



# ► Workshop report

October 2021

## The Use of Skills Logbooks, Skills Passports, and other Mechanisms to Improve the Portability of Skills and Qualifications<sup>1</sup>

A technical consultation under the Global Skills Partnership on Migration

### Key points

- Skills logbooks or passports that record a migrant worker's skills and qualifications could serve as a source of trusted information and help signal skills better to potential employers. This could reduce the risk of overqualification of migrant workers and make the pool of available talent more transparent to employers.
- Different skills logbook and passport initiatives exist, like Europass, the Sri Lankan skills passport, Youth Agency Marketplace (YOMA), RedSafe and the UNESCO Qualifications Passport (UQP). They vary in coverage, target group, and scope of skills recognition.
- Effective implementation depends on the quality of the information provided, reliability of the qualification and verification institutions and mechanisms, data protection, capacity of national institutions, and on overcoming digital and gender divides.
- Tech-enabled skills logbook and passport solutions require broad stakeholder buy-in, good change management, interoperability of systems, involvement of users, capacity building, and political will for skills recognition beyond technology.
- Skills portability is part of broader discussions on credentials and skills recognition as part of lifelong learning, and migrant workers' rights. The involvement of workers' and employers' organizations is paramount to ensure that benefits are shared among all.

### Introduction and background to the discussion

Migrant workers often face difficulties in having their prior studies, skills and qualifications recognized in countries of destination and origin. To access employment migrant workers not only need to possess relevant qualifications

and skills, but also be able to signal and validate these qualifications and skills to potential employers. This means qualifications and skills need to be mobile and recognized, i.e. portable. The portability of qualifications and skills ultimately depends on a trusted source of information. An internationally recognized logbook or passport that records a worker's skills and qualifications could serve as such a source of trusted information and

<sup>1</sup> The concept note for the technical consultation workshop is available at: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---emp\\_ent/documents/meetingdocument/wcms\\_826584.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/meetingdocument/wcms_826584.pdf)

help signal skills better to potential employers. This would in turn lead to reducing the risk of overqualification of migrant workers and making the pool of available talent more transparent.

Article 18 of the Global Compact on Migration calls for “innovative solutions that facilitate mutual recognition of skills, qualifications and competences of migrant workers at all skills levels, (...) to optimize the employability of migrants in formal labour markets in countries of destination and countries of origin upon return, as well as to ensure decent work in labour migration.” Proposed actions include among others to promote the transparency of certifications, the use of technology and digitalization to evaluate and mutually recognize skills more comprehensively and promote documentation and information tools that provide an overview of a worker’s credentials, skills and qualifications, recognized in countries of origin, transit and destination.

The COVID-19 pandemic has highlighted the crucial role of migrant workers in national economies, as well as their vulnerability, and thereby the importance of efficient skills recognition systems. However, the idea of a “skills passport” to support international portability of skills is not a new one. Between World War I and World War II, half a million stateless people and refugees were issued a so-called Nansen Passport, named after the first High Commissioner for Refugees. The Nansen passport enabled them to cross borders but also included a mention of the occupation of the bearer, signalling his or her skills.

Skill logbooks have been a feature of many national skills systems for years. They are typically used to record the skills, competencies and qualifications achieved by learners as part of individual qualifications or programs of learning. By comparison, skill passports, whilst a similar concept, often act as a summary of competencies or qualifications held by an individual and achieved across multiple programs. However, this distinction between skill logbooks and skill passports does not always apply as on occasion the terms are used interchangeably. In both cases, these tools have been primarily developed and used in education and training systems with established qualification and quality assurance systems. Skill logbooks and skill passports can take different forms and can be a

formal and/or informal record of educational attainment. For registered occupations, governments need to formally recognize foreign qualifications, hence skills logbooks or passports do not substitute national recognition processes.

As digital technologies are rapidly developing, many more opportunities are emerging for solutions to improve the portability of skills. **This workshop therefore aimed at exploring the feasibility of developing and using skills logbooks and/or passports based on digital solutions, in particular in developing countries**, where most migrant workers or internally displaced people originate from; and **explore the role of national institutions, and social partners for their effective implementation**.

This is the second workshop under the Global Skills Partnership on Migration (GSPM).<sup>2</sup> It took place virtually on the 19th and 20th of October 2021 with representatives of key international and national organisations, including employers and workers’ organizations, involved in work that deploys technology to strengthen systems that recognise skills and qualifications for employment and/or further learning.

#### ► Global Skills Partnership on Migration (GSPM)

- The [Global Skills Partnership on Migration \(GSPM\)](#) initiative was created by ILO, IOM, UNESCO, ITUC and IOE to mobilise expertise for the development and recognition of skills of migrant workers. This partnership aims at leveraging the opportunities that labour migration provides while responding to changes in skills needs in times of increasing automation, digitalization, and transitions towards low-carbon economies. Its strategy is rooted in Article 18 of the Global Compact on Migration.

The workshop comprised of 3 sessions exploring different questions:

**Session 1:** What kind of skills logbook/passport initiatives or services are the five GSPM partners offering their constituents/members to improve skills and qualifications recognition and portability of migrant workers? Which issues need to be addressed to improve the uptake and value of existing skills logbooks/passports initiatives?

<sup>2</sup> ILO. 2020. The role of social partners in skills development, recognition and matching for migrant workers: A contribution to the Global Skills Partnership. Geneva, ILO. Available at: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_protect/---protrav/---migrant/documents/meetingdocument/wcms\\_754106.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---migrant/documents/meetingdocument/wcms_754106.pdf)

**Session 2:** What are current logbook/passport initiatives offering? What is their scope, institutional grounding, and results in terms of portability? What is their development potential?

**Session 3:** What kind of technological solutions are available to document, store, verify and facilitate the cross-border recognition of skills and qualifications? What are their pros and cons in terms of security, accessibility (such as in low-connectivity environments) and usability? What does 'interoperability' mean within the context of verifiable credentials? What are the challenges for the adoption of solutions for verifiable credentials by policy-makers? How can employers and workers navigate existing or evolving skills logbook/passport solutions?

## Recognition of Skills and Qualifications for Migrant Workers through Skills Logbooks or Passports

### Session 1: Key Issues by IOM, UNESCO, ITUC and IOE (SNEF)

Skills logbooks and passports are a tool for migrant workers that could support the recognition of their skills acquired in different settings and enable visibility and portability of their skills and experiences. **Migrant workers** could, in addition to benefiting from increased confidence and easier skills signalling, negotiate better wages that are in line with their level of competence that is being made visible and can be validated.

**Employers** can also benefit since they can more easily validate the skills sets of migrant workers and reduce hiring costs, especially if solutions are tech-enabled. They could identify skills gaps better and hence put in place human resource development and upskilling programs where required. This could also lead to better compensation of workers and elevate the skills standards at the workplace.

**Migrant worker support services**, including employment services, could anticipate and plan better for labour market inclusions of migrant workers, ease their settlement process and improve their livelihoods. Skills passports and related tools could also improve linkages between pre-arrival and post-arrival support provided to

migrant workers and could provide them with a better chance to obtain legal work permits.

Overall, skills passports, logbooks or portfolios have the potential to build skills certifications and recognition into the labour migration pathway and governance and support the concept and implementation of lifelong learning. They can allow employers and workers, and employment services to identify skills, explore job opportunities with an adequate wage, decent work conditions and further training for re-skilling and up-skilling.

Nevertheless, there are **key considerations, limitations and challenges** that need to be considered when looking at the design and implementation of such solutions.

In particular, solutions such as logbooks, portfolios or passports need to be inscribed in the **broader discussion on credentials and recognition** of learning as well as the general framework of **workers' rights and collective bargaining** in different contexts. They provide additional credibility for a person's skills, yet should not be mistaken as a tool that leads to automatic skills recognition, in particular in regulated occupations.

Skills logbooks or passports have great potential to support and facilitate the recognition of formal qualifications but **digital and gender divides** in the use of technologies are obstacles to the widespread diffusion. The tools and services put in place should not only benefit the most qualified migrant workers, but provide solutions for those disadvantaged, with a view to empower them.

The **cost of the technology** is also an issue. Skills recognition mechanisms should be part of public services and should remain free. From a lifelong learning perspective, skilling, upskilling and reskilling needs have to be embedded in the design. Any tech-enabled solutions need to be working as a unified global system, driven by employers and workers' organizations with support from the government. **Data protection** should be a key aspect to be taken into account.

Any of these tools are dependent on the **quality of the information provided** and the **reliability of the qualification and verification institutions and mechanisms**. This is particularly critical as countries where most migrants or internally displaced people originate usually suffer from weak skills development systems and where trust in credentials can be a major challenge. There are multiple ingredients to ensure trust in the tools used to make skills portable among which are:

- the creation of international instruments and regulations;
- tools for transparency to make clear what form of quality insurance do they embed. Digital Technology alone cannot guarantee the quality of the information provided. Traceability is key;
- interoperability of technologies for the transfer of credentials from and to multiple sources and systems;
- knowledge sharing and awareness creation among employers and workers.

Though some of the solutions only focus on recognition of formal pathways, the **capacity of national authorities needs to be strengthened** to enable the recognition of informal or non-formal skills acquisition and experiences, also as a way to boost the transition to formality.

## Session 2: Mapping of some of the existing solutions<sup>3</sup>

### UNESCO Qualifications passport for refugees and vulnerable migrants

This tool was developed to respond to the Global Compacts on Refugees and on Migration and facilitate recognition of refugees' formal academic, professional and vocational qualifications. It is meant to ease pressure on host countries and communities by enhancing skills recognition for vulnerable populations that do not possess evidence of their qualifications. It can also facilitate passport holders' access to higher education in asylum and destination countries.

The UNESCO Qualifications passport is awarded upon successful participation in an assessment conducted in collaboration with the host country's qualifications body, supported by UNESCO and UNHCR. All the information that it contains is verified by trained credential verifiers through document examinations and structured interviews.

The UNESCO Qualifications passport is a standardized document, that contains three parts:

1. An assessment that describes the highest achieved qualification(s), subject field, other relevant qualifications, as well as relevant job experience and language proficiency.

2. Information about the status of the document and a short description of the UNESCO Qualifications Passport.
3. Information about the way ahead and contact information for the appropriate authorities and agencies, which might be of help in the job-seeking process and application for further studies and authorization.

To facilitate the evaluation and portability of the tool, a digital platform has been created, which contains a description of the process, assessment procedures and storage of the assessment results. The UNESCO Qualification Passport is being stored in a blockchain.

Although the UNESCO Qualifications passport for refugees and vulnerable migrants does not constitute a formal recognition or authorization or license to practise a certain profession, the passport aims to be a credible source of information that can be relevant in connection with applications for employment, internships, qualification courses and admission to studies

Further information:

<https://en.unesco.org/themes/education-emergencies/qualifications-passport>

### Sri Lanka Skills Passport

The Sri Lanka Skills Passport is an initiative of the Tertiary and Vocational Educational Commission (TVEC) of the Ministry of Skills Development, Employment and Labour Relations, together with the Employers' Federation of Ceylon (EFC) and the International Labour Organization (ILO). It owns its credibility as government and social partners have backed and supported it right from the initial stages.

Its goal is to help returnee migrant workers to assert their expertise and experience and gain visibility of potential employers in Sri Lanka. This passport allows skilled workers to map their experience against the national skills assessment systems, explore job opportunities with an adequate wage, decent work conditions and identify further training for re-skilling and up-skilling. In addition, it can support people wanting to start their business to get a loan from banks more easily based on their verified credentials.

<sup>3</sup> The presentations delivered are accessible at: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---emp\\_ent/documents/meetingdocument/wcms\\_826589.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/meetingdocument/wcms_826589.pdf)

Employers can also better assess the competencies of prospective workers and conduct upskilling assessments. For the government, the benefit is the formalization of the informal sector employees and streamlining of labour market information.

The passport covers all skills and qualifications a person possesses, whether acquired formally or informally, through competency-based training, enterprise-based training, apprenticeships, and experience working in the informal economy. It is linked with a Recognition of Prior Learning (RPL) platform that helps recognize informally acquired knowledge, skills and competencies through formal assessments and certifications - including for informal sector workers or returning migrants.

It records the expertise and experience of a worker within and across sectors. References from employers are also captured. The passport database is adhering to strict data protection. As of today, more than 200 skills passports have been issued, with hundreds more in the pipeline.

Further information: <http://www.nsp.gov.lk/>

### UNICEF – Youth Agency Marketplace (YOMA)

YOMA is an online ecosystem for youth that provides opportunities to develop skills, engage with a community and access employment. It takes the form of an online platform, providing also offline access for remote/rural areas with no or low connectivity. The platform aims at developing individualised learning-to-earning pathways. Yoma is active in Nigeria and Burundi

At the heart of the platform is a digital skills/CV record covering the content of the ecosystems and activities outside of it. The system can also connect youth with job opportunities based on their defined profile.

The ecosystem also facilitates interactions between Youth and the private sector – learning/task opportunities are advertised. Yoma takes a gamified approach to skills development. Whenever completing a task, users receive digital tokens that can be redeemed in the local economy.

Any achievements gained by the users and training credentials of youth are recorded and verified using blockchain and added to a digital CV, which they can share with peers and employers.

UNICEF doesn't provide content but partners with the private sector and youth themselves to develop the service. It provides online and offline pathways for youth

who don't have access to the internet. More than 250,000 young people have already utilized YOMA.

Further information: <https://www.yoma.foundation/about>

### Europass

Europass is a digital set of tools created by the European Commission to increase the transparency of qualifications and mobility of citizens in Europe. It aims at making a person's skills and qualifications clearly understood throughout Europe (including the European Union, European Economic Area and EU candidate countries).

Europass is in line with the EU pillar of social rights and the principle for lifelong learning as well as the digital and green transition. It is free of charge and the EC backing strongly supports its credibility. Europass was created in 2004 but was revamped with a new digital platform launched in 2020.

The Europass system is using the national qualifications database, the European Qualification Framework for lifelong learning and the European skills and occupation taxonomy.

Currently, Europass includes five standard documents sharing a common brand name and log in access.

- Curriculum Vitae,
- Language Passport,
- Europass Mobility,
- Certificate Supplement, and
- Diploma Supplement.

It also incorporates a wallet where digital credentials, CV and cover letter can be stored and shared.

The Europass is being further developed and benefits from an advisory group composed of member states representatives from education and employment ministries, as well as representatives of civil society.

<https://europa.eu/europass/en>

### RedSafe – An International Committee of the Red Cross (ICRC) Application

RedSafe is a digital humanitarian platform providing safe and secure services for people affected by conflict, migration, and other humanitarian crises. The foundations of this platform are security and privacy to ensure trust.

Redsafe contains information notes about destination countries' regulations, and support structures (legal, health, education, training, counselling, work and

employment) as well as a digital vault to safely store important documents such as pictures, ID cards/documents proof of their identity, birth, or work certificates etc. The application uses geolocation for the relevance of information and suggested services. RedSafe allows to reach out to more people whilst guaranteeing digital safety and compliance with ICRC data protection standards.

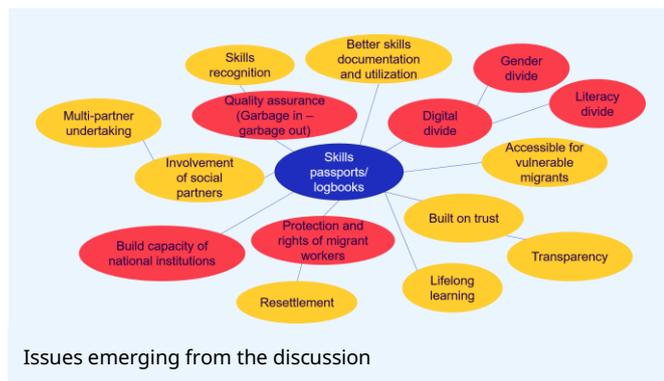
Users of Redsafe in Zimbabwe and South Africa, where the application is currently being applied, are not charged for internet use of the service.

<https://www.icrc.org/redsafe>

### Summary of discussion

The following figure summarizes the key points that emerged from the discussion.

#### ► Enabler and obstacles of skills logbooks/passports



In the following graph, the existing experiences and tools presented are mapped along a number of criteria, including

- Coverage;
- Potential for inclusion of vulnerable migrant workers and forcibly displaced people;
- Inclusion of non-formal and informal learning;
- Formal recognition of skills and qualifications.

#### ► Mapping of skills logbooks/passports initiatives presented



### Session 3: Technological Ecosystems for Skills Portability: 3CL Foundation, Nordic EdTechForum, Corvus Health, and EBSI project

During this session, expert panellists explored the current situation and identified the main challenges as well as key considerations that need to be addressed to design and implement efficient and human-centred tech-enabled solutions.

Many different solutions already exist, which have a variety of different specific goals, as well as names to cover them. There is currently a lack of appropriate definition of the need, as well as a common language to use for both needs and solutions. Some national or regional skills logbook or passport solutions already exist, however, there is no uniform international vision yet.

While a lot of innovation is taking place in this space, many initiatives suffer from a lack of political will and commitment, which are critical to endorse and build trust and credibility. Indeed, the fact that online credentials, for example, are not delivered in a centralised manner often generates doubt and lack of trust regarding this type of credentials. Also, the lack of endorsement of such solutions is mainly due to a lack of (full) understanding of what is at stake. When looking at the technical aspects of such solutions, policy makers are often mostly concerned about security issues for now.

The Europass European blockchain service infrastructure (EBSI) is a good regional example of the EU investing in tech for public good, but solutions need to go beyond the EU.

Technology solutions using big data are a way forward to collect data about any kind of learning that is happening. Technology using data is seen as an enabler for a seamless pathway for individuals from setting their skills profile, to recognizing skills and experiences, providing personalized learning pathways and relevant, contextualised possible career pathways or job opportunities.

The concept of self-sovereign identity to enable individuals to hold their credentials intact and to decide how and what they wish to share with other third parties is also seen as a fundamental aspect in this context, and blockchain is identified as having the potential to support this.

### What to consider before designing technical enabling solutions

- **Precisely define the goals and terminology**

A clear and precise definition of the need is critical to design appropriate solutions as well as find a common terminology for this. Indeed, it is necessary to define what we precisely need to cover (acquired skills, work experience, formal as well as informal learning), for which purpose (skills mobility, skills recognition, access to or transition in the labour market, national, regional, and/or global level, cross-border) as well as which target groups we are aiming to serve with such solutions (limited to migrants and forcibly displaced people or for all). A common language to name the solution for each of the specified needs (skills passports, logbooks, portfolios etc.) is also needed to make sure all stakeholders are aligned.

- **Explore available technology to cover the needs**

Once the need has been precisely defined, actors need to explore and map what technology can already do, and through which specific solutions, to cover this need. Stakeholders in the innovation area both at local and global level need to be consulted to understand existing solutions based on these technologies, assess their potential complementarities or overlaps, as well as identify potential gaps.

- **Raise awareness, develop capacity building and create an enabling environment**

Concerns around technology and innovation, and a lack of understanding of their value proposition is one of the major obstacles to the design, implementation or scaling up of solutions. Therefore, raising awareness and building capacity among national authorities and policy makers on the potential of such technologies is critical to make sure they are engaged in the dialogue and commit themselves to the design and implementation processes.

Moreover, facilitating mechanisms that bring innovators closer to national decision-making and financing, such as the Nordic Ed-Tech Forum is doing, is key for creating an enabling environment in which new solutions such as skills logbooks or passports can thrive. This could happen through regular collaboration involving different stakeholders (including innovators communities and cross governmental agencies) both at a national and international scale; involving youth in the design of such solutions (such as google maps for skills); and successful, high profile piloting to demonstrate efficiency and outcomes, and thus build trust.

Decision-makers, innovators/designers of solutions and end beneficiaries need to be jointly designing such solutions for them to be impactful and deliver well-defined, expected outcomes.

Organizations like UNESCO or ILO can serve as enablers and mediators, support the understanding of what such technological solutions can bring, what they cannot, and demonstrate through pilots the interests for policy makers.

### Pre-conditions for the effective use of technological solutions

Technology is not the magic wand, and discussions held during the workshop helped identify some important pre-conditions for the effective use of technological solutions.

- **Data quality (assurance) & trust**

To facilitate the portability and recognition of skills across borders through skills passports and logbooks, sufficiently detailed information is required on people's qualifications and credentials, and on training providers and training authorities from countries of origin to increase trust among employers and governments in countries of destination.

Accessing quality data can be challenging as has been described for the health sector by Corvus Health. Basic information such as a list of existing training institutions or TVET centres, as well as the certifications they deliver, is not easily available. Like this, it is impossible to verify if diplomas or other documents are real and can be trusted as such.

Even if data is available, it is critical to consider local and sectoral differences in skill needs and workplace practices such as in the care and health sector, for example, which are very context sensitive.

#### ● Self-Sovereign Identity and the Interoperability

Self-Sovereign Identity's most significant benefit is interoperability. Interoperability means that systems need to communicate between each other, but not only. Interoperability needs to be looked at in four main dimensions:

1. Technical interoperability – using standards/ standardized formats for operability among systems;
2. Legal interoperability, considering national regulations and legislations on identity and on data (such as General Data Protection Regulation (GDPR), for example), and the necessity to navigate through and across them;
3. Semantic interoperability, to enable a seamless transfer and communication of data, that can be understood across traditional borders, through a common language/model;
4. Governance interoperability, as it always implies decision-makers who set the direction. Besides the overall governance on ownership, roles, and accountability, implementers also need to consider the technical and the educational governance.

For skills logbooks and passports, interoperability also means making sure that standards for description, sharing and verifying data are implemented.

#### ● Recognition of credentials

Although technology could be the means, it will not be the overall solution. One of the remaining challenges lies in the recognition of learning credentials by national authorities, to enable the portability of skills across borders. Regional qualification frameworks, if they are developed and national qualifications linked to them, can

help compare qualification levels, yet formal recognition in countries of destination is only obtained through the responsible authority, unless mutual recognition agreements between countries or within economic communities are in place.

In Europe, the European Professional Card (EPC) has been introduced in 2016 for five regulated professions: general care nurses, physiotherapists, pharmacists, real estate agents and mountain guides.<sup>4</sup> It is an electronic certificate, issued via the first EU-wide fully online procedure for the recognition of qualifications. Authorities in countries of origin certify the validity and authenticity, and countries of destination take the decision if qualifications are recognized. They have to provide justification in case recognition is rejected. If set deadlines are passed, recognition is granted automatically.

Another possible solution are global or regional standards for occupations, such as currently developed in ASEAN for the tourism sector, designed in collaboration with all stakeholders. However, given national and local variations in practices, standards and skill needs, these standards are challenging to arrive at.

#### ● Key role of government regulations

Solutions such as skills passports and logbooks should not exist in a legal vacuum. Government regulation is key for the creation of regular migration routes and for protecting migrant workers' rights, at all skill levels. The successful ratification and implementation of international instruments such as ILO's Violence and Harassment Convention, 2019 (No. 190), a fruit of tripartite negotiations, or the Global Convention on the Recognition of Qualifications concerning Higher Education, will lead to governments aligning their regulations.

#### Summary of key elements to consider

- Manage transitions and organisational change within complex ecosystems through coordination and change management among a large variety of stakeholders with different roles and responsibilities to define;
- Ensure effective data governance, data management, data protection and privacy;
- Design user-centric, user-friendly and context-specific solutions, including for the most vulnerable;
- Maximise usage through visibility of and awareness raising about solutions;

<sup>4</sup> [https://europa.eu/youreurope/citizens/work/professional-qualifications/european-professional-card/index\\_en.htm](https://europa.eu/youreurope/citizens/work/professional-qualifications/european-professional-card/index_en.htm)

- Develop digital skills of potential users and targeted training on solutions;
- Involve users and social partners in the governance of public-private partnerships to make sure that migrant workers' needs remain central, and that public-private partnerships do not lead to a privatisation and commodification of basic rights such as education, health or social care.
- Consider potentials and risks of new technologies together. Blockchain, for example, is still a new technology in education and training and must be considered as such. It is essential that innovators or computer scientists discuss with other stakeholders to understand the needs and problems to solve, to then jointly assess how technology can address all or part of them, and best benefit future users.

### Way forward

Based on the initial findings of this workshop, the members of the Global Skills Partnership on Migration propose to collaborate around the following follow-up activities:

- Come up with a precise definition of the need for an international skills logbook/passport, as well as tentative terminology for it (as it may evolve as we make progress);
- Define provisions and preconditions necessary for a tech enabled solution to be designed and implemented;
- Map relevant existing technologies and tech-enabled solutions, aligned with previously identified needs;
- Identify relevant solutions, contexts, and target groups for a pilot of one or some of them.

## Annex: Workshop agenda

### ► Day 1

9:00 – 9:10	<b>Welcome, Introductions and Background</b> Michelle Leighton, ILO
9:10 – 9:45	<b>Recognition of Skills &amp; Qualifications for Migrant Workers through Skills Logbooks or Passports: Key Issues</b> - Panel discussion moderated by Christine Hofmann, ILO  Speakers: Borhene Chakroun, UNESCO Jobst Koehler, IOM Stephen Yee, SNEF Paola Simonetti, ITUC
9:45 – 10:00	Comfort Break

10:00 – 11:00	<p><b>Existing Approaches</b>                  - 6 x 5-10 min presentations                  Moderated by Geertrui Lanneau , IOM</p> <p>Speakers:                  Andreas Snildal, UNESCO                  Dr Janaka Jayalath, TVEC Sri Lanka                  Kolawole Kayode Ladejobi, UNICEF Nigeria                  Koen Nomden, DG Empl, EC                  Berta Panes, ICRC</p>
11:00 – 11:45	<p><b>Panel Q&amp;A and Discussion</b>                  moderated by IOM with previous speakers</p>
11:45 – 12:00	<p><b>Discussion and Conclusions</b>                  Stephen Yee, IOE                  Paola Simonetti, ITUC</p>

► Day 2

9:00 – 9:15	<p><b>Welcome and Day 1 recap</b>                  Christine Hofmann, ILO</p>
9:15 – 10:45	<p><b>Technological Ecosystems for Skills Portability</b>                  5 x 5 min inputs, followed by Q&amp;A                  Moderated by Katerina Ananiadou, UNESCO</p> <p>Alex Grech, 3CL Foundation                  Lluís Alfons Ariño, European Blockchain Services Infrastructure (EBSI) project                  Märt Aro, Estonia, Nordic EdTech Forum                  Kate Tulenko, Corvus Health</p>
10:45 – 11:00	<p>Comfort Break</p>
11:00 – 11:45	<p><b>Discussion and Conclusions</b>                  Moderated by Paul Comyn, ILO</p>
11:45 – 12:00	<p><b>Closing and Way Forward</b>                  Stephanie Winet, IOE                  Paola Simonetti, ITUC                  Srinivas Reddy, ILO                  Marina Manke, IOM                  Hervé Huot-Marchand, UNESCO</p>

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