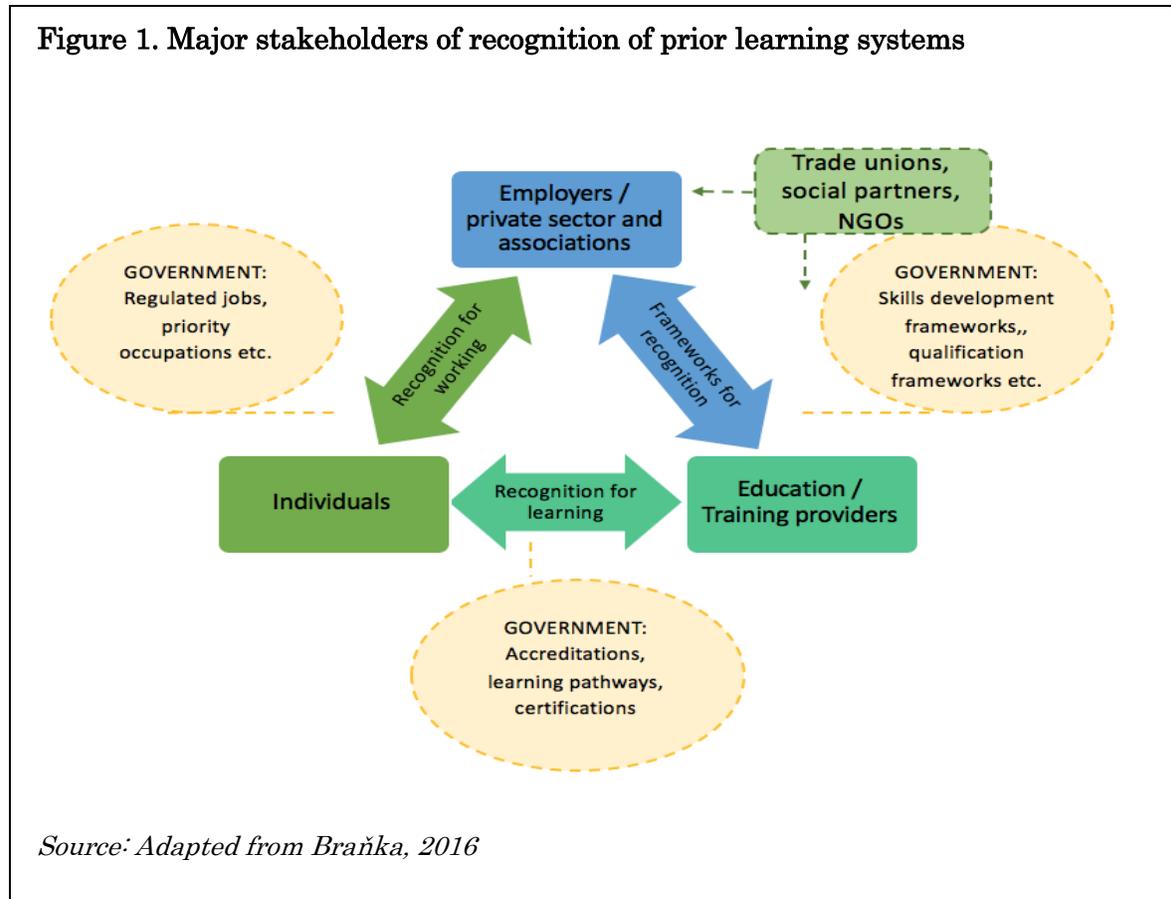
The concept of recognition of prior learning is not new but the terms used to define the concept differ from country to country and amongst organizations and researchers dealing with this issue. This guide uses the term recognition of prior learning (RPL).⁷

RPL is a process of identifying, documenting, assessing and certifying formal, informal and non-formal learning outcomes against standards used in formal education and training. Thus, RPL provides an opportunity for people to acquire qualification or credits for a qualification or exemptions (of all or part of the curriculum, or even exemption of academic pre-requisites to enter a formal study programme) without going through a formal education or training programme and/or to ease their employment pathways with their skills recognized.

Through RPL, competencies and skills earned inside and outside of an applicant’s country of origin are assessed and certified. Most RPL systems have established a “recognition authority” that can certify qualifications, provide information or coordinate

⁷ We note that a variety of other terms are also used, particularly Accreditation/Assessment of Prior Experiential Learning (APEL) or the Validation of Non-formal and Informal Learning (VNFIL) or the Valuation of Prior Learning (VPL).

with other stakeholders involved; they are often a first point of contact for potential applicants.



Because of the diverse and complex recognition systems and bodies that exist in one country, it may make it difficult for potential users to get a clear grasp of how the system works. According to a study conducted by OECD in 2014, migrants know about assessment and recognition of skills but perceive the procedure as too burdensome or complex. This guide seeks to address these concerns through capacity building of employment services providers.

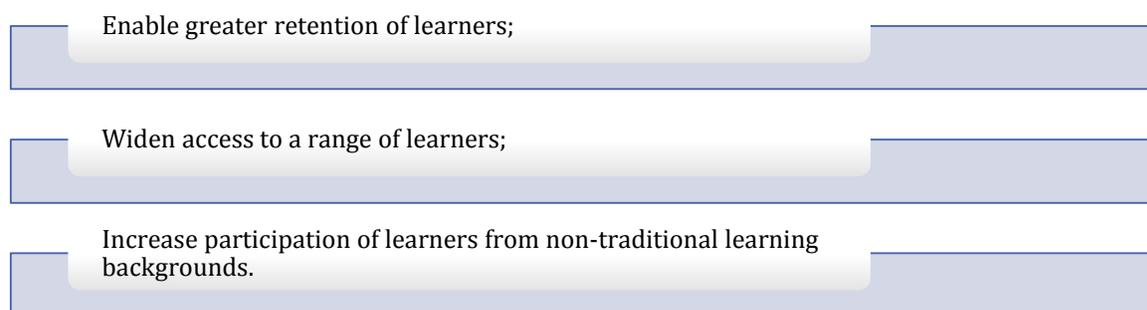
1.2.2 Benefits of Recognition of Prior Learning

The benefits of RPL are three-fold, depending on the different user groups - individuals (migrant workers in this case), training providers or employers.

RPL has the potential for positive impact on migrant workers by:



RPL benefits learning and training providers in a range of ways as it can⁸:



Employers may find RPL useful and effective in addressing employee retention and recruitment and training costs as well as fostering better productivity. **RPL can support employers** by:

⁸ See Scottish Credit and Qualifications Framework, 2010.

- Helping to adequately match jobs and employees
- Helping to identify employees' skills effectively
- Helping to identify skills gaps in organizations
- Helping to identify appropriate training opportunities
- Reducing the time required in employee training due to minimized duplication of learning
- Increasing motivation and interest in workplace activities on the part of the employee/learner
- Generating new ideas and developments for the organization as a result of the employee/learner reflecting on work activities.

1.2.3 How does RPL work? (in a general sense)⁹

In simple terms the standards for assessment/validation of informal and non-formal learning are the same as those for formal educational and training and occupational standards. Occupational standards are detailed written descriptions of what an employee is expected to know and do in his/her work role. They are national requirements and benchmarks for competent performance in the workplace. [An example of a Bricklayer/Stonemason](#) is appended to this Guide.

Learning outcomes are statements that describe the skills and competencies that a person is expected to acquire through of education or training programme. These statements are an elaboration of the information contained in the occupational standard, which is more general. Learning outcomes are a useful guide to inform learners and employers about the education or training programme and ensure consistency of

⁹ For more information on RPL systems, see ILO Recognition of Prior Learning Learning Package, forthcoming.

outcomes across modules and subjects. RPL assessment determines the consistency between an applicants' learning outcomes and an occupational standard.

The RPL procedure for migrant workers typically involves the recognition of qualifications which have been acquired in their home country including verification of documents of formal education outcomes: checking of individual evidence (outcomes of informal and non-formal learning – occupational experience and continuing training); and competency-assessment procedures (testing).

For potential migrants, it is important to start the recognition procedure before departure. In addition, an automated recognition process may be established – on the basis of an agreement reached between countries. Supporting measures such as guidance and recommendations for skills upgrading is critically important.

The recognition process at the sectoral level is usually managed by its own bodies such as Sector Skills Councils (SSC) or in cooperation with relevant government authorities. The key feature of this approach is its focus on training. While in other systems skills upgrading is often an option, the recognition of prior learning process at sectoral level usually requires – or recommends – additional training in order to obtain formal certification.

In fact, many RPL systems are closely linked to the provision of training. If the recognition of prior learning process identifies gaps that will prevent someone from pursuing his or her desired career or training pathway, the provision of a related skills development programme should logically follow. [See 3.2.4 for more information on filling the skills gaps.](#)

Tertiary education institutions play a special role as focal points of international recognition, and in many developing countries, universities play a catalytic one. The most important and wide-sweeping international systems for the recognition of foreign qualifications include the Bologna Process; the Arusha and Addis Ababa Conventions on the Recognition of Studies, Diplomas and Degrees; and the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific.

As recognition systems and procedures are often considered difficult, complex and expensive, the extent and quality of marketing, information support, guidance and other services are essential. Migrants must also understand the value of recognition of their skills. Ways to achieve this include:

Collection and presentation of practical recognition of prior learning examples: from all levels: individual, organisation and system;

Availability of information, websites etc., in multiple languages;

Cooperation with organizations that are in touch with migrant groups, such as migration guidance centre, employment services, chambers of commerce, professional associations etc.

Section 3 guides users through the detailed steps in facilitating access to recognition of prior learning processes.

Occupational standards can be established at the regional level, which enable qualifications to be compared across countries. Regional recognition schemes facilitate the mobility of workers within the Member States of regional development organizations through Mutual Recognition Agreements (MRA).

Box 5. Mutual recognition agreements

EXAMPLE

1. East African Community (EAC)

Established by a treaty that was signed on 30 November 1999, the EAC has five Partner States covering an area of 1.82 million square kilometres and inhabited by more than 133.5 million people. One transparent and acceptable means of implementing the 2010 Common Market Protocol and fulfilling the Partner States' desire to facilitate free movement of persons and labour, is "mutual recognition of academic and professional qualifications" (Arts 5.3 and 11). To date, three professions have signed an MRA: accountants, architects and engineers. As a result, 216 accountants have benefitted from an MRA, as have 15 architects and 9 engineers. Other professions – veterinary services, land surveyors, pharmacists and advocates – also appear interested, even though MRAs are still in the fledgling stage of implementation.

2. ASEAN Community

At the regional level, an important initiative has been carried out by the ASEAN Member States: starting from 2005, Mutual Recognition Agreements (MRAs) have been signed by the Member states. These establish the skills or experience that professionals in certain sectors need in order to gain certification in another country and ultimately work abroad. MRAs exist for eight professional categories:

engineers, nurses, surveying service providers, architects, accounting service providers, medical practitioners, dental practitioners, and tourism professionals. However, implementing the MRAs is difficult, as, several technical and political barriers at national and regional levels impede professionals from moving and practicing their profession in other ASEAN countries, while several occupations — such as teacher, lawyer and civil servant — are usually reserved for citizens.

3. The Caribbean Community (CARICOM)

Caribbean Vocational Qualification (CVQ) is a CARICOM approved award that represents achievement of a set of competencies which define core work practices of an occupational area, consistent with the levels articulated within the regional qualifications framework. CVQ is based on a competency based approach to training, assessment and certification of skills and/or competencies in attaining occupational standards that are approved by CARICOM and allow for easy movement across the region.

CVQs are awarded to those applicants who would have met the required standards in all of the prescribed units of CARICOM occupational standards. Applicants may earn unit towards achieving a complete CVQ.

1.3 Suggested readings

- *ILO global estimates on migrant workers. Results and methodology*, 2015
- OECD, *International Migration Outlook 2014*, 2014
- ETF, CEDEFOP, ILO., *The Role of Employment Service Providers. Guide to Anticipating and Matching Skills and Jobs Volume 4.*, 2015
- ILO, *Guide to Private Employment Agencies. Regulation, Monitoring and Enforcement*, 2007
- J. Alquezar, J. Avato, U. Bardak, F. Panzica and N. Popova: *Migration and Skills, Directions in Development series*, World Bank, 2010
- Braňka, *Understanding the potential impact of skills recognition systems on labour markets: Research report*, ILO, 2016
- Agarwal, A., *Recognition of prior learning. Key success factors and the building blocks of an effective system*, ILO, 2015
- ETF, ILO, CEDEFOP., *Working at sectoral level - Guide to anticipating and matching skills and jobs*, 2014

SECTION 2

GETTING TO KNOW YOUR TARGET GROUPS

Employment services that facilitate skills recognition of migrant workers are oriented toward the following five main target groups – employers, migrant workers, potential migrant workers, returning migrant workers and refugees. This section provides a brief overview of these groups with regard to Recognition of Prior Learning (RPL).

2.1 EMPLOYERS

International employers are those businesses or professional associations based abroad, who have a need for human resources, and are recruiting or are likely to recruit migrant candidates. The services provided to them by the employment agencies of the origin country include helping employers to fill their staff gaps by matching candidate profiles to available job vacancies and sometimes, offering additional training in order to adapt workers' skills to match employer demand.

Understanding the economic structure of a country may help providers of employment services to better target and focus on what employment services they can offer. For example, for a country where Small and Medium-sized Enterprises (SMEs) make up a large share of its total economic contributions, it is wiser to invest and make efforts to reach out to these companies. It is often argued that these companies have little information of and access to RPL procedures for their (potential) employees, therefore, creating awareness and promoting relevant employment services will benefit all.

The value of RPL lies with and depends on employers, from the perspective of employment and labour mobility. RPL is only useful when the outcomes of these processes are recognized and accepted by employers. From the employers' point of view, recognizing skills is necessary to improve productivity and the competitiveness of their enterprises; from an occupational point of view, recognition is a tool that improves a worker's status and value in the labour market. (Branka, 2016)

It is noted that the extent employers value qualifications and/or outcomes of RPL is often sector specific. An example from Australia shows diverging views: In the construction and manufacturing sectors, a majority of employers considered formal certificates and qualifications as essential and allocated more importance to it than to experience during the recruitment process.

In contrast, certificates and qualifications are less valued in service sectors, especially in those where the job turnover is high and there is a large pool of candidates to choose from. This is seen in the case of clerical and administrative jobs, where even formal qualifications as proof of recognized skills are given less importance. As previously mentioned, it is ultimately up to the employer to accept the outcome of RPL process as “equivalent”. These validation and recognition procedures should therefore involve employers and a feature of many of the most successful measures is precisely a strong level of employer involvement (Werquin, 2010).

Box 6. Employers’ involvement in skills recognition

EXAMPLE

Australia

In Australia, skills recognition is one of the tools/measures implemented by the Industry Skills Councils (ISCs), which are independent, industry-led, non-profit sectoral bodies. Industries are strongly involved in the definition of aims and priorities of skills recognition approaches. Skills recognition is seen as an important tool in enhancing labour market mobility – a matter on which ISCs cooperate closely with training organizations and directly with employers.

Germany

In Germany, employers (through professional bodies like the German Association of Chambers of Industry and Commerce) participate strongly in the definition of priorities for the migrant workers’ skills recognition approach and its design. The views of these employers (but also those of individuals) have contributed towards improving procedures and supporting services inherent in this approach.

Source: Case studies (Branka, 2016)

2.2 MIGRANT WORKERS

There are various factors that influence the outcomes for migrant workers in the labour markets of countries of destination. Among them, migrant workers' skill levels and education backgrounds play a significant role in determining their migration experience. These, together with other factors such as language barriers and a lack of local work experience, put many jobs out of reach.

An important factor is that, often times, migrant workers are not well informed about the employment services available in countries of origin and are unaware of the local labour market conditions. As a consequence, they may find it difficult to navigate services and the pathways among them and often end up having to rely on social networks, which are less likely to offer access to labour mobility. (Benton et al., 2014)

Temporary and circular migrant workers usually arrive in host countries with a pre-arranged work agreement in place and thus, may not need specific support with job searching from employment agencies in countries of destination. These migrant workers, however, need assistance in handling legal procedures to enter the countries of destination and to address other grievances they might face while abroad.

Permanent immigrants instead might need support if they:

- a) become unemployed;
- b) seek to change jobs, or
- c) pledge for recognition of skills acquired in the country of origin (through formal, non-formal or informal learning), an important aspect of social integration of migrants.

As migrant workers may face social and labour market disadvantages, an early identification of risk factors is essential to provide effective employment assistance. Multi-component interventions that combine language training with work-experience programmes and job-search assistance, as well as raising awareness among employers that hire them, could be more cost-effective than single measures.

Migrant workers are vulnerable to skills mismatch for several reasons. Some of the skills and knowledge that migrants have may not be recognized in the host country, for example due to barriers in transferability of qualifications. Work experience acquired abroad may be discounted while limitations in language skills may hamper the full use of other skills. Discrimination may also prevent job seekers with a migrant background

from obtaining appropriate employment. Furthermore, self-selection of immigrants as well as migration integration policies affect labour market outcomes including matching of jobs and skills. (Sparreboom and Tarvid, 2017)

DID YOU KNOW?

Box 7. Skills recognition for effective labour migration governance – discussion and proposed resolution during the 106th International Labour Conference

On June 2017, during the 106th session of the International Labour Conference, the Committee for Labour Migration acknowledged certain challenges and proposed a resolution concerning effective labour migration governance.

Among the issues discussed, skills recognition and development for migrant workers was given fair attention, particularly for low-skilled migrant workers who are frequently confronted with limited access to such services as recognition of prior learning. The Committee stressed that when properly regulated, Public Employment Services and Private Employment Agencies can play an important role in providing effective skills recognition programmes for migrant workers.

It was acknowledged that participation of the ILO's tripartite constituents can strengthen the effectiveness and sustainability of labour migration policies, including skills development and recognition of qualification. This then resulted in the proposal of actions for the ILO to prioritize the provision of support for, among others, the development of skills and of mechanisms for the recognition of skills whether acquired formally or informally, including at the sectoral level.

Source: The Provisional Record – Reports of the Committee for Labour Migration: Resolution and conclusions submitted for adoption by the Conference, ILO, June 2017

A study on labour market integration for medium-skilled migrant workers in Europe suggested that not many PES in European countries, with the exception of Germany and Sweden, highlighted the issue of qualifications as an employment barrier for newly-arrived migrant workers or as a significant part of its integration strategies - suggesting that the systems for recognizing foreign qualifications for these groups have not yet become fully embedded into PES. (Benton et al., 2014)

National systems that deal with recognition of informal and non-formal learning also vary between major migration destination countries. Some countries, and migrant workers therein, see these recognition systems as a pathway to achieving formal education certification whereas other countries, such as the Netherlands and Sweden have stressed a preference for previous employment experience.

Where RPL services are available, several obstacles such as the lack of information, high costs and long and complicated bureaucratic procedures tend to account for and lead to the large proportion of migrant workers who do not have recourse to the opportunity of recognition. **See Section 3.1.1 for more information on how to raise awareness of RPL.**

2.3 POTENTIAL MIGRANT WORKERS

Labour demand in destination countries can be managed through the effective implementation of bilateral labour migration agreements, and by identifying the skill needs of the host labour markets and adequately preparing migrants to respond to these requirements. For potential migrants who are preparing to enter the foreign job market, the employment services provided to them fall under employment services mainly in countries of origin. **The role of employment services providers in the provision of services to potential migrants are elaborated in Section 4.2.** For example, a pre-departure training/orientation programme can play an important role in this process of preparation for migration.

In some cases, though, the country of destination may offer training courses to potential migrant workers in countries of origin prior to departure. This typically happens in those cases where a destination country receives a significant number of migrant workers from a particular geographical region in order to fill the labour gap in a certain sector.

Box 8. Training abroad of migrant workers

EXAMPLE

In Italy as a country of destination, the Consolidated Immigration Act provides information on training courses for potential migrant workers in their countries of origin. The courses include Italian language, information on the Italian labour market and, possibly, specific vocational training on skills in demand in Italy.

The main promoters of these services are employers' organizations, public and international institutions, and NGOs who have operated for at least three years in the area of migrant protection. A training proposal is made on the basis of Italian companies' needs and opportunities.

Source: Skills dimension of labour migration - improving skills matching across borders - the case of Italy, ILO, 2015, unpublished.

Getting skills and competencies recognized before departure is ideal, however, many developing countries have weak skills recognition systems in place and lack the relevant authorities to deal with this issue. While qualifications may be readily recognized, recognizing informal and non-formal learning of potential migrant workers is challenging. For low- and medium-skilled migrant workers in particular, the lack of these systems in the country of origin and of access to RPL services in destination countries may deprive them of decent work opportunities.

Nevertheless, **it is important to advise potential migrant workers to take a record of their current skills and qualifications, which may require an assessment.** To facilitate the RPL process of migrant workers if/when they return later to their home countries, collection of evidence of training and work experience is equally important. It encourages the regular collecting of evidence of skill development while overseas so that the material for skills recognition is available when a migrant worker returns. (ILO, 2010)

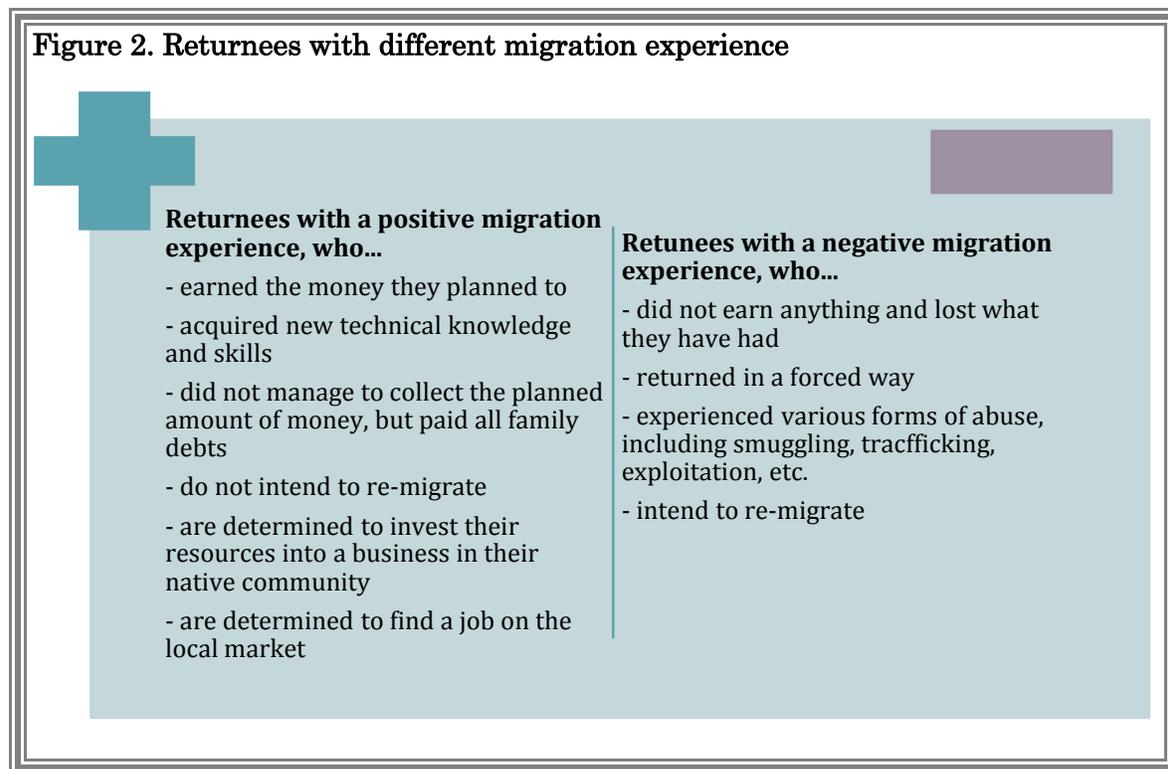
2.4 RETURNING MIGRANTS

Being a returning migrant does not translate into automatic social and labour market integration and returnees may need support for the following services.

- career counselling;
- (domestic/international) labour market information;
- support for self-employment;
- recognition of skills and competencies acquired through non-formal and informal learning while abroad.

See [Section 4.3](#) for detailed information on labour market services available to this group.

Upon arrival in their countries of origin, some migrants feel more empowered, confident and willing to reintegrate into society. Others, however, face problems, which increase their social and economic vulnerability even more than prior to departure. The latter usually happens when the migration experience is a negative one, associated with financial losses, deskilling, and sometimes even abuse, fraud, etc.



The above divisions can help specialists working with returning migrants tailor the specific reintegration programs to match the individual needs of the beneficiary. These categories are not exhaustive and can vary from case to case.

As migrant workers acquire new skills, knowledge and gain competencies through their work experience, recognition and validation of informal learning of returning migrants is a crucial factor to ensuring their reintegration of migrant workers into national and international labour markets, thus ensuring proper skill matching and preventing de-skilling and skills waste. Moreover, through RPL, returning migrants can enter a formal training institution to further strengthen their skills and make themselves eligible for more advanced employment.

It is important to provide services for returning migrants which allows them to 1) assemble data from their overseas employment, including any skills training, into a comprehensive portfolio, 2) map that data against identified national or international competency standard, 3) be assessed, then 4) achieve formal recognition of their new skills and work experience. (*Ibid.*)

Box 9. Services for returning migrant workers in the Philippines

EXAMPLE

The Philippines has established a Skills Registration Database for returning migrant workers in Davao province. Six government agencies under the leadership of the Technical Education and Skills Development Authority (TESDA) oversee the Permanent Returning Overseas Filipino Workers Network (PeRSON). TESDA maintains the database and, together with the overseas Worker Welfare Agency, links their expertise to prospective employers or other useful services. Local government, industry, and training organizations recognize the workers as “heroes of the modern Philippine economy” and tap their expertise.

The network operates to link returning workers with businesses and other opportunities, with an emphasis on the importance of the skills and work experiences acquired. Additionally, TESDA in partnership with the Philippines Department of Labour and Employment is setting up a database of skills in demand in all localities that will serve as the basis for offering training, re-training, and skills up gradation and certification.

Source: Guidelines for recognizing the skills of returning migrant workers, ILO, 2010

2.5 REFUGEES

Refugees differ from other migrant groups in terms of the motivation behind departing their home countries. In addition, they face greater barriers than those encountered by other migrants in transitioning into employment. One of the reasons is that they are often not able to provide proper documentation of their level of education, training or skills.

Labour market integration is more challenging if refugees lack language skills, have low level of educational attainment or transferable job qualifications. An additional burden stems from the length of the asylum procedure, which puts refugees in temporary, insecure residence status. These barriers prevent refugees from quickly and fully participating in the labour market. Additional challenges include less developed social networks, housing regulations, health conditions and trauma during transportation and cultural barriers which are also linked with the labour market outcomes. **See Section 4.1 for information on labour market services available to refugees.**

An increasing number of countries hosting refugees have taken measures to help refugees integrate into the host society. A number of European countries allow those who have been granted a legal residency status to access a wide range of employment services available in the country, including recognition of prior learning services.

The following Jordanian case study serves as a good example of how RPL can help refugees in a fragile environment integrate into formal employment through recognition and certification of their skills.

Box 10. The First RPL scheme in Jordan for both Jordanians and Refugees

EXAMPLE

Following the London Conference on Supporting Syria and the Region in 2016, the Government of Jordan committed itself to the delivery of 200,000 work permits for Refugees in return for concessional financing and preferential trade terms with the EU.

At the time, very few Syrian refugees had received work permits, or had access to adequate social protection and decent work, and as a result most

were working informally in the agricultural¹⁰ and construction sectors. To make matters even more difficult, Jordan TVET law establishes that construction sector occupations are subject to licenses and all construction workers must be certified as competent. As a result, no foreign worker could apply for a work permit in this sector without first obtaining a certificate of competency.

To address this issue, a UK Foreign & Commonwealth Office funded ILO initiative was implemented for the skills testing and certification of 2,500 Jordanian and Syrians working informally in the construction sector.

Missing competencies were first identified through an initial skills analysis against the Jordanian national competency standards for 12 targeted skilled and semi-skilled occupations¹¹. The initiative then provided short term skills training on the competencies that the construction workers were lacking. After the training, the workers were then assessed through an on-the-job practical test and an in-class theoretical test.

As a result of this intervention, 2,500 workers (100 Jordanians and 2,400 Syrian refugees) benefited from RPL and were certified either at skilled or semi-skilled levels. The intervention helped the refugees upgrade their technical expertise and obtain accredited skills certificates, which in turn enabled them to access work permits and enroll in Jordan's social security scheme for the self-employed.

Source: An interview with an ILO official

In the cases of Turkey and Jordan, as previously discussed, refugees have been granted temporary work permits and pursue formal employment. Turkey has recently started extending recognition of prior learning services to refugees. Given the sheer size of their

¹⁰ To implement a work permit process for the agricultural sector, the Ain Slekhath agricultural cooperative helps facilitate the work permit process for Syrian refugee workers which in turn, helps improve their working conditions. The cooperative is the link between Syrians and their work. When they obtain a one-year work permit, their right to work is protected for at least one year. A work permit does not automatically mean decent work conditions, however, a work permit is a step towards formalizing workers and giving them access to better working conditions, such as through having written contracts.

¹¹They included plastering worker, stonemason, iron worker etc.

refugee population and a growing consensus among stakeholders that the employability of this group is critical, this is a remarkable initiative.

Box 11. RPL targeting refugees underway in Turkey

EXAMPLE

The ILO project “Improving Labour Market Integration of Syrian Refugees and Host Communities in Turkey” aims to contribute to the livelihoods of Syrian refugees and host communities by improving employability and enhancing decent work opportunities.

One of the components of the project is the development of a framework for the validation of non-formal and informal learning of refugees who face difficulties in having their competencies/skills validated in Turkey, due to the absence of any proof.

Such a framework, which is to be developed via contributions from relevant public institutions in Turkey, will offer opportunities for refugees, in particular Syrians, who have some knowledge or skill in a particular field but do not possess an official certificate or diploma.

The forthcoming initiative on the validation of non-formal and informal learning, linked to Turkish National Occupational Standards and National Qualifications, will initially be applied in two chosen occupations (still under discussion) and suggestions for further developments and better systematization in other sectors will be made.

Source: An interview with an ILO official

Education institutions, certification authorities and employers of various kinds face at least some uncertainty in attempting to assess and recognize refugees’ qualifications and/or prior learning. One of the biggest barriers is the lack of understanding, among employers and public authorities who deal with this group, of foreign qualifications that refugees have earned abroad. In addition, more often than not, refugees do not have verifiable documents to prove their experiences and competencies.

In some cases, where refugees may not be able to provide official and verifiable qualifications and proofs of prior learning, there is an option to reconstruct a refugee’s background by collecting evidence. Evidence can come from both documented and non-

documented sources. The most popular and widely-used methods to collect evidence are developing a portfolio which contains information on prior learning, including formal, non-formal and/or informal and on professional background, work observation and/or practical exams. **See Section 3.1.2 for more information on the methods and tools on how to collect evidence and prepare for the RPL.**

More detailed information, including examples, on how to facilitate access to recognition of prior learning is explained in [Section 3](#). A range of other labour market services available to the target group is elaborated in [Section 4](#).

DID YOU KNOW?

Box 12. Skills recognition and development helping the Transition from War to Peace

On June 2017, during the 106th session of the International Labour Conference, member States adopted a Recommendation reaffirming the importance of employment and decent work for promoting peace, preventing crisis situations arising from conflicts and disasters, enabling recovery and building resilience.

The Recommendation urges Member states to establish public employment services or restore and strengthen existing ones and to ensure the regulation of private employment agencies so as to support the access of refugees to the labour market.

Among the proposed actions, it was stressed that it was crucial to facilitate the recognition, certification, accreditation and use of skills and qualifications of refugees through appropriate mechanisms. The committee also noted that it was critical that refugees be provided with access to tailored training and retraining opportunities including intensive language courses.

Source: The Provisional Record – Reports of the Committee on Employment and Decent Work for the Transition to Peace: Instruments submitted for adoption by the Conference, ILO, June 2017

2.6 SUGGESTED READINGS

- OEC, European Union, *Indicators of Immigrant Integration 2015: Settling In*, OECD Publishing, 2015
- European Parliament, *Labour Market Integration of Refugees: Strategies and good practices*, 2016
- ILO, *Refugees' integration in the EU labour markets: seizing the opportunities – tackling the challenges*. Background Note
- ILO, OSCE, IOM, *Manuel pour l'établissement de politiques de migration de main-d'oeuvre efficaces Édition méditerranéenne*, 2007
- ILO, *A Skilled Workforce for Strong, Sustainable and Balanced Growth. A G20 Training Strategy*, 2011
- CEDEFOP, *Valuing diversity: guidance for labour market integration of migrants*, 2014

SECTION 3

HOW TO FACILITATE ACCESS TO SKILLS RECOGNITION PROCESSES

There are a range of labour market services that might be available to migrant workers. The main focus of this Section is on one of those services – how to provide assistance for the formal recognition of skills, competencies and qualifications.

Section 1.2 of this guide provides an overview of RPL systems; re-read as a reminder of key issues and terms.

The recognition procedure for migrant workers can include both the recognition of qualifications acquired in the country of origin and recognition of informal and non-formal learning outcomes.

Recognition of qualifications for licensed and technical occupations, mostly at degree level and above, is often facilitated by a bilateral agreement reached between the countries involved (See [Section 3.2](#) below for more information)

The recognition of informal and non-formal learning outcomes is often done through a competency based assessment procedure (testing, work simulation, work observation, etc. It can be integrated into existing formal education and training systems, or it can be made part of a parallel system, using educational benchmarks or standards for qualifications.

Different methods and approaches are used to obtain recognition of prior non-formal and/or informal learning for access to further education and training and/or labour

mobility within host and/or labour sending countries. Criteria, such as duration of prior experience as how long ago it was acquired, which are usually predetermined by the service providers of host and/or labour sending countries are also considered.

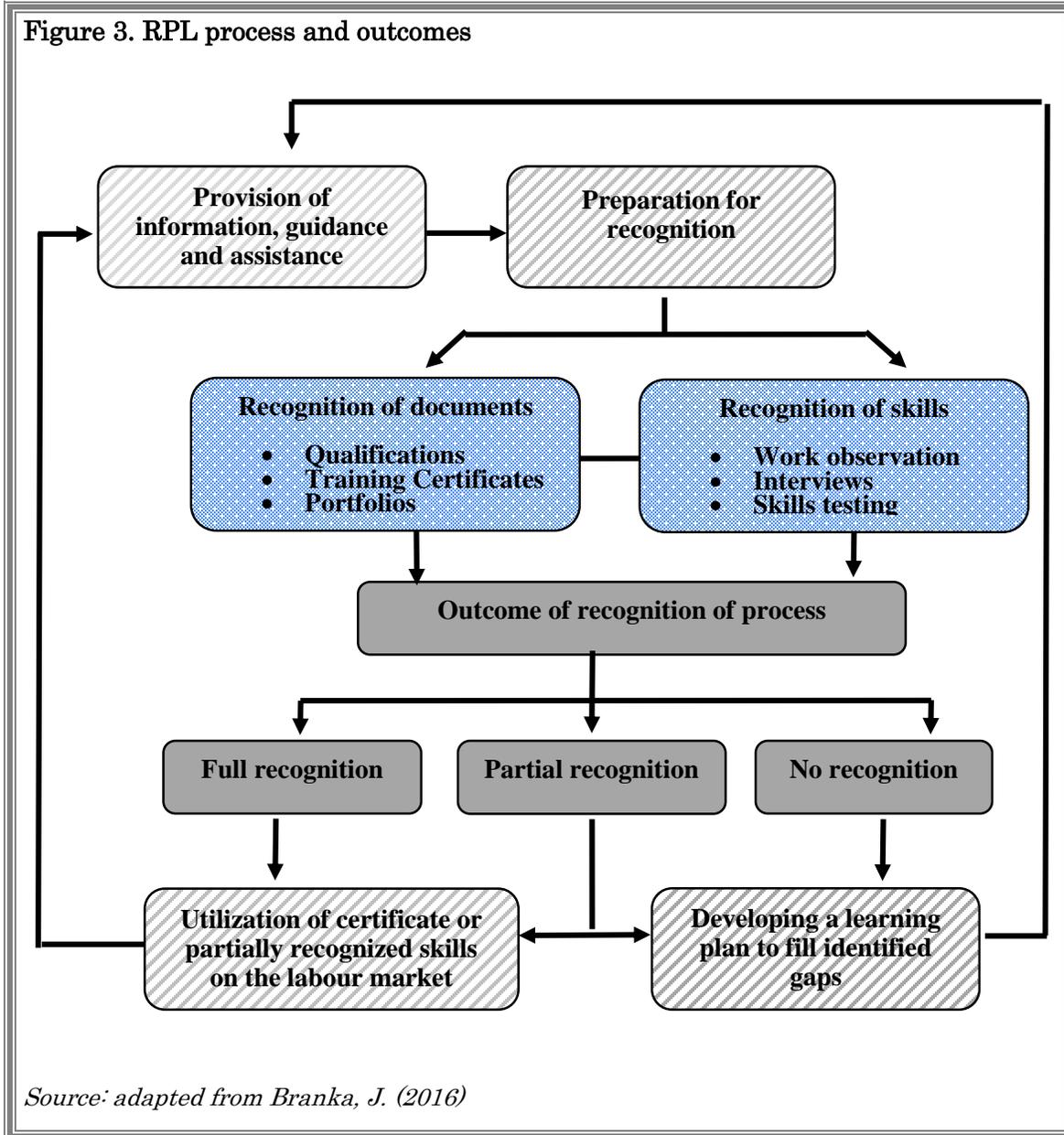
The recognition process can be managed by an assessment centre or training organisation which conducts assessments in different sectors. In some cases, these assessment centres can be sector-specific, focusing on specific industries like construction or tourism. This is often the case with occupations requiring licenses to practice. In some cases, the assessment process underpinning RPL can be split between different agencies.

In some industry sectors, there are sector skills recognition processes that have their own specific characteristics and may be available to both nationals and migrants alike. The IT sector is one such example, where various certifications offered by vendors offer workers an opportunity to have their work experience and skills directly tested through technology specific assessments.

3.1 Steps in skills recognition processes for informal and non-formal learning

The principles underpinning the process recognition and validation of informal and non-formal learning include: validity; reliability; confidentiality, transparency; and fitness for purpose. (CEDEFOP, 2009) It is important for employment service providers keep this in mind when assisting applicants in accessing RPL systems.

Figure 3. RPL process and outcomes



The striped boxes reflect the possible roles and responsibilities of employment agencies in the skills recognition process and are elaborated below.

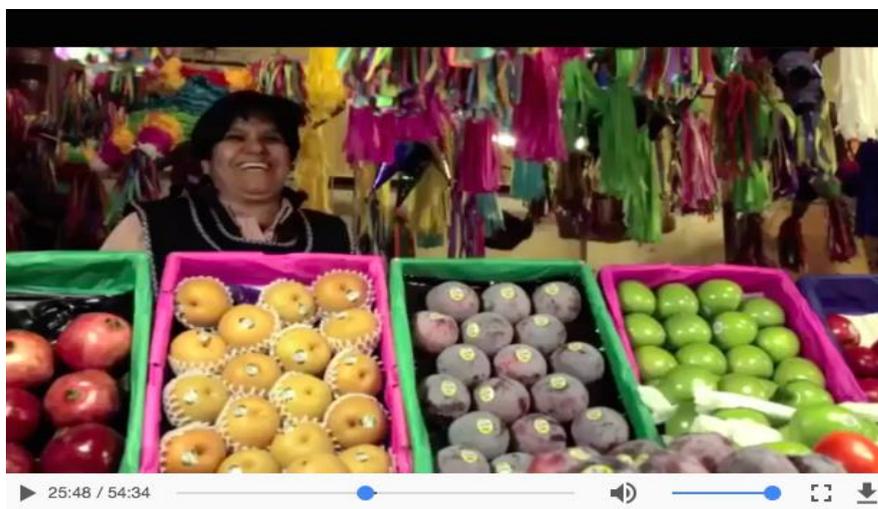
3.1.1 Awareness raising, information, guidance and assistance

One of the key roles for employment agencies and support groups dealing directly with migrant workers and refugees is raising awareness of RPL systems and their potential outcomes. This awareness raising should target potential users, individuals and their employers along with the training/assessment centres and other organisations involved in the process. User awareness and understanding of the process, outcomes and benefits will boost participation.

Box 13. A RPL documentary in Italy - 'L'esperienza vale' (Valuing experience)

EXAMPLE

During 2015, Institute for the Development of Vocational Training of Workers (Isfol) in cooperation with RAI National Italian TV, produced a documentary titled '[L'esperienza vale](#)' (Valuing experience), to inform target groups about validation of non-formal and informal learning.



[Picture 1. A screenshot of the documentary 'L'esperienza vale']

It portrays four stories of Italian and foreign nationals Michelle, Oleg, Carmen and Enrica who have all found work that satisfies their aspirations, or have returned for training in order to validate and certify their skills.

These stories take us around Italy as well as in France and the Netherlands, and show how the validation of skills works in different contexts and represents a cross-sectional tool of value for both individuals and the systems that use it.

Source: Rai - Radiotelevisione Italiana Spa

<http://www.raiscuola.rai.it/articoli/lesperienza-vale/30043/default.asp>

Employers often lack understanding of the benefits of supporting migrant workers through the RPL process or employing migrants who have had their skills recognized. Marketing and communication activities, to promote RPL among employers and engage them in the process, need to be proactive.

For individuals, the extent of marketing combined with information, support and guidance will influence take-up. PES should be proactive and develop a communication, coordination and collaboration strategy and reach out through:

- Radio/ television
- Exhibits/ road shows
- Job fairs
- On line – Social networks, website
- Print media/ cartoon, and
- Networks used to advertise jobs and training opportunities.

Remember **communicating in the language of your target group** is essential! Use translators and interpreters as necessary.

Box 14. Good practices in reaching out to target groups

EXAMPLE

Belgium

- PES are the primary channel for reaching individual users. Jobseekers have been the main target group of the scheme since its inception. Validation centres also provide information to anyone interested in the scheme. Prior to registering for a test, guidance is provided to candidates to assess their chances of success. Other ways to reach potential users include the Consortium website, the diffusion of information material, targeted emails to jobseekers, and media campaigns. As part of the Year of Competencies in 2013 (2013, Année des compétences), a number of initiatives promoted the various ways in which citizens could have their competencies recognized. One of the outcomes was the creation of an online portal providing information about all types of validation procedures in French-speaking Belgium (*Mathou, C. 2015*)

South Africa

- The occupational learning system is a relatively new innovation. A number of marketing and communications activities are being undertaken to keep stakeholders informed about occupational qualifications development and assessment processes: (i) national road shows are held in all nine provinces; (ii) a website has been developed providing vital information; (iii) a management information system has been installed; (iv) a marketing and communication strategy has been developed; (v) The Quality Council for Trades and Occupations (OCTO) participates in major exhibitions and produces a range of printed materials (*Rasool, H. 2015*).

Ghana

- Awareness on RPL is supported through meetings, workshops, stakeholder consultations, exhibitions, trade fairs and participation in graduation ceremonies for the recognition of competencies of graduated apprentices (*Amankrah, J. 2015*).

Reaching out to potential users is the starting point; this needs to be accompanied by user-friendly information as well as guidance and assistance on accessing the RPL system. Focusing on practical skills recognition examples will inspire migrant workers and boost their understanding, trust and confidence in the process.

Box 15. 'Recognition in Germany'

EXAMPLE

The website 'Recognition in Germany' serves as an information portal of the German government for the recognition of foreign qualifications or certificates for migrant workers and refugees who wish to take up employment in Germany.

The website has collated relevant information and services that pertain to how professional recognition can be obtained and includes information on, amongst others, 1) Step-by-step process of recognition for selected occupations which are searchable via a user-friendly 'Recognition Finder' function, 2) preconditions for skills recognition, 3) success stories of skills recognition, 4) hotline and counselling information, 5) relevant authorities, institutions and their contact information.

https://www.anerkennung-in-deutschland.de/html/en/success_stories.php

RECOGNITION PROCEDURE

LEGAL BASIS

COMPETENT AUTHORITIES

ACADEMIC / SCHOOL QUALIFICATIONS

PROFESSIONAL RECOGNITION FOR REFUGEES

INFO LIBRARY

SUCCESS STORIES

- > Azem Ceka – Recognition as Car varnisher
- > Jigar Hasso – Recognition as cook
- > Judith Yawa Aggor–Eдорh – Recognition as custom tailor
- > Fernando Llusiá de Castro – Recognition as construction engineer
- > Alaa Kheralah – Recognition as dental technician
- > Ana Poli – Recognition as registered general nurse
- > Fares Schammas – Recognition as joiner

SUCCESS STORIES



MY ROUTE TO PROFESSIONAL RECOGNITION

SUCCESS STORIES

Foreign skilled workers talk about their own personal employment histories



Jigar Hasso
RECOGNITION AS COOK



Alaa Kheralah
RECOGNITION AS DENTAL TECHNICIAN



Judith Yawa Aggor–Eдорh
RECOGNITION AS CUSTOM TAILOR

[Picture 2. 'Recognition in Germany' - Success Stories]

Users can access this website in 8 different languages, including Turkish and Romanian, and the mobile application is available in German and English as well as in the five major languages spoken by refugees - Arabic, Dari, Farsi, Tigrinya and Pashoto.

Source: The Federal Government Information Portal for the recognition of foreign professional and vocational qualifications in Germany. <https://www.anerkennung-in-deutschland.de/html/en/>

Ensure that information provided answers the questions that will arise and indicate the range of support services that can be provided on the journey to achieving recognition of one's skills and competencies. There is a huge range of questions you may be asked and, in most cases, the answers will be specific to the RPL processes in the country, region, or sector you are addressing. **Some typical questions and generic answers**¹² are appended at the end of this Guide.

It is important to provide information on the entire RPL process, not just the steps whereby employment agencies play a key role (See Figure 3. Skills recognition process and outcomes). This should cover the screening of applicants, submission of application, initial assessment, identification of gaps (if any), final assessment and granting of certificates if successful.¹³

Finally, involving key stakeholders and actors in the design and implementation is crucial to ensure the effective collaboration and coordination for raising RPL awareness for migrant workers and other target groups such as employers.

Box 16. Collaboration and Coordination- raising RPL awareness for migrant workers in the Sri Lankan construction sector

EXAMPLE

The RPL process for potential and returning migrants in Sri Lanka leads to a qualification from the National Vocation Qualification center. The process is usually conducted by the Department of Technical Education and Training (DTET), National Apprentice and Industrial Training Authority (NAITA), Vocational Training Authority (VTA) and other accredited assessment and training centers.¹⁴

A workshop was recently held to address the awareness raising of RPL within the construction sector and a mechanism for each modality taken and relevant body concerned was finalized. The final mechanisms were consulted

¹² This Q and A is adapted from APPLICANT'S GUIDE TO RECOGNITION OF PRIOR LEARNING, Charles Darwin University. <http://www.cdu.edu.au/sites/default/files/cdu-vet/docs/guild-rpl.pdf>

¹³ See Aggarwal, 2015 and Branka 2016 for more on this.

¹⁴ The minimum industrial exposure requirement to become eligible for recognized prior learning is 18 months for NVQ level 2 and level 3 qualifications, for level 4, it is 24 months.

and agreed upon by the stakeholders. This multi party collaboration for the awareness raising on RPL for the target group, is particularly significant given the wide range of actors involved during its design and implementation.

To create awareness and promote RPL for potential and returning migrant workers, relevant governmental authorities have developed simple user friendly guides which are presented in local languages. These communication materials, in the form of booklets and videos, are distributed at the local administrative unit level as well as abroad by Sri Lankan foreign missions in countries of destination. *Grama Niladhari*, the administrative unit of the local government, for example, is one such organization that plays a vital role in this process with its village outreach programs and by collecting and certifying evidence for RPL.

Source: Mechanism for Assessing Skills of Departing and Returnee Migrant Workers, ILO, 2017, forthcoming

3.1.2 Preparation for recognition

When an individual or group of individuals decide to apply for RPL, employment services providers can play a very important role preparing them for the process.

An employment counsellor, assigned by employment services providers, may ask an applicant to fill out self-assessment form in order to profile and identify skills of which an individual wish to be certified. A sample of a self-assessment form utilized by the Swedish Public Employment Agency is provided below. The self-assessment questions are based on the requirements of various professions in the country and the following example is pertinent to construction building works.

If an applicant is unsure of skills and/or competencies possessed, a more generic [assessment checklist](#) may be provided. A sample is provided at the appendix.

Table 1. Self-assessment form sample – construction/building worker¹⁵

Personal characteristics that are important for the profession	1-5 (No experience - Substantial experience)				
1. I am good at interacting with customers	1	2	3	4	5

¹⁵Source: Arbetsförmedlingen (The Swedish Public Employment Agency)

2. I can remain calm in a difficult situation	1	2	3	4	5
3. I can work under stress	1	2	3	4	5
4. I know and understand the implications of being in a workplace environment	1	2	3	4	5
5. I can conduct myself according to the rules of a workplace	1	2	3	4	5
6. I keep my workplace clean and tidy	1	2	3	4	5
7. I am used to making decisions independently	1	2	3	4	5
Experience and competencies that are important for the profession	1-5 (No experience - Substantial experience)				
1. I have experience of ground works for laying water and sanitation pipes	1	2	3	4	5
2. I have experience of ground works for road construction	1	2	3	4	5
3. I have experience of asphalt surfacing for e.g. roads	1	2	3	4	5
4. I have experience of ground works for railroad construction	1	2	3	4	5
5. I have experience of ground works for landscaping	1	2	3	4	5
6. I have experience of laying stone or slabs for pathways	1	2	3	4	5
7. Number of years of experience as a construction/building worker:	_____ years				

It is important to encourage and help an applicant to collect evidence and prepare relevant documents. Below are some examples of what evidence may be included.

Portfolio



- A paper outlining education and career goals
- Learning outcomes and competency statements
- A chronological record of significant learning experiences
- Formal and informal records i.e. certificates of past learning achievements – supplier training courses, in house courses, workshops, seminars, club course e.g. first aid, surf life saving etc.
- Curriculum Vitae/resume

Other documents



- Licenses obtained, e.g. forklift, working with children, etc.
- Photographs or DVD's of work undertaken
- Work samples such as technical drawings or site plans you have worked with workplace inductions
- Memberships of relevant associations
- Performance appraisals
- References or letters from previous employers or supervisors
- Any other documentation that may demonstrate industry experience

Here are some tips to help an applicant prepare a portfolio¹⁶.

- Talk about **the applicant's work history** particularly if they are not currently employed. Also refer to the details on the RPL applicant form regarding the information about where they have worked, either paid or unpaid, and what tasks they performed there.
- Talk about **the applicant's current job roles and responsibilities** if they are currently employed.
- Discuss **the opportunity to contact the applicant's workplace or previous workplace**, if possible, so their skills can be verified by someone that works or has worked with them.

¹⁶ Adapted from Applicant's Guide to Recognition Of Prior Learning, Charles Darwin University.
<http://www.cdu.edu.au/sites/default/files/cdu-vet/docs/guild-rpl.pdf>

- Discuss **the possibility to contact community or organizations from unpaid or volunteer work** they have done.
- Discuss any opportunities **the applicant has had for in-house training** conducted by staff or suppliers to their industry or service area. If they are issued with a **certificate for their attendance**, ask them to bring it with them for their interview.
- Based on the information collected, assist the applicant to **prepare a portfolio**.

Box 17. The EU Skills Profile tool for third Country nationals

EXAMPLE

The European Commission has developed a new EU Skills Profile tool for third Country nationals. The tool aims to support early identification of the skills of refugees, migrant workers and other third country nationals.

The focus of the tool is to help individuals produce a profile of their skills and to help an adviser identify any recommendations or next steps. It is intended to be used by any service that may offer assistance to third country nationals and is formatted to be used in an interview situation to get to know the individual, their skills, qualifications and experiences.

The information collected can be used to:

- support further assessment,
- form a basis for offering guidance,
- identify up-skilling needs,
- support job-searching and job-matching.

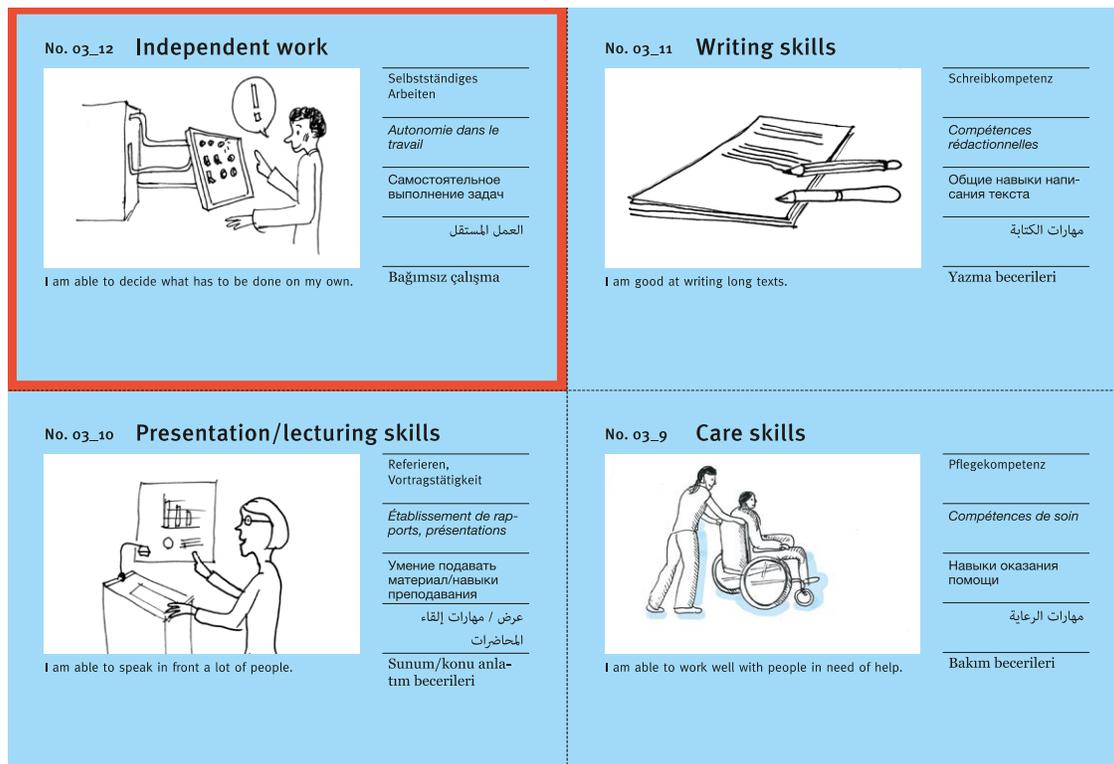
The EU Skills Profile tool will be available in all EU and EEA languages as well as in Arabic, Farsi, Pashto, Sorani, Somali and Tigrinya. The Beta version of this tool is currently available on the internet (<http://www.efvet.org/2017/06/21/eu-skills-profile-tool-for-3rd-country-nationals/>).¹⁷

During the course of preparation, an employment counsellor may use a variety of tools and methods available in order to fully understand the competencies and skills of the applicant. One interesting tool that is developed and utilized in Germany is

¹⁷The tool is not intended as a recognition or authentication tool, it is rather an assisting tool for skills identification and can be used as a preparatory tool for RPL.

‘Competency cards’. The cards were specially developed for immigration counselling in order to support the analysis of the social abilities and skills of migrants, taking into account informally and non-formally acquired skills. The combination of pictures and text in simple language makes it easier for migrants to access and helps overcome language barriers since the cards are self-explanatory. This tool is particularly useful for low-skilled migrants and refugees who do not possess good language skills.

Picture 4. ‘Competencies cards’



Source: Bertelsmann Stiftung www.bertelsmann-stiftung.de

3.1.3 The assessment process

Although employment services providers are not directly involved in the assessment they can play an active role in supporting applicants particularly through liaising with the agencies involved, providing translation and interpretation services throughout the process and acting as a mediator between the assessor and the migrant worker seeking RPL.

The first step for an applicant is to complete the RPL application form. Once an applicant completes the RPL application and has assembled all the evidence and prepared a portfolio, if required, to present the evidence in an easily accessible way, the whole package is typically reviewed by the assessor. Following an initial assessment, the applicant will usually be interviewed and/or asked to undertake skills testing by the assessor to verify the legitimacy of the applicant's claim.

Professional assessors, competent both in the occupation and in the assessment process, will compare the competencies of the applicant against relevant occupational standards or program learning outcomes. Usually a mix of methods, which include the portfolio, assessment, criterion-oriented interviews, workspace observation or other forms of testing, is applied, depending on the aim, the target group and the competencies to be assessed. The assessor will then make a decision on whether the applicant is competent against the units of competency he/she has applied for and informs the applicant of the outcome.

Box 18. A RPL procedure in the Netherlands

EXAMPLE

The procedures of recognition of prior learning (RPL) and accreditation of prior learning (APL) in the Netherlands are as follow:

1. Informing and advising applicants on APL
2. Decision for APL > collecting evidence and preparation of the portfolio
3. Assessment of competencies
4. Issuance of a certificate ([Certificate of Experience](#) ('Ervaringscertificaat'))



Source: Adapted from The Dutch Knowledge Centre for APL

If the applicant is successful, he/she is issued a formal certificate or occupational license. The applicant is thereby eligible for relevant job opportunities or further training and can further use the full services of employment agencies for updating their CV to reflect the outcome of the RPL and applying for jobs with the new qualification. A sample of a full certificate and a partial certificate, in case of partial recognition, are appended to this Section. (Mansfield and Downey, 2013)

If the applicant is deemed not yet competent and/or wants to gain additional skills in some other units of competency, he/she can do so through the regular pathways of institutional or workplace training and assessment. In this case, employment services providers should provide information and support on available learning pathways and options (see Section 3.1.4 below). Also see [Section 4](#) on the range of other labour market services available to migrant workers.

3.1.4 Filling the skills gaps through a learning plan

Once the RPL assessment has been completed and an outcome decided, assessors will advise applicants on how to fill any competency gaps that may have been identified so that the full qualification can be obtained. Employment counsellors can play an active role in this process, advising on training options and how to use the partially or fully recognized certificate to access the labour market. The end result of this interaction with the assessor and the employment counsellors should be the development of a learning plan. The learning plan should identify what programs or activities the individual should engage in and how that will occur.

Evidence show that employment and training programs targeted to the needs of specific migrant workers to become job ready and licensed in their field are more successful than general programs.

These bridging courses can involve a range of delivery strategies including training for gaps in competencies through readings, project work, attendance at individual training sessions, attendance at group classes, work placement or all of the above. When the gap training and related skills development is complete, the applicant should be re-assessed against the same units that they were previously assessed against.

Each bridge training program is different and may provide individuals with:



One possibility for applicants with gaps in their educational, competencies or technical skills records is for employers to try provisional employment (Malfroy, 1999); that is, an applicant is hired with the idea that he/she will demonstrate his/her ability to do the job over a defined period of time. On-the-job training, professional development opportunities, accelerated performance reviews, and mentorship under an experienced company can help make the employee’s chances of success greater, regardless of whether the employment is conditional or not. (Loo, 2016) Employment services may play a facilitating role in this process between respective employers and migrant workers.

As previously stressed, migrant workers as well as refugees often face a de-grading of competencies as a result of the recognition process due to lack of linguistic competency – rather than actual technical competency – and this, consequently, may lead to their limited labour mobility or labour integration into the host countries. (IOM, 2013) In this regard, language course and training need to be provided in combination with the above-mentioned bridge training programs to migrant workers and refugees.

3.2 Recognition of formal education and training

An example of a recognition process for formally educated migrant workers can include the following steps:

The relevant competent authority checking whether the professional or technical qualification obtained abroad is equivalent to host country qualification. This equivalence checking is based on formal criteria, such as the content and duration of training.



If differences are identified in regulated occupations, the applicant has to complete the compensatory measures stipulated by the competent authority, i.e. an adaptation period or test.



For non-regulated occupations, the applicant is recommended to undergo appropriate training to compensate for the missing skills listed in the assessment notice (but this is often not provided or paid for by the recognition authority).



The jobseekers may receive financial support. This applies both to skills recognition (especially in the case of recognition of foreign qualifications) and for subsequent training - if recommended.

In general terms, the formal recognition of knowledge and skills of a migrant worker depends on the type of education system in the sending countries and how it compares to host countries both in terms of content and quality. Learning outcomes are assessed to determine the issuance of an equivalent diploma or certificate that allows employers to identify the real competencies of the workers they seek to hire.

This is typically initiated by Public Employment Services (PES) upon the approach of potential applicants or from referrals of agencies dealing directly with migrants. PES do not directly assess skills and competencies, but act as a point of referral to official agencies or assist applicants to prepare an application. In the case of specific requests from a foreign employer, PES might offer their clients an expert assessment conducted by external suppliers contracted by them.

In other cases, especially when competencies declared by the jobseeker are not certified, employment agencies could support the jobseekers in the recognition process by conducting direct assessments, if such a process is available in the country.

The typical process in addressing the recognition of the skills acquired through formal education by migrants first focuses on higher level academic qualifications and recognition of other diplomas and certificates.

3.2.1 Recognition of academic qualifications issued by foreign education institutions

The procedures for recognition and equivalence of qualifications are regulated by international or bilateral agreements between countries.

Recognition of a diploma or degree of higher education obtained in a country, implies acceptance by the competent authorities of another country and the granting to its holder of rights enjoyed by those of the latter country. These rights extend to either the pursuit of studies or the practice of a profession. Generally, equivalence checking is based on specific criteria such as the content and duration of previous training.

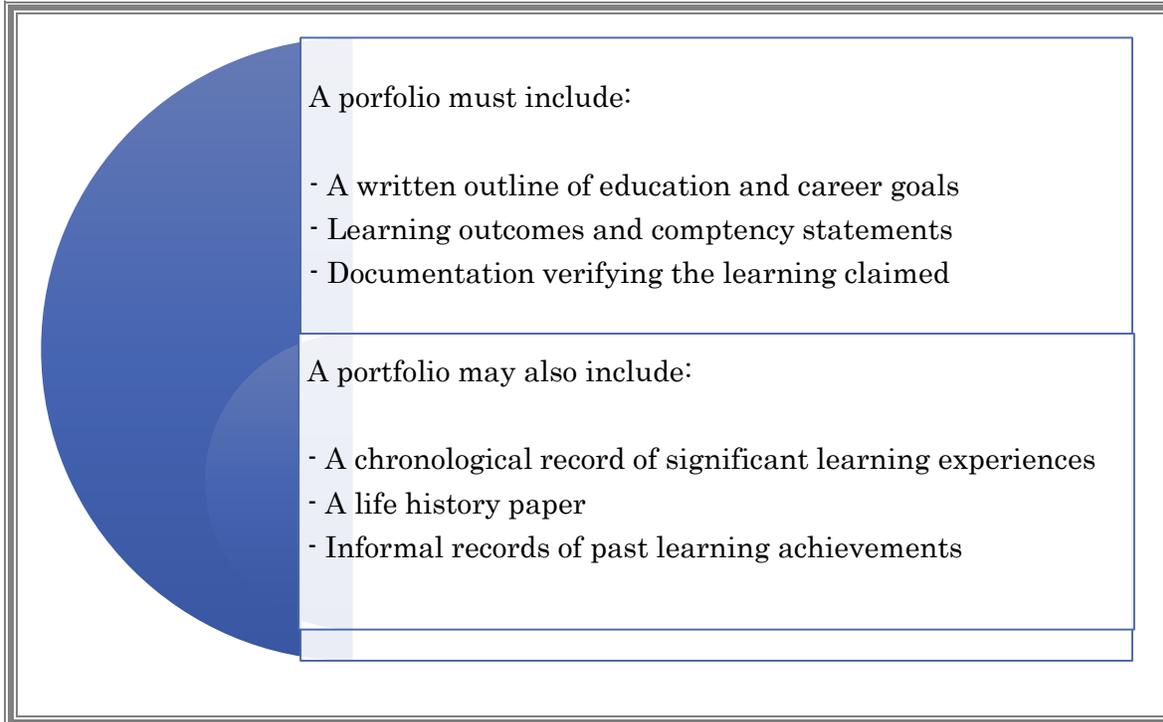
For more information about the recognition of qualifications, it is recommended that potential migrants familiarize themselves on the specific procedures for the Equivalence of Diplomas in the country to which they plan to move before departure.

DID YOU KNOW?

Box 19. The role of PES in the process of recognition of academic qualifications

The employment counselors first ask migrants to submit their academic records which are then certified by the relevant authority. They may provide a translation service, however, the associated cost is usually borne by the migrants.

The employment counselors, assigned by PES, can also help migrants prepare their skills portfolio: an organized collection of materials which records and verifies learning achievements and relates them to the requirements of the specific education or training program, occupational standard, or technical qualification for which the migrant is looking to obtain recognition.



Box 20. The ENIC - NARIC Information centre on qualifications

EXAMPLE

The ENIC (European Network of Information Centres in the European Region)-NARIC (National Academic Recognition Information Centres in the European Union) Network is made up of information centres in 55 countries that provide information on international recognition of national qualifications and related topics to individuals, employers, education institutions and others.

Established by the Parties to the Lisbon Recognition Convention of 1997 and under an initiative of the European Commission in 1994, they typically provide information on:

- recognition of foreign diplomas, degrees and other qualifications;
- education systems in both foreign countries and the centre's own country;
- opportunities for studying abroad, including information on equivalence.

Source: <http://www.enic-naric.net>

3.2.2 Recognition of other diplomas and certificates

Other qualifications below degree level are not typically recognized through a formal agreement between countries and thus are often considered as one form of evidence in the recognition of prior learning process. Therefore, having a certificate issued in the sending country does not have the same potential for equivalency in the destination country. Another possibility is that some academic institutions may recognize such certificates and issue partial credits when used for continuing studies in the receiving country. Procedures are detailed in the preceding section for recognizing other forms of non-formal and informal learning.

3.3 Suggested readings

- Jiří Braňka, *Understanding the potential impact of skills recognition systems on labour markets: Research report*, ILO, 2016
- Jiří Braňka, *Strengthening Skills Recognition Systems: Recommendations for key stakeholders*, ILO, 2016
- C. Shah, M. Long and J. Windle, *Recognition of skills and qualifications: labour mobility and trade in services*, 2007
- Aggarwal, A. *Recognition of prior learning: Key success factors and the building blocks of an effective system*, ILO 2015
- ILO, *Guidelines for Recognizing the Skills of Returning Migrant Workers*, 2010
- Desireo, M.F. and Schuster, A. (eds.). *Improving Access to Labour Market Information for Migrants and Employers*. International Organization for Migration (IOM), 2013
- European Commission/Cedefop/ICF International., *European inventory on validation of non-formal and informal learning 2014*. Final synthesis report, 2014
- IOM, *Recognition of qualifications and competencies of migrants* (Brussels), 2013
- OECD, *Matching Skills and Labour Market Needs. Building Social Partnerships for Better Skills and Better Jobs*. World Economic Forum Global Agenda Council on Employment, 2014
- Loo, B. *Recognizing Refugee Qualifications: Practical Tips for Credential Assessment*, World Education Services, 2016

SECTION 4

OTHER LABOUR MARKET SERVICES AVAILABLE TO MIGRANT WORKERS

Employment services providers usually offer a wide range of services that migrant workers can benefit from. While the previous section provided detailed information on how to facilitate recognition of prior learning services for migrant workers, this section will cover other labour market services that are available.

Mediation with the international labour market traditionally falls under the Private Employment Agency (PrEA), however, Public Employment Service (PES) can also play a proactive role in this regard. Typically, this happens when the government of the sending country has prioritized the prevention of irregular migration and seeks to facilitate adequate job matching. Please refer to the appendix at the end of this Section for the steps to be undertaken by PES when it receives a request from a company abroad for the recruitment of migrant workers.

DID YOU KNOW?

Box 21. The role of Public Employment Services

PES operate as a virtual bridge between the competencies of their national workers and the labour needs in specific areas worldwide. PES identify job opportunities abroad and assess information on these opportunities for national migrant workers through:

- Organizing job fairs open to international employers;
- Bilateral agreements between countries of origin and destination.

While exploring labour markets abroad, PES can carry out missions that allow it to:

- Make contact with potential customers (or retain existing customers);

- Inform potential employers on the services that PES can provide to them and to migrant workers, within existing frameworks.

4. 1 ACTIVE LABOUR MARKET PROGRAMMES (ALMP)

The bulk of the services offered by employment service providers to jobseekers are included under the cumulative tag of ALMPs. (See [Glossary in Annex 9](#)).

Some of these measures, though designed for the native population, can ideally also be used for immigrants, returnees and, where possible, refugees. These include the following interventions:

Job search assistance

- Counselling and monitoring of job search efforts
- Training on how to write a CV and cover letter

Subsidized private sector employment

- Wage subsidies and/or participation to the social security contribution for employers who hire unemployed workers, especially those who are more vulnerable

Public works

- Usually offering temporary job opportunities, mainly in community services, aiming more at income generation than to increasing the employability of jobseekers

Self-employment incentives

- Technical advice, start-up support, training on business management

Training

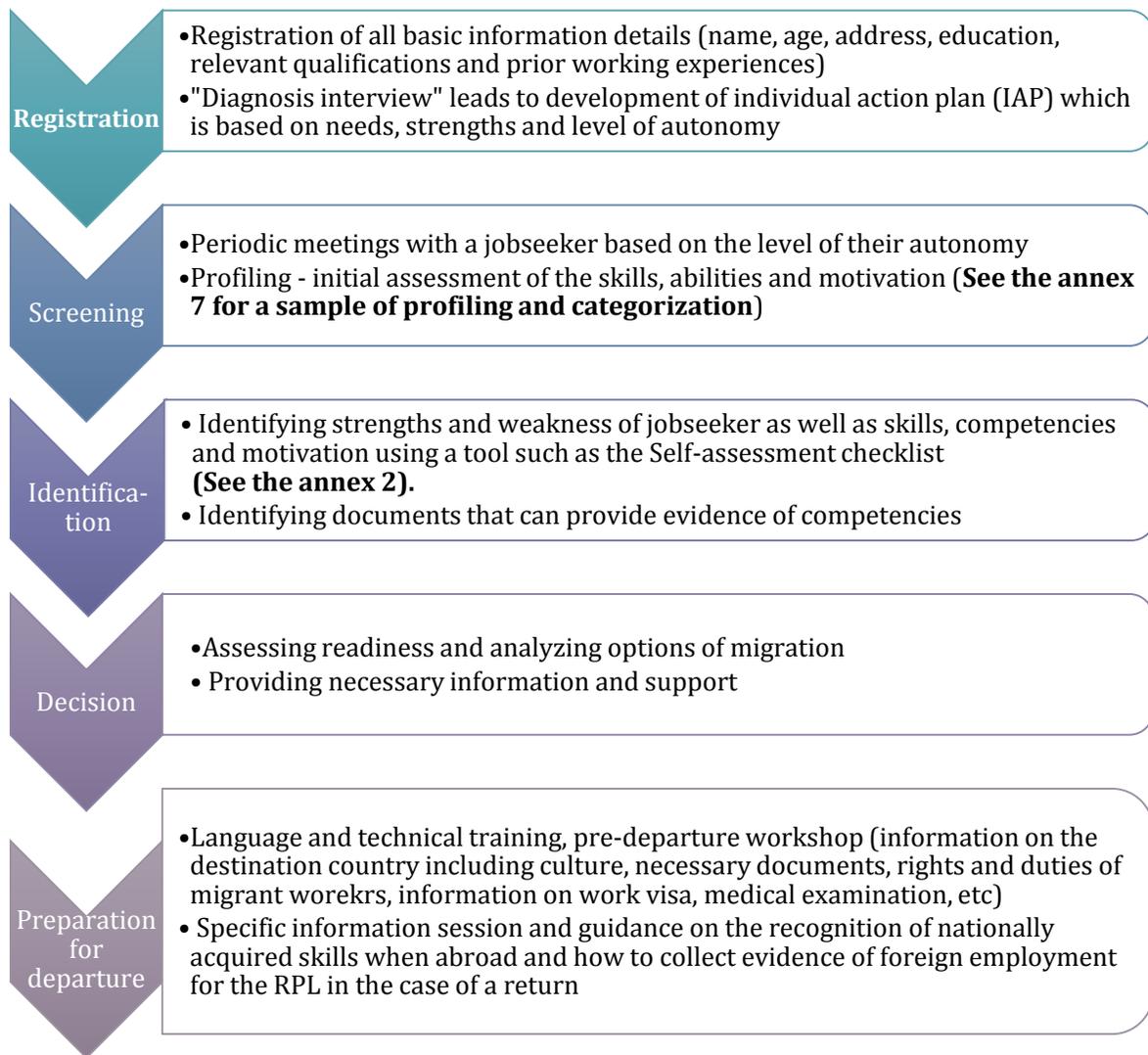
- Aiming to enhance skills needed by jobseekers for increasing their employability. On-the-job and/or off-the-job training, a combination of in-company training with subsidies

There are specific programs designed mainly for immigrants and, where applicable, refugees:

Language training	<ul style="list-style-type: none">•It aims at improving participants' ability to communicate the main language of the country of destination.
Orientation course	<ul style="list-style-type: none">•It provides information about history, culture and institutions of the host country.
Introduction programme	<ul style="list-style-type: none">•It provides newly arrived immigrants with a customised assistance in job searching, including training, and subsidised employment.
Ad-hoc programmes for immigrants and refugee	<ul style="list-style-type: none">•This can include advice and support for the recognition of skills acquired through formal, non-formal and informal learning. In case of identification of gaps in competencies, training opportunities might be offered through the available training providers. In some cases this activity could be undertaken directly by the migrant worker benefitting from ad-hoc funds.

4.2 SERVICES FOR POTENTIAL MIGRANT WORKERS

When potential migrant workers contact employment services providers for the first time, they might not be aware of the options for working abroad. In this case, the employment services providers could assess their competencies to help them make informed choices. Typically, the services offered to this group follow the steps below.



Specific information and guidance may be provided, if appropriate, to potential migrants on different recruitment channels:

- 1) **Private Employment Agencies.** The current trend shows that more and more migrants are recruited by private employment agencies that provide information on overseas opportunities for job seekers and personalized services to candidates seeking a job abroad. These services include preparation sessions in the linguistic, social and professional areas of host countries, and also in the final arrangement of an agreement with the recruiting companies via the selection of workers through competitions, screening or final selection interviews.

- 2) **Recruitment through public services in destination countries.** A potential migrant may also find jobs abroad by accessing public databases published by the employment services in many countries. This option often applies to regions with free movement of labour such as the EU region.

DID YOU KNOW?

Box 22. An EU job database by the European Employment Service

At the European level, an EU database of job vacancies is maintained by the European Employment Service (EURES). This network, which connects public employment services of the member countries of the EU, aims to facilitate the mobility of workers within the European Union and the European Economic Area (EEA).

Source: EURES – The European Job Mobility Portal <https://ec.europa.eu/eures>

- 3) **Direct recruitment by the employer.** Migrants can also be recruited directly by the foreign employer. In such a process, the employer can directly contact and select workers, establish conditions of employment including the visa documents of work and travel, and ensure that the general and special conditions of the contractual relationship between the two parties are respected (see the [Annex 6](#) for steps to be taken by PES upon a receipt of recruitment request from a company).
- 4) **Recruitment through networking.** The role of social networks has become a major factor contributing to the increasing number of migrant workers. Social networks not only include family members, but also other relatives and friends.

DID YOU KNOW?

Box 23. The ILO Fair Recruitment Initiative

The ILO Fair Recruitment Initiative, launched in 2015, is a multi-stakeholder initiative, implemented in close collaboration with governments, agencies of the Global Migration Group, and non-governmental organizations.

The initiative has three objectives: to help prevent human trafficking and forced labour; to protect the rights of workers, including migrant workers, from abusive and fraudulent practices during the recruitment process; and to reduce the costs of labour migration and enhance development outcomes.

The initiative is based on a four-pronged approach, which puts social dialogue at the centre:

1. enhancing global knowledge on international and national recruitment practices;
2. improving laws, policies and enforcement mechanisms to promote fair recruitment practices;
3. promoting fair business practices;
4. empowering and protecting workers.

Source: <http://www.ilo.ch/global/topics/fair-recruitment/lang-en/index.htm>

Additionally, standard and relevant information about working conditions and social life in the main destination countries should be prepared by the employment services providers and made available in electronic and hard copy. For those who will embark on their first migration experience, **it is extremely important that they become familiar with the rules, customs and culture of the destination country.** There are many sources for such kinds of information, and from time to time the destination countries or the PES disseminate written materials. In a very fluid global environment, the risk of outdated information is very possible, therefore, it is always advisable to periodically consult with reliable information sources managed by public and private organizations in the destination countries.

Finally, it is important to raise awareness among migrant workers on the rules and conditions of a fair contract which will regulate their employment while in the destination country. PES often plays a crucial role on this matter.

The work conditions of migrant workers are regulated by the employment legislation of each destination country, therefore there is no standard format.¹⁸ In more concrete

¹⁸ The minimum standards for decent work should comply with the provisions of the ILO Convention on Migration for Employment (revised) (ILO C97, 1949); the UN International Convention on the Protection of the Rights of Migrant Workers and Members of their Families (UN MWC, 1990); Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) and other UN Core Conventions.

terms, a working agreement, formulated in a language that the workers can fully understand, has to include the following clauses:¹⁹

-
- A clear identification of the parties in the contract: employer and employee including information about each party

 - Purpose of the contract

 - Duties of the workers

 - Working time and holidays

 - Remuneration of the employee and the equivalence of the remuneration stipulated in one conventional currency; terms and way of payment of the salary for the work rendered during the working time and for the work delivered overtime, during night or under unfavourable conditions and other possible benefits

 - Compensation for the work delivered during the days off and holidays; annual paid leave, other supplements and indemnities foreseen by the legislation

 - A way of paying for trip expenses from the country of origin to the destination country

 - Provision of lodging complying with the sanitary requirements, eating conditions

 - Healthcare insurance (duration, who is paying and on the territory of which country)

 - Insurance against accidents, compensation of damages and prejudice caused as a consequence of work accidents, transportation of the injured person or the deceased in the country of origin, research on work accidents and the cases of occupational diseases

 - Procedures for ending the contract

¹⁹These arrangements are often indicated in the case of bilateral labour migration arrangements.

DID YOU KNOW?

Box 24. A fair contract to minimize malpractice and abuse

Employment services providers should consider drafting or checking a work contract in order to minimize or prevent abuse of migrant workers, the most common being:

Substitution of work contract

- Signing of another contract with different provisions

Wage withholding

- Delays in payment of wages, or reduced payment

Lack of weekends or holidays

- Overtime work without pay or for a number of hours

Arbitrary termination of contracts

Withholding of personal identification documents

by the employer or intermediation agency

Destination countries have institutions who are in charge of supervising the enforcement of legal provisions regarding work relations. Migrants should be made aware of these authorities as in case of exploitation, they can file a complaint with them.

4.3 SERVICES FOR RETURNING MIGRANT WORKERS

The return to the country of origin and reintegration into family and society is not always a successful story. It depends largely on the presence of labour market opportunities, possibilities for investment of savings, and appropriate services for returning migrant workers and their families. Therefore, in order to address the challenges related to this stage, it is important to understand opportunities for reintegration and the individual peculiarities of returnees. This will reduce the risk of repeated migration and will smooth the reintegration process.

The process of reintegration of migrants into the social and economic life of their community and country is a complex process and depends on the individual needs and capacities of the person, on one hand, and on the opportunities and support services available, on the other.

Employment services providers can usually help returnees in their reinsertion in the domestic labour market through the following services.

Job searching

- Job counselling, paying attention to the skills and experience acquired abroad
- Assistance in developing an individual plan with actions to be undertaken to increase employment possibilities
- Participation in 'Job Clubs' to learn about changes in the labour market, how to develop an attractive CV and an application/motivation letter
- Participation in job fairs, where workers can meet with potential employers and negotiate on possible employment
- Training opportunities (for qualification, requalification and improvement of skills) to facilitate skill matching, as appropriate

Self-employment

- Information about business opportunities, possible training on starting a business, access to credit
- Referral to specialized organizations for consultation and entrepreneurship assistance service

Recognition of prior learning

- Facilitation of recognition/certification of skills acquired abroad (**See Section 3 for the detailed information how to facilitate the recognition process**)

Box 25. Challenges and a way forward to skills recognition for migrant domestic workers

EXAMPLE

Domestic work is often perceived as unskilled work which, in return, cripples a worker's ability to bargain for higher wages and better working conditions. This assumption makes it challenging for migrant domestic workers (MDWs) to have their skills recognized both in destination countries, where their skills may not be certified, and upon return to their home countries, where there are little chances for the acknowledgement of their newly acquired skills. It is for this primary reason that labour market

services targeting MDWs are focused on skills development through pre-departure programmes.

The absence of regional competency frameworks, as well as mutual recognition agreements for domestic workers, hampers the development potential of both MDWs and the countries of origin and destination. Moreover, mutual recognition agreements/systems for MDWs are hard to establish given the difficulty of demonstrating equivalencies. Nevertheless, there have been some initiatives that address these challenges:

Regional Model Competency Standards for domestic workers in ASEAN was developed in 2014 by the ILO and relevant stakeholders from participating countries. These competency standards were developed as a basis for identifying the skills most needed in the workplace, so that training and assessment resources could then be developed and individuals tested against the standards.

In Sri Lanka, the National Labour Migration Policy, whose main focus is on low-skilled migrant workers, especially female domestic workers who have limited capacity, knowledge and access to information and services, calls to **facilitate the return and reintegration of migrant workers by creating opportunities for “skill transfer, productive employment and conflict-free social integration”**. Under this policy, the Sri Lanka Bureau of Foreign Employment (SLBFE) facilitates the process by **providing services to returning migrants and their family members, including recognition of skills through “Recognition of Prior Learning” and certification.**

Source: Decent Work for Migrant Domestic Workers: Moving the Agenda Forward (ILO, 2016)

4.4 SERVICES FOR MIGRANT WORKERS

Integration of migrant workers and their families into the society of the destination country is a common objective for international organizations and many national governments, but in reality there are cultural, language, economic and social challenges

that hinder the integration process. Evidence suggests that integration into the labour market is particularly challenging for migrant workers.

In many European countries, ensuring integration of immigrants into the local labour market is considered a responsibility of the PES. The labour market services, including recognition of prior learning, are, however, fragmented among the PES in European countries which specifically target immigrants. As suggested earlier, the level of support and services available for migrant workers also vary according to the level of their education and skills and their migratory status i.e. regular or irregular. **See Section 4.1 above for labour market services that migrant workers can benefit from.**

Permanent immigrant workers regularly present in the destination country may receive support in job searching, skills upgrading (especially for matching hard to fill vacancies) and advice on and support in protecting their rights at work. They may also benefit from referrals to other public or private institutions dealing with their needs as well as the recognition of their competencies and prior learning.

The PES may also publish awareness-raising materials in target languages in order to inform migrant workers about their services and how to access them. How to facilitate access to recognition of prior learning through public awareness raising, marketing and reaching out to this group is explained in [Section 3.1.1](#).

4.5 SERVICES FOR REFUGEES

Pending the recognition of their status as refugees, persons concerned are usually hosted by ad-hoc services. If specific programmes are available, these persons might attend training courses that would facilitate their integration once the recognition procedures are positively concluded. But the above is quite rare. Normally the possibility for training or job searching is only available once the status of refugee is granted. **See Section 4.1 above for labour market services available to refugees.**

Although refugees' work rights are clearly protected by international law and 147 countries have committed to honoring these rights as parties to the 1951 Refugee Convention, and 162 have committed to the International Covenant on Economic, Social and Cultural Rights, the reality is that many of the world's refugees lack access to safe and lawful employment.

It is common practice in most member states of the Council of Europe to grant refugees the right to work. Asylum seekers are usually granted the same after a fixed period of

time has elapsed. Yet a gap remains between the legal right of refugees to take up employment and their successful integration in host societies' labour markets. To facilitate this, **it is important to reduce legal, administrative and practical barriers to participation in the labour market, such as restrictions on work permits.** They also need to promote integration programmes including language classes and courses on how to access the labour market.

4.6 Suggested readings

- M. Noack, *A Toolbox for Guidance: Identifying Competencies in Migrants and Refugees*. BertelmannStiftung, Brussels, 2015
- *Identification of latest trends and current developments in methods to profile jobseekers in European Public Employment Services: Final report*, European Commission, 2015
- Carcillo. S and David. G., *The Role of Active Labour Market Policies*, OECD, 2006
- Butschek. S and Thomas. W., *What active labour market programmes work for immigrants in Europe? A meta-analysis of the evaluation literature*, IZA 2014
- *The access of refugees and other forcibly displaced persons to the labour market*. Background paper and draft ILO guiding principles for discussion at the ILO tripartite technical meeting on the access of refugees and other forcibly displaced persons to the labour market (Geneva, 5–7 July 2016) ILO
- E. Spaan and al., *Asian migrants and European labour markets patterns and processes of immigrant labour market insertion in Europe*, Routledge, 2005
- F. Panzica, *Manuel des procédures pour le placement en international de l'ANETI en Tunisie*, ILO, 2013
- F. Panzica and al, *A Practical Guide for ANOFM Staff to address the needs of labour migrants*. ILO, 2013

Annex 1. Occupational standards – bricklayer/stonemasons

Bricklayer/Stonemasons

Main Duties: lay bricks, concrete blocks, stone, structural tiles and other masonry materials to construct or repair walls, floors, partitions, foundations and other structures, using building materials such as cement, grout, plaster, resins, etc) and products such as sand, gravel, etc

Working environment: civil and industrial building and construction fields.

Organization context: work under the supervision of a building master.

Modality of the delivery of tasks: a) They may work both outdoors or inside a building site, where they can be subject to noise, dust and bad weather conditions; b) The job requires physical effort, respect for working time; Obligations to use any prescribed equipment for preventing injuries and to follow the proper practices prescribed for the building sites.

Optional requirements: Previous working experience in the sector or a certificate issued by a building and construction school will be an asset.

Soft skills:

Accuracy

Dexterity

Resistance to hard work

Team work and cooperation

Competencies to be able to carry out construction works:

Be able to read blue prints, with a clear capacity to understand the included symbols.

Interpret the specific technical project in order to define modalities, shape, dimensions and measures of the building works;

Plan and benchmark the tasks in compliance with the time schedule of the project

Capacity to define the technical characteristics of the building materials and how to use them according to the typology of the works to be done

Carry out masonry and plaster work

Demolish, open or close partitions;

Erect simple scaffoldings and mobile platforms

Clean up the site from produced rubble

Knowledge:

Variety and characteristics of the building materials

Environmental regulations at EU, national and regional level on waste management concerning civil and industrial debris.

Different steps in the building process

Basic knowledge of the technology concerning building materials

Concrete

Basic technical drawing

Rules on safety in building and construction

Skills:

Apply techniques for erecting scaffolding

Apply techniques for erecting scaffolding in wood

Use tools for construction works (e.g. drills, chisels, pneumatic guns...)

Use safety equipment for individual protection

Apply techniques for inside plaster

Apply techniques for preventing walls falling down

Apply techniques for finishing the surfaces as required by the project's standards

Apply techniques for building works through prefabricated elements, grid and linear structures, tensile structures, walls.

Capacity to use tools for construction works

Apply procedures for the maintenance of equipment and tools for construction and building

Apply procedures for the safety of the building sites.

Annex 2. Assessment checklist

This checklist is to showcase some example questions to for the purpose of profiling and identifying skills of job seekers, particularly migrant workers. It is adapted from the EU skills profile template for 3rd country nationals. See Box 17. for more information.

Personal information		
General Information	Contact information	Migration information

Skills identification
Languages
<ul style="list-style-type: none"> - What is/are your mother tongue(s)? - Can you communicate in the host country’s language for general purpose? - What is your preferred language for communication in a professional context?
Education and Training
<ul style="list-style-type: none"> - Have you attended any kind of education and/or training, including primary education and informal training? - What was your highest level of education and/or training? - Do you have some prior learning recognized?
Professional skills
<ul style="list-style-type: none"> - Do you have any professional/work experience? If yes, for how long? - When were you last time in professional/work experience? - Please indicate briefly your professional/work experience history. - Please add a line for each significant job or professional/work experience you have had. - Please describe the nature of your professional/work experience: - How long did this experience last? - In which country/countries was this experience? - Which language(s) did you mainly use? - Please indicate the occupation from the list that best fits the type of work you carried out. - Which skills did you need to do your job well?

- What was the size of the organisation? (number of people in the working in the organisation)
- What was the size of your workplace? (number of people working at your workplace)
- Do you have any proof of this professional/work experience with you? Yes/no

Skills acquired outside the workplace

For the following activities that you are familiar with/used to, please indicate for how long or often you have practiced those activities and in what context:

- Caring for children?
- Caring for elderly people?
- Caring for sick or disabled people?
- Making / mending clothing?
- Preparing meals?
- Cultivating crops?
- Taking care of livestock?
- Making pottery?
- Selling or trading products?
- Making furniture?
- House construction?

Other basic and transversal skills

Please select the statements below which best suit your general working style. I am confident to:

- Work independently
- Make decisions independently
- Work in a structured way
- Solve problems
- Work with others / collaborate / network
- Work with people of different cultures / backgrounds
- Work with customers / clients
- Manage projects
- Provide a service to others
- Work in stressful conditions / under time pressure

1. What is Recognition of Prior Learning (RPL) all about?

: Recognition of Prior Learning is about determining whether the skills, knowledge and experience you've gained in the past partially or completely qualify you for a qualification offered in the host country.

It helps determine if you can perform the skill to the level described by an employer or a training institution. If you feel that your prior experiences already indicate that you possess the skills and knowledge in one or more of the skills units, then an RPL application may be worth your while.

2. What happens if I apply for RPL?

: We can provide information on the complete RPL process including how to compile and submit your application for RPL. All the evidence from the activities that have taken place will be submitted to an Assessor who will determine if there are any gaps in your knowledge or skills that may have to be filled prior to you achieving the qualification or statement of attainment. The Assessor will discuss a range of options to fill these gaps with you. We can support you in the processes.

3. How long do I have to have been working before I can apply for RPL?

: There is no set time to have been working prior to applying for RPL but experienced workers have generally applied their knowledge and skills, communicated effectively, understood and applied relevant legislation and solved workplace problems in a range of situations over time to become competent. An RPL Self-assessment Tool (see a sample checklist annexed to Section 4) will help identify the range of activities that people have been involved in to become competent. Have a read of the self-assessment questions and we can decide together whether you should apply. If you think you have most but not all of the competencies then we can discuss a range of options available to you so that you can take the opportunity to fill the gaps and gain a full qualification.

4. Will any of the previous qualifications that I've gained count in the RPL process?

²⁰ This Q and A is adapted from Applicant's Guide to Recognition Of Prior Learning, Charles Darwin University. <http://www.cdu.edu.au/sites/default/files/cdu-vet/docs/guild-rpl.pdf>

: When you submit your application for RPL include certified copies of any qualifications that you have already obtained. If you do not have copies of the qualifications, we can determine the best way to get them or alternatively, if they are not accessible, we can look at alternatives. An RPL assessor will consider whether any of the units of competency in the course you have completed are the same as in the course you are applying for or approved to be equivalent to the unit/s of competency in the for the vocational area.

5. I worked for the same organisation for a number of years, is this sufficient evidence to gain RPL?

: Not necessarily. The length of time in a workplace is not sufficient evidence in itself—you must be able to demonstrate that you have the knowledge and can perform the skills required to the standard expected in the workplace that is detailed in the units of competency in the qualification. Some people may work for many years in one place but still need to develop broader skills and knowledge. Nevertheless, through a Self-assessment process, you will be able to determine exactly what skills and knowledge you do have and what gaps may still exist against a particular qualification or set of competencies. If there aren't many gaps, you will receive options on how the gaps can be filled.

6. How is it possible to get a qualification if I have not attended any formal training?

: An RPL system can recognise skills and knowledge irrespective of where you learnt those skills. Under these arrangements, you do not have to attend formal training in order to get these skills recognised as the qualification will be the same as any gained through study anywhere, but that depends on the way the system is designed.

7. I was never too good at doing tests or exams. Will I have to sit for practical and theory tests during my RPL?

: The RPL assessment process is one that encourages you to discuss and demonstrate tasks that you do or have done every day at work. It involves an assessor developing a relationship with you as they encourage you to discuss what you have achieved over time as you have gathered the skills, knowledge and experience associated with your specialist area. It's not an assessment that requires you to 'state definitions' or 'list items' but is more about your practical application associated with real work examples. Testing can be practice based and assessed through hands-on demonstration or through work simulation. Questions will also be asked to assess your knowledge.

8. How much documented information do I have to supply before I can go through the RPL process?

: People who have been through an RPL are often under the impression that they need to collect and supply a whole range of documents in order to be assessed. Many of the places migrants have worked at in the past no longer exist; people they have worked with have moved on; and in some cases they left employment without any reference. In many cases they didn't always have a documented job description and don't know how to create a CV or resume but they know how to do the job and make the decisions on a daily basis. In these cases, self-assessments give you examples of a range of documents that should be gathered such as any 'licenses' you have; but if you can't supply them they are not a barrier to you applying and being interviewed to determine your ability.

9. How much will it cost? And who will pay for it?

: This is very much dependent on the system in place. The role of employment agencies is to gather this information and seek out possible funding options available. Often there are circumstances whereby funds are available to cover the costs (full or partial). This is often the most important question for potential applicants.

Annex 4. Full certificate (sample)

Certificate of Occupational Competency

This is to Certify that: **NAME**

Has been assessed at the xxxxxxxx Assessment Centre against the occupational profile: **Manufacture and install wooden components into buildings**. The profile is endorsed by (enter appropriate employer association or sector body). **The full profile contains 12 standards.**

Assessment was conducted by trained and qualified assessors.

The Applicant has been assessed as competent in the following standards:

1. Prepare the working area, assemble, secure and dismantle access equipment;
2. Select and prepare materials, tools and equipment;
3. Manufacture wooden components using machine and hand tools;
4. Install structural components;
5. Install frames, linings, windows and doors;
6. Install internal mouldings and fittings;
7. Apply protective finishes to wooden structures and components;
8. Maintain and repair wooden structures and components;
9. Contribute to the organisation of the workplace;
10. Establish and maintain effective relationships with customers when working on customers' premises;
11. Maintain the health, safety and hygiene of the working environment;
12. Maintain effective relationships with colleagues and co-workers.

Date

Signatures of Commission

Annex 5. Partial certificate (sample)

Certificate of Occupational Competency

This is to Certify that: **NAME**

Has been assessed at the xxxxxxx Assessment Centre against the Occupational Profile: **Manufacture and install wooden components into buildings**. The profile is endorsed by (enter appropriate employer association or sector body). **The full profile contains 12 standards.**

Assessment was conducted by trained and qualified assessors.

The Applicant has been assessed as competent in the following standards:

1. Select and prepare materials, tools and equipment;
2. Install structural components;
3. Install frames, linings, windows and doors;
4. Install internal mouldings and fittings;
5. Apply protective finishes to wooden structures and components;
6. Maintain and repair wooden structures and components;
7. Contribute to the organisation of the workplace;
8. Establish and maintain effective relationships with customers when working on customers' premises;
9. Maintain the health, safety and hygiene of the working environment;
10. Maintain effective relationships with colleagues and co-workers.

Date

Signatures of Commission

Annex 6. Steps to be taken by pes upon a receipt of a recruitment request from a company

If PES receives a request from a company abroad, the following steps need to be undertaken:

1. Identification and verification of companies offering deals to prevent any attempted fraud or scam, and ensure reliable jobs to jobseekers. There are many ways and means to make this screening (former experiences with said companies in the past, information provided by the consular services or by consulting international databases (e.g. KOMPASS International²¹).
2. Confirmation of the recruitment request. The PES addresses to the company a form (see below for an example) to specify in writing its recruitment needs (job description, skills, training, experience, working conditions ...) and to proceed in a detailed analysis of the position. Information sessions for interested candidates could be offered.
3. Publication of offers on information boards for jobseekers and in employment portals, if they exist. Deadlines for applications have to be indicated.
4. Selection of eligible candidates. Pre-screening could be done by an employment counselor. A Screening Committee is appointed to verify the adequacy of the profile of the offer and that of the candidate, based on supporting documents (CV, diplomas, certificate of employment ...). If the requested profile requires a definite level in terms of language or technical skills, screening is completed by language or technology assessment tests carried out by a service provider contracted by PES according to its procurement rules. Then, the Screening Committee consolidates a list of candidates holding the requirements indicated in

²¹<http://it.kompass.com/c/kompass-international-sa/fr8588045/>

the offer. The final selection of candidates will be only the employer's responsibility.

5. Final selection. Depending on the program, the PES will organize the final selection through a meeting between the employer and the shortlisted candidates, according to the procedures in force and according to the agreed schedule with the recruiter. The selection (individual or group interview) may be conducted in directly or remotely via videoconferencing systems.
6. Support for departure. The PES may incentivize the employer by providing the selected candidates with a complementary training on language or gaps in technique.
7. Pre-departure workshop. Before their departure to the host country, selected candidates can be invited to attend an integration workshops aimed at providing hints and suggestions on visa and work permit procedures, documents to be prepared, relevant legislation protecting workers, institutions to contact in case of need, contacts with Diaspora organizations in the receiving country, etc.

Annex 7. Profiling and categorization of candidates²²

Profiles of potential migrant	Indicators of employability	Indicative examples	Services offered
<p>Level 1</p> <p>Independent candidate in need of general information</p>	<p>Fit for Work</p> <p>Active job search</p> <p>Good experience</p> <p>Relevant qualifications for the job market</p> <p>Very motivated</p>	<p>New job seekers</p> <p>Other job seekers wishing to change jobs</p>	<p>Advice</p> <p>Basic information via computer or paper</p> <p>Referrals</p> <p>Job matching</p>
<p>Level 2</p> <p>Candidate in need of general coaching</p>	<p>No professional experience</p> <p>Inadequate qualifications for the job market</p> <p>No job search experience</p>	<p>Redundant workers</p> <p>Women returning to work after a short hiatus</p> <p>Graduates upon completion of their studies</p>	<p>Counselling services</p> <p>Jobseekers support</p> <p>ALMP referral</p>

²² F. Panzica, *Manuel des procédures pour le placement en international de l'ANETI en Tunisie*, ILO, Décembre 2013

<p>Level 3</p> <p>Candidate in need of targeted support</p>	<p>Unrealistic expectations (job type, sector of employment, hours, salaries)</p>	<p>Long-term unemployed</p> <p>Unemployed over 50 years of age</p> <p>Women returning to work after a long hiatus</p>	<p>Enhanced support</p> <p>Combination of services</p>
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Annex 8. Confirmation of the employment offer to be addressed to
demanding company²³

Public Employment Service (Details)

Company address

City....., date

Dear Manager,

We thank you for choosing our Public Employment Service to assist you in the recruitment of workers for your company.

In accordance with what was agreed with you, a shortlist of candidates will be done by us, based on criteria set together. In order to provide you with the best services fitting with your requirements, we do need to receive the following information for which we thank you very much in advance.

Sincerely yours

Signature of the Head of PES

²³ *ibid.*

COMPANY

Name of the Company:

Activities:

Staff number:

Address:

Telephone:

Email:

Internet:

Person responsible for the recruitment:

JOB DESCRIPTION

Job name:

Job description:

Working place:

Performance modalities (days, hours):

Number of jobs requested:

WORKING CONDITIONS

Date of start of the contract and its duration:

Temporary or permanent contract:

Probation period and its duration

Working hours:

Gross annual wage (or salary range) :

Wage payment periodicity

CANDIDATE PROFILE

Training :

desired -

required -

Required knowledge;

Language skills:

desired -

required -

IT Knowledge :

desired -

required -

Length of professional experience in the position :

desired -

required -

ADDITIONAL INFORMATION

Social protection supported by the company

Health insurance -

Other -

Annex 9. Glossary of key terms²⁴

Employment	
ALMP	ALMPs are the policies that provide income replacement and labour market integration measures to those looking for jobs, usually the unemployed, but also the underemployed and even the employed who are looking for better jobs. (The ILO Governing Body paper for the Committee on Employment and Social Policy, 2003)
Employment services providers	This guide refers to employment services providers in terms of public employment services and private employment agencies whose main task is, among others, to aid job matching (ILO/CEDE/FOP, 2015)
Public Employment Service (PES)	The core functions of public employment services include: <ul style="list-style-type: none"> • job search assistance and placement services; • collection, analysis and dissemination of labour market information; • development and implementation of targeted labour market programmes and services; • the administration of unemployment insurance benefits, where applicable; • and other regulatory services such as oversight of private employment agencies (ILO, 2009)

²⁴ For the purpose of this Guide, the following definitions are used.

<p>Private Employment Agency (PrEA)</p>	<p>According to the ILO Convention 181, the term private employment agency means any natural or legal person, independent of the public authorities, which provides one or more of the following labour market services:</p> <ul style="list-style-type: none"> • services for matching offers of and applications for employment, without the private employment agency becoming a party to the employment relationships which may arise therefrom; • services consisting of employing workers with a view to making them available to a third party, who may be a natural or legal person (referred to below as a "user enterprise") which assigns their tasks and supervises the execution of these tasks; • other services relating to job seeking, determined by the competent authority after consulting the most representative employers and workers organizations, such as the provision of information, that do not set out to match specific offers of and applications for employment.
<p><u>Migration</u></p>	
<p>Migrant for Employment /Migrant Worker</p>	<p>Migrant for Employment “A person who migrates from one country to another with a view to being employed otherwise than on his own account and includes any person regularly admitted as a migrant for employment.” (ILO Migration for Employment Convention (Revised), 1949 (No. 97), Article 11)</p> <p><i>Other relevant definitions</i></p> <p>Migrant Worker A person who “is to be engaged or has been engaged in a remunerated activity in a state of which he or she is not a national” (United Nations Convention on the Protection of the Rights of all Migrant Workers and Members of their Families, 1990, Article 2(1))</p> <p>Migrant workers Persons admitted by a country other than their own for the explicit purpose of exercising an economic activity remunerated from within the receiving country. Some countries distinguish several categories of migrant workers, including: (i) seasonal migrant workers; (ii) contract workers; (iii) project-tied workers; and (iv) temporary migrant workers.</p>

	(United Nations Department of Economic and Social Affairs, 1998)
Seasonal worker	A migrant worker “whose work by its character is dependent on seasonal conditions and is performed only during certain part of the year”. (International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, Article 2(1))
Temporary migrant	“A person of foreign nationality who enters a country with a visa or who receives a permit which is either not renewable or only renewable on a limited basis. Temporary immigrants are seasonal workers, international students, service providers, persons on international exchange, etc.” (ILO Addressing Governance Challenges in a Changing Labour Migration Landscape, Report IV Page 11, para 21)
Permanent migrant	“A person who enters with the right of permanent residence or with a visa or permit which is indefinitely renewable. Permanent immigrants would generally include marriage immigrants, family members of permanent residents, refugees, certain labour migrants, etc.” (ILO Addressing Governance Challenges in a Changing Labour Migration Landscape, Report IV Page 11, para. 21)
Returning migrants	Persons returning to stay in their own country after having been employed abroad. It is important that only those citizens planning to stay for a year or more in their country of citizenship be included in this migration statistics. (United Nations Department of Economic and Social Affairs, 1998)
Domestic worker	Domestic work is considered to be “work performed in or for a household or households.” (ILO Convention on Decent Work for Domestic Workers, 2011 (No. 189), Article 1(a)) A domestic worker is “any person engaged in domestic work within an employment relationship”. A person who performs domestic work only occasionally or sporadically and not on an occupational basis is not a domestic worker.” (ILO Convention on Decent Work for Domestic Workers, 2011 (No. 189), Article 1(b), (c))

Low-Skilled Worker	ILO Statistics classifies low skilled workers (levels 0-2) as workers engaged in elementary occupations, in accordance with ISCO Broad Occupations Groups. These workers are employed in occupations that mainly “consist of simple and routine tasks which require the use of hand-held tools and often some physical effort.” (ISCO, Introduction to occupational classifications, ILO Bureau of Labour Statistics)
Medium-Skilled Worker	ILO Statistics classifies workers at a medium skill-level (level 2) as “skilled manual workers” in accordance with ISCO Broad Occupations Groups. This work is characterised by routine and repetitive tasks in cognitive and production activities. These include workers in occupations such as skilled agriculture and fishery, clerical work, craft and related trades and plant, machine operators and assemblers. (ISCO, Introduction to occupational classifications, ILO Bureau of Labour Statistics)
Highly-Skilled Worker	ILO Statistics classifies two levels of Highly-Skilled workers (level 3 and 4), in accordance with ISCO Broad Occupations Groups. These workers include managers (skill level 3 and 4), as well as professionals (skill level 4) and are broadly employed as legislators, senior officials, managers, professionals, technicians and associate professionals. “Professionals” are understood to increase the existing stock of knowledge; apply scientific or artistic concepts and theories; teach about the foregoing in a systematic manner; or engage in any combination of these activities.
Asylum seeker	An asylum seeker is an individual who has crossed an international border and is seeking international protection. In countries with individualized procedures, an asylum seeker is someone whose claim for asylum has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will ultimately be recognized as a refugee, but every refugee is initially an asylum seeker. (United Nations Alliance of Civilizations (UNAOC) Media-Friendly Glossary on Migration)
Refugee	A refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion,

	<p>nationality, political opinion or membership in a particular social group. A person is an asylum seeker until they are determined to be a refugee in accordance with national and international law.</p> <p>(UN General Assembly, Convention Relating to the Status of Refugees, 28 July 1951; see also ILO Background Paper and Draft ILO Guiding Principles for Discussion at the ILO Tripartite Technical Meeting on the Access of Refugees and Other Forcible Displaced Persons to the Labour Market, 2016)</p>
<u>Labour Migration Governance</u>	
ILO Multilateral Framework for Labour Migration	<p>A set of non-binding principles and guidelines for a rights-based approach to labour migration which were discussed and adopted at a 2005 ILO Tripartite Meeting of Experts and approved for publication and dissemination by the ILO Governing Body in March 2006. (ILO Multilateral Framework on Labour Migration: Non-binding Principles and Guidelines for a Rights-Based Approach to Labour Migration. 2006)</p>
Labour Mobility	<p>Temporary or short-term movements of persons for employment-related purposes, particularly in the context of the free movement of workers in regional economic communities. (ILO, Addressing Governance Challenges in a Changing Labour Migration Landscape, International Labour Conference, 106th Session, 2017, page 3, para. 6, footnote 8)</p>
Bilateral labour migration agreements	<p>Agreements between two entities which create legally binding rights and obligations governed by international law and are usually more specific and action-oriented, non-binding memoranda of understanding (MoU) which set out a broad framework of cooperation to address common concerns, as well as to other arrangements, including between specific government ministries or agencies in destination and origin countries. (ILO Addressing Governance Challenges in a Changing Labour Migration Landscape, page 32, para. 69)</p> <p>ILO Recommendation 86 contains a Model Agreement on Temporary and Permanent Migration for Employment,</p>

	including Migration of Refugees and Displaced Persons in its Annex as a benchmarking tool for regional guidelines. See ILO Migration for Employment Recommendation (Revised), 1949 (No. 86); ILO Addressing Governance Challenges in a Changing Labour Migration Landscape, page 54, para 139
Skills	
Recognition of Prior Learning	RPL is a process of identifying, documenting, assessing and certifying formal, non formal and/or informal learning against standards used in formal education and training. Thus, RPL provides an opportunity to people to acquire qualification or credits for a qualification or exemptions (of all or part of the curriculum, or even exemption of academic pre-requisite to enter a formal study programme) without going through a formal education or training programme. (ILO, RPL Learning Package, 2017, forthcoming)
Competencies	The knowledge, skills and know-how applied and mastered in a specific context. (ILO Recommendation 195, 2004).
Employability	It relates portable competencies and qualifications that increase an individual's capacity to make use of the education and training opportunities available to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions (ILO Recommendation 195, 2004).
Skills Recognition	<p>The result of the formal assessment of the portfolio of evidence; confirmation that skills acquired internationally correspond fully to specified Regional Model Competency Standards (RMCS) units or national units of competency. (ILO Guidelines for Recognizing the Skills of Returning Migrant Workers, October 2010)</p> <p><i>Other definition</i></p> <p>The evaluation and recognition of credentials and skills earned outside the country of employment (in the case of migrants), or country of origin (in case of returning migrants). Recognition of qualifications covers both academic and professional titles, while professional recognition covers regulated and non-</p>

	regulated professions. (ILO Report of Discussion, Tripartite Technical Meeting on Labour Migration, November 2013)
Occupational standards	They describe the knowledge, skills and attitudes that a person needs in order to carry out a particular job or activity at the level of performance required. Competencies generally specify minimum standards and the conditions in which they should be applied.
Qualification	Certification awarded to an individual in recognition of having achieved particular knowledge, skills or competencies. It is also the formal expression of the vocational and professional abilities of a worker that are recognized at international, national or sector levels. (ILO-ITC, Glossary of key terms on learning and training for work, ILO, 2006)
Learning outcomes	The set of knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process.
Formal learning	<p>Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification. Learning that occurs in an organised and structured context (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or learning support). Formal learning is intentional from the learner's point of view. It typically leads to certification. (Cedefop, 2014)</p> <p>Formal training</p> <p>Instruction given in education and training institutions or specially designed training areas, including in enterprises in formal apprenticeship systems. Training is structured and has precise learning objectives. (ILO-ITC, Glossary of key terms on learning and training for work, ILO, 2006)</p>

Informal learning	Learning resulting from activities undertaken daily at work, in the family or in leisure activities. (ILO-ITC, Glossary of key terms on learning and training for work, ILO, 2006)
Non-formal learning	<p>Learning taking place in activities not exclusively designated as learning activities, but which contain an important learning element.</p> <p>Non-formal training</p> <p>Organized and systematic training in an informal setting that can be adapted to individual needs. Non-formal training emphasizes activities directly associated with work and often appeals to workers who have few resources and little opportunities to undergo formal training.</p> <p>(ITC-ILO Glossary of key terms on learning and training for work, ILO, 2006)</p>
Validation	<p>The confirmation by a competent body that learning outcomes (knowledge, skills and/or competencies) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.</p> <p>Validation of non-/informal learning</p> <p>The process of verifying that the skills and competencies that an individual has learnt in education, at work or in leisure activities meet certain standards</p> <p>(ITC-ILO Glossary of key terms on learning and training for work, ILO, 2006)</p>
Certification	The process of formally attesting that knowledge, skills and/or competencies acquired by an individual have been assessed and validated by a competent body against a predefined standard. Certification results in the issue of a certificate, diploma or title.

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