▶ **Training Employment Services Providers on How to Facilitate the Recognition of Skills of Migrant Workers**

Second Edition

Facilitator's Notes

TRAINING EMPLOYMENT SERVICES PROVIDERS ON HOW TO FACILITATE THE RECOGNITION OF SKILLS OF MIGRANT WORKERS

Second edition

FACILITATOR'S NOTES

To be used in conjunction with

How to facilitate the recognition of skills of migrant workers: Guide for employment services providers

Foreword

These *Facilitator's notes* are an updated version of the 2017 publication. They reflect new labour migration needs and trends, including in the COVID-19 context, and share good practices. They are intended to contribute to addressing the challenges of recognition of prior learning (RPL) and are designed to be used in conjunction with the updated ILO guide: *How to facilitate the recognition of skills of migrant workers: Guide for employment services providers*.

This edition is issued within the framework of the Support to Free Movement of Persons and Migration in West Africa project (FMM), funded by the EU and ECOWAS, and takes on board the efforts made in the ECOWAS subregion to improve labour migration governance and skills portability, in particular skills acquired through non-formal and informal learning, and uncertified formal qualifications. This is of particular use to potential, current and return migrant workers, as well as to refugees. The notes are a capacity-building tool and can be used for training of trainers, as well as for targeted stakeholders, including government officials and the social partners. The notes are of particular relevance to the ECOWAS Member States in contributing to the effective implementation of the ECOWAS Protocol on the Free Movement of People and Goods. They are also part of the overall ILO assistance and collaboration in promoting skills and employability, and protection of migrant workers in Africa.

The notes should be used in conjunction with the guide for employment services providers: *How to facilitate the recognition of skills of migrant workers*. The notes are also available in the French language.

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Acknowledgements

How to use the notes

Objective

The main purpose of these notes is to offer an effective learning package that facilitators can use with the participants (employment services providers) who are currently providing labour market services to migrant workers and refugees and those who would like to start offering such services to these target groups.

Participants

The training activities are designed for facilitators to help employment services providers (ESPs)[1] learn more about labour market services for migrant workers and refugees.

Participants will benefit from a better understanding of the services available, particularly in regard to the recognition of prior learning (RPL) and the ways in which to facilitate the recognition of skills and competencies of migrant workers and refugees, acquired formally, non-formally or informally.

An understanding of the characteristics and needs of participants is crucial when planning and conducting each workshop. Facilitators will have to tailor workshops according to the needs of participants in order to maximize their learning experience.

Facilitator's profile

Facilitators are required to possess prior knowledge on the RPL process and relevant practices as well as be familiar with the issues surrounding migrant workers and refugees. Facilitators need to be particularly knowledgeable in the recognition of skills and competencies gained in an informal and/or non-formal learning context, and ways to support migrant workers and refugees who may have formal training(s) but do not possess any proof of qualifications.

They must also have good facilitation and training skills and be creative and imaginative. This is important during the selection and adaptation of learning resources for the needs of the participants in a given context.

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[1] The participants of the learning activities are employment services providers, therefore, for these notes, the term "employment services providers" and "participant(s)" are used interchangeably.

Structure and content

The notes are organized around four sessions that can be delivered in approximately 11 training hours over 2.5 days.[2] The suggested activities and tips included in each session provide facilitators with the support required to successfully deliver each of the training activities. Facilitators are encouraged to use these notes in conjunction with *How to facilitate the recognition of skills of migrant workers: Guide for employment services providers*.

These notes start with an introduction to the workshop and to migration and RPL terms (Session 1). Session 2 provides information on the five main target groups that ESPs may deal with when providing labour market services, RPL in particular. Session 3, which is the main focus of the workshop, describes the modalities for recognition of skills and competencies gained through formal, non-formal or informal learning processes. This session will help the participants (ESPs) understand and gain knowledge on how they can raise awareness, liaise between migrant workers/refugees and assessors and help the target group prepare relevant documentation for the RPL assessment e.g., portfolio. The final session is dedicated to other labour market services available to migrant workers and refugees, including in the COVID-19 context.

To tailor the notes according to participants' needs, one or more training sessions may be expanded, shortened or even skipped. For instance, if participants already have a fair idea of general labour market services available to migrant workers but lack an understanding of skills recognition processes, Session 4 can be shortened or skipped and Session 3 can be expanded.

Methodology

A mix of methods is proposed for each session. The facilitator may alter the mix based on the size/needs/preference of the group.

The mix of methods includes:

- *Presentations* – e.g. PowerPoint (PPT), but also other presentation formats with tables and visuals, such as graphs, diagrams or flow charts, for easy reference and delivery of content.

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[2] This estimate is valid only if following the suggested activities; facilitators may adjust training hours according to the needs of the participants.

- *Audiovisual* – such as videos, documentaries or images used as a basis for reflection, discussion and/or analysis.
- *Group discussions* – through small groups, brainstorming to gather ideas, existing knowledge and opinion.
- *Group work* – cases to be analysed based on specific and simple questions/assignments including group presentations or role playing.

At the end of each session, a sample PowerPoint presentation is provided. Facilitators are encouraged to adapt the content and structure of these presentations according to the given context.

Time management is necessary to avoid falling behind schedule and to have enough time for participants to discuss with each other and reflect on what they have learned from each training activity.

Outline of the notes

Getting to know each other

LEARNING OUTCOMES

After this session, participants should:

- Know each other and know the facilitator.
- Have voiced their expectations and needs.
- Have an overview of the overall structure of the workshop, the general objectives and working methodology.

OUTLINE OF THE SESSION

Topic	Time (minutes)	Method	Materials
0.1 Welcome and introduction	30	Welcome - Presentation - Interaction with and among participants	Projector, screen (wall), laptop, PPT, flipcharts, marker
0.2 Expectations and overview of the workshop	30	Expectations - Visualization, discussion - Discussion/presentation of agenda and outcomes rules, introduction of "Parking lot"	Flipcharts, marker, coloured cards, pin board or whiteboard or wall, pins Prepared agenda
Total duration	60 (depending on the number of participants)		

CONTENT OF THE SESSION

The purpose of this session is to create a pleasant learning environment for all participants and establish some common ground rules. It seeks to provide an overview of what the workshop will cover and matches it with the overall expectations participants bring with them. It will also provide a glimpse into experiences participants may have.

Proposed activities

1.   Welcome

Short welcome by the facilitator or by the representative of the organization and the facilitator. Introduce yourself with some basic and relevant information (professional and something personal to break the ice).

2.   Getting to know each other

Depending on the size of the group, ask participants to briefly introduce themselves or introduce themselves to their neighbour. The neighbour then gets to introduce the other person.

Optional: Ask everybody to add a personal detail (what they like, what they are good at, something they enjoyed the past weekend, etc.).

Alternative (particularly with participants from different places and countries)

"**Sociograms**"

- Ask all participants to stand up and imagine the whole room to be a map.
- Ask them to position themselves on the spot in the room either where they currently come from (their place of residence) or where they consider home.
- Encourage the participants to talk to each other (somebody will then take the initiative and assign north and south, east and west; if this doesn't happen, assign it).
- Go from participant to participant and ask them where they are, to state their name, institution/organization, and position quickly.
- If you still have time and want to know more about their knowledge on and involvement with RPL, ask them to form a line with those with "no or very little knowledge" on one side of the line, and "experts" on the other side.
- Ask them quickly why they positioned themselves where they did. This will provide you with an idea of who you can invite to contribute from their experience during the course of the training.

3.   Expectations

Ask the participants to reflect on their expectations and to bring them forward. This is to provide the opportunity to either manage expectations or to potentially adapt the content to the needs of the participants.

You can ask the group as a whole to write down the points they bring forward on a flipchart, or use a more participatory method by providing participants with individual cards to write down their expectations.

As providing cards to each participant (and collecting their input) requires more time, an alternative is to provide cards to a group of participants or per table (depending on the number of participants and the room setup).

Ask the participants to discuss their expectations and write them down for the entire group, without duplication. Ask each participant, or the representative of the group, to come

forward and state them. Cluster the cards according to common themes (or by topic, methodology of sessions, etc.) and pin them on a pin board, whiteboard or wall. At the end, summarize and highlight the most important clusters.

4.   Overview of the workshop

Link the expectations with the overall design of the workshop by highlighting that some expectations relate to sessions that will take place in the workshop, as the agenda will reveal.

Introduce the **overall learning outcomes** of the workshop first and then provide a quick overview of the agenda of the workshop (best with a prepared flipchart and a graphic overview, with structure and basic timings). Wherever possible, make a connection to the expectations voiced and point out where they match the agenda (e.g. where content is covered, a certain methodology used, etc.). State which expectations you will not be able to fulfil and those that you might try to accommodate additionally, e.g. as part of a particular session.

5.   Ground rules

Present **ground rules** everybody wants to see respected during the workshop with the participants and document them on a flipchart (being on time, mobile phones on silent, if with translation, using the microphone, etc.). Highlight the different types of methodologies you will be using and issue an appeal for active participation. Also introduce a "**parking lot**" as a separate flipchart that remains in the room on a wall or a pin board to put up questions or "park" emerging topics for later.

Invite questions for clarification, clarify all relevant logistics and start with Session 1.

SAMPLE PRESENTATION

How to facilitate the recognition of skills of migrant workers

Name (facilitator) / Organization

Date:

Welcome

▶ Welcome by the facilitator

▶ Introduction of the facilitator

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Getting to know each other (Option 1)

▶ Introduce yourself to your neighbour (name, country, what you like, what you are good at, etc.)

▶ The neighbour then gets to introduce you

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Getting to know each other (Option 2)

Sociograms

▶ Imagine the whole room to be a world map

▶ Position yourself on the spot in the room where you either currently come from or where you consider home

▶ Talk to each other and find your spot in the room

▶ Introduce yourself to your neighbour, then the neighbour gets to introduce you to the class

▶ If possible, ask about their knowledge on and involvement with RPL

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Expectations

what do YOU expect?

▶ Reflect on your expectations

▶ Discuss them with your group and write them down on cards provided, without duplication

▶ Each participant or a representative of the group presents to the class

▶ The facilitator will discuss and cluster the cards with the participants

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Ground rules

House Rules

▶ Ground rules for the workshop

Also,

▶ Different types of methodologies

▶ Participants are encouraged to actively engage in discussion/activity

▶ The 'parking lot'

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Overview of the workshop

▶ Overall learning outcomes

▶ An overview of the agenda and its connection to the expectations

▶ Which expectations will not be dealt during this particular workshop and those that might be accommodated additionally

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Let's begin!

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SESSION 1: LEARNING THE KEY CONCEPTS

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Define a migrant worker and a refugee.
- Understand the roles of employment services providers (ESPs) in migration management and systems.
- Define recognition of prior learning (RPL) and related terms.
- Understand the benefits of RPL.
- Understand different mechanisms and systems of RPL.

OUTLINE OF THE SESSION[3]

Topic	Time (minutes)	Method	You will need
Introduction	15	Introduction	PPT
1.1 Definitions of a migrant worker and a refugee	20	Discussion in plenary, short lecture	PPT
1.2 Migration systems and management	25	Short lecture, small group discussion	PPT
Break (15)			
1.3 What is RPL?	30	Video, small group discussion	PPT, video, a wall board, markers, pins
1.4 How does RPL work?	25	Video, small group discussion	Video
1.5 Benefits of RPL	20	Group discussion	PPT, printed handout (Major stakeholders of RPL

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[3] This session can be divided into two sections (1.1-2 and 1.3-4, 5) which facilitators may choose to conduct separately, depending on the needs/objective of the workshop. For those who want to focus on general labour market services for migrant workers and refugees and are not particularly interested in RPL, facilitators may use the first section and then skip directly to Session 4: Other labour market services.

			system), flipchart, markers
Summary and closing	10		
Total duration	160		

CONTENTS OF THE SESSION

1.1 Definitions of a migrant worker and a refugee

Define the target groups (migrant workers and refugees) to whom ESPs offer labour market services. Acknowledge that there are different definitions in existence. For the workshop, commonly used definitions are used, as follows:

Migrant workers

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Migrant for employment

"A person who migrates from one country to another with a view to being employed otherwise than 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

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Migrant worker

"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."

UN International Convention on the Protection of the Rights of All Migrant Workers and Their Families, 1990

The ICLS Guidelines concerning statistics of international labour migration define international migrant workers "as all persons of working age present in the country of measurement who are in one of the following two categories:

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(a) usual residents: international migrants who, during a specified reference period, were in the labour force of the country of their usual residence, either in employment or in unemployment;

(b) not usual residents, or non-resident foreign workers: persons who, during a specified reference period, were not usual residents of the country but were present in the country and had labour attachment to the country, i.e., were either in employment supplying labour to resident producer units of that country or were seeking employment in that country."

<div align="right">ICLS Guidelines concerning statistics of international labour migration, 2018</div>

Related terms

Temporary migrants

"those of foreign nationality who enter a country with a visa or who receive a permit which is either not renewable or only renewable on a limited basis. Temporary migrants include persons with seasonal jobs."

<div align="right">Addressing governance challenges in a changing labour migration landscape, Report IV, International Labour Conference, 106th Session, Geneva, 2017 (Geneva)</div>

According to the ICLS Guidelines concerning statistics of international labour migration, temporary for-work international migrants, that is, for-work international migrants entering the country of labour attachment or country of destination with the intention of stay for a limited period of time period, which may be less or more than 12 months.

<div align="right">ICLS Guidelines concerning statistics of international labour migration, 2018</div>

Permanent migrants

"those who enter with the right of permanent residence or with a visa or permit which is indefinitely renewable."

<div align="right">Addressing governance challenges in a changing labour migration landscape, Report IV, International Labour Conference, 106th Session, Geneva, 2017 (Geneva)</div>

Returning migrants

Those persons coming back to "their country of citizenship after having been international migrants (whether short-term or long-term) in another country and are intending to stay in their own country for at least a year."

<div align="right">UN-DESA, 1998</div>

Refugees

> "those who are unable or unwilling to return to their 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."
>
> UN 1951 Refugee Convention
>
> "Hence the definition or concept of a refugee to be recommended for use in the region is one which, in addition to containing the elements of the 1951 Convention and the 1967 Protocol, includes among refugees persons who have fled their country because their lives, safety or freedom have been threatened by generalized violence, foreign aggression, internal conflicts, massive violation of human rights or other circumstances which have seriously disturbed public order."
>
> Cartagena Declaration on Refugees, Colloquium on the International Protection of Refugees in Central America, Mexico, and Panama, section III, art. 3
>
> "… the term 'refugee' shall mean every person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country, or who, not having a nationality and being outside the country of his former habitual residence as a result of such events is unable or, owing to such fear, is unwilling to return to it."
>
> Convention governing the specific aspects of refugee problems in Africa, 1969, Art. 1, para. 1
>
> The ICLS Guidelines indicate that refugees who are working or seeking work are defined as international migrant workers.
>
> ICLS Guidelines concerning statistics of international labour migration, para. 20 (l)

1.2 Migration systems and management

Briefly explain the roles of ESPs in migration management and in supporting migrant workers and/or refugees through labour market services. Note that Session 3 will provide more information on RPL procedures and the last session (Session 4) will provide more comprehensive information on services that ESPs offer to these groups. Consider this session as an introduction to the following sessions which offer more information. Also, explain that

there are different migration systems in existence which may enable/limit the development potential of migration workers and refugees.

The roles of ESPs

Public employment services (PES)

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;
- implementing 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 employers (or retain existing employers as customers);
- inform potential employers about the services that PES can provide to them and to migrant workers, within existing frameworks.

Other functions of PES include 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.

Private employment agencies (PrEA)[4]

Independent of the public authorities, PrEAs provide one or more of the following labour market services:

- 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 (e.g. a user enterprise) which assigns their tasks and supervises the execution of these tasks;

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[4] For more information, see the ILO Private Employment Agencies Convention, 1997 (No. 181).

- other services related 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.

Different migration systems

In order for migrant workers to obtain legal status in the destination countries, they must comply with the migration system of the country to which they want to move, including which specific legal and administrative regulations. There are various systems in regulated migration.

Migration systems: Some examples
Points-based schemes   These usually assess skilled individuals by having them score points based upon criteria such as age, qualifications and experience, language skills (Australia, Canada, New Zealand, United Kingdom).   ***Quota systems***   The number of foreign citizens admitted for work purposes is defined every year by entry quotas established by the government of the receiving country (Italy, Spain: both these countries have reformed their quota systems to steer entries mainly towards seasonal work).   ***Other approaches***   **European Union**: Work permits are issued by 25 EU Member States to highly qualified non-EU citizens under the. EU Blue Card Directive. Introduced in 2007, the Directive aims at stimulating economic development by making Europe a desirable destination for qualified workers to practise their professional knowledge and skills, as well as allowing free movement within the European Union for non-EU citizens (see https://www.eu-bluecard.com/).   **United States**: The US Green Card 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.

Republic of Korea: The Employment Permit System (EPS) is a temporary migration scheme for low-skilled work which stipulates that the recruitment, selection and placement of workers shall be managed entirely by labour-sending and -receiving countries, based on government-to-government bilateral agreements (Kim, 2015).

As for refugees, their treatment is subject to different legal and factual arrangements: some countries have no legislation on refugees; some have constitutional principles for protecting all foreigners present on their territory; while others have a specific normative framework on refugees. In cases where legal frameworks are present, this does not guarantee effective implementation (Zetter and Ruaudel, 2016).

The Common European Asylum System is an example of a regulatory framework. It sets out common standards and establishes cooperation between EU Member States, but its implementation has not been without many challenges (see box below).

The Common European Asylum System[1]

The system is supported by a set of Directives on the different aspects of asylum seekers treatment.

The Asylum Procedures Directive[2] aims at creating a coherent system for the decisions on asylum by the Member States, based upon common standards

The Reception Conditions Directive[3] ensures that applicants have access, while they wait for the examination of their claim, to housing, food, healthcare and employment, as well as medical and psychological care.

The Qualification Directive[4] provides uniform methods for granting international protection to asylum seekers.

The Dublin Regulation[5] enhances the protection of asylum seekers during the process of establishing the state responsible for examining the asylum application and clarifies the relations between the member states in this field.

Notes: [1] See: https://ec.europa.eu/home-affairs/what-we-do/policies/asylum_en. [2] Directive 2013/32/EU of the European Parliament and of the Council of 26 June 2013 on common procedures for granting and withdrawing international protection. [3] Council Directive 2003/9/EC of 27 January 2003 laying down minimum standards for the reception of asylum seekers and Directive 2013/33/EU of the European Parliament and of the Council of 26 June 2013 laying down standards for the reception of applicants for international protection. [4] Directive 2011/95/EU of the European Parliament and of the Council of 13 December 2011 on standards for the qualification of third-country nationals or stateless persons as beneficiaries of international protection, for a

uniform status for refugees or for persons eligible for subsidiary protection, and for the content of the protection granted. [5] Regulation (EU) No 604/2013 of the European Parliament and of the Council of 26 June 2013 establishing the criteria and mechanisms for determining the Member State responsible for examining an application for international protection lodged in one of the Member States by a third-country national or a stateless person.

Proposed activities

1. Discuss the following points in a small group (ask the participants to form a small group of 2–4 persons, or with the immediate neighbour(s)):
   - Migration systems in participants' countries.
   - What kind of services do the employment services providers offer to support migrant workers and/or refugees?
2. Share the findings in plenary.

1.3 What is RPL?

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.

(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). For the purpose of this workshop, we use the definition above.)

RPL provides an opportunity for people to acquire a 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.

Proposed activities

1. Watch a short video on an RPL system in Australia, at: https://www.youtube.com/watch?v=Y-evjVsEM3Q.

2. Ask the participants to form small groups and distribute to each group a set of cards with keywords that help define RPL. Ask each group to discuss and decide on a definition of RPL that can be created with the words distributed. After the group work is over, ask each group to come forward and post their definition on the board. A representative from each group will then explain their definition to the class.

1.4 How does RPL work?

In simple terms, **the standards for assessment/validation of informal and non-formal learning are the same as those for formal educational training and occupational standards such as the National Qualifications Framework (NQF), if one is in place**.

Occupational standards can be established at **the regional level**, which enable qualifications to be compared across countries. Explain that regional recognition schemes facilitate the mobility of workers within the Member States of regional development organizations through mutual recognition agreements (MRA).

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.

Session 3 covers in detail the steps involved in facilitating access to RPL processes.

Tips. Mutual Recognition Agreements (MRA) are frequently used to facilitate the mobility of migrant workers. An example is provided by the ASEAN MRAs allowing for the mobility within the Member States of engineers, nurses, surveying service providers, architects, accounting service providers, medical practitioners, dental practitioners, and tourism professionals. In the East Africa Community, the MRAs cover the mobility of accountants, architects, engineers, veterinaries, lawyers.

Proposed activities

1. Ask the participants to form small groups and share information about the RPL system in place in their country or another that they know/have heard of. Discuss the following:
- Are there any RPL systems in place?
- Who implements RPL and how does it work? Jurisdiction?
- Any success stories or hurdles to share?

1.5 Benefits of RPL

Major stakeholders of recognition of prior learning systems

Source: Adapted from Braňka, 2016.

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

- improving employment opportunities for immigrant workers and easing their full integration into the labour market of the receiving country;

- reducing costs and time taken for training and certification;

- easing the formal path to certification, through credit transfer processes;

- planning for an individual's development in a lifelong learning perspective;

- increasing migrant workers' self-esteem by recognizing their achievement in learning;

- helping drop-outs to re-enter formal education; and

- improving the employment opportunities for returning migrants who can formalize competencies acquired abroad.

RPL benefits learning and training providers in a range of ways (see also SCQF, 2010) for example by:

- enabling greater retention of learners;

- widening access to a range of learners; and

- increasing participation of learners from non-traditional learning backgrounds.

RPL can support employers by:

- 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 employees/learners; and

- generating new ideas and developments for the organization as a result of the employee/learner reflecting on work activities.

Session 1
Learning the key concepts

Name (facilitator) / Organization

Date:

Learning objectives

By the end of the session, you will be able to:
- define a migrant worker and refugee
- understand the roles of employment services providers (ESPs) in migration management and systems
- define recognition of prior learning (RPL)
- understand the benefits of RPL
- understand different mechanisms and systems of RPL

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Who is a migrant worker?

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." (The ILO Convention No. 97)

Migrant worker
- "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." (UN International Convention on the Protection of the Rights of All Migrant Workers and Their Families, 1990)

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Who is a migrant worker?

Migrant worker
- The ICLS Guidelines concerning statistics of international labour migration define international migrant workers "as all persons of working age present in the country of measurement who are in one of the following two categories:

  (a) usual residents: international migrants who, during a specified reference period, were in the labour force of the country of their usual residence, either in employment or in unemployment;

  (b) not usual residents, or non-resident foreign workers: persons who, during a specified reference period, were not usual residents of the country but were present in the country and had labour attachment to the country, i.e., were either in employment supplying labour to resident producer units of that country or were seeking employment in that country." (ICLS Guidelines concerning statistics of international labour migration, 2018)

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Related terms

Temporary migrants
- "those of foreign nationality who enter a country with a visa or who receive a permit which is either not renewable or only renewable on a limited basis. Temporary migrants include persons with seasonal jobs." (ILO, 2017)
- According to the ICLS Guidelines concerning statistics of international labour migration (2018), temporary for-work international migrants, that is, for-work international migrants entering the country of labour attachment or country of destination with the intention of stay for a limited period of time period, which may be less or more than 12 months.

Permanent migrants
- "those who enter with the right of permanent residence or with a visa or permit which is indefinitely renewable." (ILO, 2017)

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Related terms

Returning migrants
- those persons coming back to "their country of citizenship after having been international migrants (whether short-term or long-term) in another country and are intending to stay in their own country for at least a year." (UNDESA, 1998)

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Who is a refugee?

Refugees
- "those who are unable or unwilling to return to their 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." (UN 1951 Refugee Convention)
- "Hence the definition or concept of a refugee to be recommended for use in the region is one which, in addition to containing the elements of the 1951 Convention and the 1967 Protocol, includes among refugees persons who have fled their country because their lives, safety or freedom have been threatened by generalized violence, foreign aggression, internal conflicts, massive violation of human rights or other circumstances which have seriously disturbed public order." (Cartagena Declaration on Refugees, Colloquium on the International Protection of Refugees in Central America, Mexico, and Panama, section III, art. 3)

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Who is a refugee?

- "…, the term "refugee" shall mean every person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country, or who, not having a nationality and being outside the country of his former habitual residence as a result of such events is unable or, owing to such fear, is unwilling to return to it." (Convention governing the specific aspects of refugee problems in Africa, 1969, Art. 1, para. 1)
- The ICLS Guidelines, indicates that working or seeking work refugees are defined as international migrant workers. (ICLS Guidelines concerning statistics of international labour migration, para. 20 (I))

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Migration system

1. Points-based schemes
- Denmark, Australia, Canada, New Zealand, United Kingdom

2. Quota system migration schemes
- Italy, Spain

3. Other approaches
- EU Blue card
- USA Green card
- The Republic of Korea's Employment Permit System

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Roles of employment services providers (ESPs)

Public employment services (PES)
- a bridge between national workers and the labour needs in destination country
- explore job opportunities abroad and assess information, etc.

Private employment agencies (PrEA)
- match offers of and applications for employment
- employ workers for a third party (employer, PrEA in destination country)

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Activity

Discuss the following points in a small group (form a small group of 2-4 persons, or with your immediate neighbour(s)):
- Migration systems in participants' countries
- What kind of services do the employment services providers offer to support migrant workers and/or refugees?

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What is RPL?

- Watch this video from Australia on recognition of prior learning: https://www.youtube.com/watch?v=Y-evjVsEM3Q

- A group activity : Define RPL using keywords distributed on the table

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What is RPL?

> 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.

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How does RPL work?

- In general – assessment of formal, informal and non-formal learning is done against the formal educational training and occupational standards, e.g. National Qualifications Framework (NQF) if one is in place

Also, it's established at:
- Regional level: Mutual recognition agreements (MRA) e.g. East Africa, ASEAN, the Caribbean
- Sectoral level

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How does RPL work?

Watch the video: RPL in practice in the Netherlands – Toolkit for admission of refugees without documents

Discussion (in your small group)
- Are any RPL systems in place in your country?
- Who implements RPL and how does it work? Jurisdiction?
- Does RPL apply to migrant workers/refugees?
- Any success stories or hurdles to share?

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Benefits of RPL

Major stakeholders of recognition of prior learning systems (Braňka, 2016)

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Benefits of RPL

1. Using the diagram, discuss in small groups what benefits RPL offers for the different user groups – individuals (migrant workers/refugees), training providers and employers.
2. Write down on a flip chart what has been discussed.
3. Compare your answers with those suggested in the following slides.

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Benefits of RPL (training providers)

- enabling greater retention of learners;
- widening access to a range of learners;
- increasing participation of learners from non-traditional learning backgrounds.

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Benefits of RPL (migrant workers)

- improving employment opportunities for immigrant workers and easing their full integration in the labour market of the receiving country;
- reducing costs and time taken for training and certification;
- easing the formal path to certification, through credit transfer processes;
- planning for an individual's development in a lifelong learning perspective;
- increasing migrant workers' self-esteem by recognizing their achievement in learning;
- helping drop-outs to re-enter formal education; and
- improving the employment opportunities for returning migrants who can formalize competencies acquired abroad.

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Benefits of RPL (employers)

- 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 employees/learners;
- generating new ideas and developments for the organization as a result of employee reflecting on work activities.

Questions?

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SESSION 2: UNDERSTANDING THE TARGET GROUPS

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Understand employers' interest and involvement in recognition of prior learning (RPL).
- Understand different target groups – migrant workers, potential migrant workers, returning migrant workers and refugees – and their potential interest in and use of RPL.

OUTLINE OF THE SESSION

Topic	Time (minutes)	Method	You will need
2.1 Employers and RPL	15	Short lecture	PPT
2.2 Migrant workers and RPL	20	Brainstorming	Flipchart, markers
2.3 Potential migrant workers and RPL	25	Small group discussion	Flipchart, markers
Break (15)			
2.4 Returning migrant workers and RPL	25	Small group discussion	Flipchart, markers
2.5 Refugees and RPL	30	Brainstorming, small group discussion, short lecture	PPT, flipchart, markers
Summary and closing	10		
Total duration	140		

CONTENT OF THE SESSION

2.1 Employers and RPL

It is important to note that from the perspective of employment and labour mobility, RPL is only useful when the outcomes of these processes are recognized and accepted by employers.

The extent to which employers value qualifications and/or outcomes of RPL is often sector-specific. In the case of Australia, a majority of employers in the construction and manufacturing sectors place more value on formal certificates and qualifications than on experience. In the service sectors, the opposite is true.

Employers often lack understanding of the RPL systems available and their benefits (the benefits of RPL were covered in the previous session). It is therefore crucial to increase awareness of RPL among employers (various methods on how to increase awareness on RPL will be explained in Session 3) and involve them in the design and implementation of RPL.

Share some examples of employers' involvement in skills recognition.

> **Employers' involvement in skills recognition**
>
> In **South Africa**, there are currently 21 sector education and training authorities (SETAs), which cover the entire economy. They manage sector skills plans (SSPs), aiming at ensuring the correspondence between the skills on demand and what has been delivered.
>
> A tripartite approach can also be observed in **Bangladesh**, where employers, workers and government representatives collaborate in Industry Skills Councils (ISCs) on skills development in each economic sector (ILO, 2013).
>
> In **the Netherlands**, some industrial branches, trade unions and employers' organizations have joined efforts through sectoral collective bargaining, and established training and development funds (*O&O-fondsen*) to support educational opportunities for employees. These funds are also used for the assessment of employees' personal competences. There are 140 O&O funds linked to 116 different sectors, which cover 5.9 million employees, accounting for some 85 per cent of Dutch employees. One of the main O&O funds is the Foundation for Education and Development Fund in vocational freight transport.
>
> Sources: https://nationalgovernment.co.za/units/type/8/seta;
> https://www.eurofound.europa.eu/observatories/emcc/erm/support-instrument/sectoral-training-and-development-funds.

2.2. Migrant workers and RPL

Migrant workers are often 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 jobseekers with a migrant background from obtaining appropriate employment.

An important factor that influences the labour outcomes of migrant workers is that they are not well informed about the labour market services available to them, including RPL. How to raise awareness of RPL among migrant workers will be discussed in Session 3.

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 competence-assessment procedures (testing). A step-by-step RPL process is explained in detail in Session 3.

> ### Proposed activities
> 1. Brainstorm on possible hurdles migrant workers might face in the labour market in host countries.
> 2. Discuss how RPL may help overcome the hurdles that have been identified.

2.3 Potential migrant workers and RPL

For potential migrants, it is important to start the recognition procedure before departure. An automated recognition process may be established on the basis of bilateral labour migration agreements between countries. Supporting measures such as guidance and recommendations for skills upgrading is critically important for this group.

Equally important is to advise **potential migrant workers to take with them 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 gained abroad is crucial. It encourages the regular collection of evidence of skill development while overseas, so that the material for skills recognition is available when a migrant worker returns.

Labour market services other than RPL will be covered in Session 4.

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Proposed activities

1. In small groups, discuss the challenges potential migrant workers face prior to their departure to host countries, and what kind of labour market services, including RPL services/systems, are available in their country that cater to the needs of potential migrant workers.

2. Share the findings with the class.

</div>

2.4. Returning migrant workers and RPL

Upon return to their countries of origin, some migrants feel empowered, confident and willing to reintegrate into society. Others, however, face difficulties and encounter barriers to reintegrate, which increases 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, de-skilling, and sometimes even abuse or fraud. Reintegration services offered to this group are covered in Session 4.

As migrant workers acquire new skills and knowledge, and gain competencies through their work experience, the recognition and validation of informal learning of those who return is a crucial factor in ensuring their reintegration into the 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 thereby become eligible for more advanced employment.

Ways to support this group in the RPL process are suggested as follows (ILO, 2010):

Assembling data from their overseas employment, including any skills training, into a comprehensive portfolio.

Mapping that data against an identified national or international competency standard.

Assessment.

Returning migrant workers achieve formal recognition of their new skills and work experience.
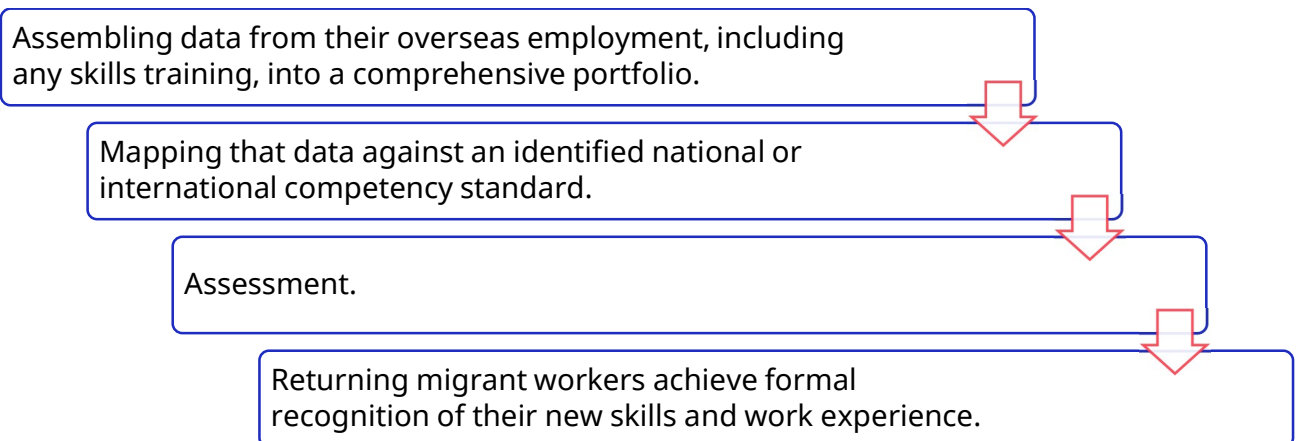
> **Proposed activities**
>
> 1. In a small group, discuss the challenges returning migrant workers face during labour market reintegration in their home countries.
>
>   Possible challenges include: de-skilling, social vulnerability such as reduced social networks due to absence, financial losses from exploitation/abuses, etc.
>
> 2. Participants should discuss how RPL may help returning migrant workers reintegrate into the labour market, then share with the rest of the class.

2.5 Refugees and RPL

Refugees differ from other migrant groups in terms of the motivation behind departing from their home countries. They benefit from international protection; the way this manifests itself in reality, however, differs substantially from one country to another. In addition, they face greater barriers than those encountered by other migrants in transitioning into employment. In certain contexts, refugees can have preferential treatment compared to other migrants (e.g. in Jordan the arrival of Syrians in large numbers have moved other groups such as Egyptians out of work in certain sectors). One of the reasons for this is that they are often unable to provide proper documentation of their level of education, training or skills.

> **Proposed activities**
>
> 1. Brainstorm the challenges refugees face for labour market integration into host countries. Also discuss how their challenges may be different from migrant workers, i.e., psychological challenges due to traumatic experiences.
>
>   Possible answers include: lack of language skills; low level of educational attainment and transferable job qualifications; long asylum procedure (insecure status); weak social networks; fragile health conditions and trauma; cultural barriers.
>
> 2. Discuss, in a small group, how RPL may help refugees integrate into the labour market in host countries.
>
> 3. Discuss some other RPL practices targeting refugees (see box 2.5 in the *Guide for employment services providers*) and share with the class.

SAMPLE PRESENTATION

Session 2
Understanding the target groups

Name (facilitator) / Organization

Date:

2

Learning objectives

By the end of the session, you will be able to:

▶ understand employers' interest and involvement in recognition of prior learning (RPL)

▶ understand different target groups – migrant workers, potential migrant workers, returning migrant workers and refugees – and their potential interest and use of RPL

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3

Employers and RPL

RPL is useful when the outcomes are recognized and accepted by employers.
However,
▶ employers often lack understanding of RPL and its benefits (benefits explained in the previous session)
Therefore,
▶ employers' involvement in RPL systems and processes is crucial;
▶ awareness raising is equally important.

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4

Migrant workers and RPL

1. Brainstorm on what possible hurdles migrant workers might face in the labour market in host countries.
   e.g., skills mismatch, language and cultural barriers,   discrimination, etc.

2. Discuss how RPL may help overcome the hurdles that have been identified.

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5

Potential migrant workers and RPL

Discussion (small groups)

▶ What challenges do potential migrant workers face prior to their departure to the host country?

▶ What kind of labour market services, including RPL services/systems, are available in your country to cater to the needs of potential migrant workers?

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6

Returning migrant workers and RPL

Discussion (small groups)

▶ What kind of challenges do returning migrant workers face for labour market reintegration in their home countries?

▶ How can RPL help returning migrant workers reintegrate into the labour market?

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7

Returning migrant workers and RPL

RPL process for returning migrant workers

Assembling data from their overseas employment, including any skills training, into a comprehensive portfolio.

Mapping that data against an identified national or international competency standard.

Assessment.

Returning migrant workers achieve formal recognition of their new skills and work experience.

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8

Refugees and RPL

1. Brainstorm the challenges refugees face for labour market integration in host countries. Also discuss how their challenges may be different from migrant workers, such as psychological challenges due to traumatic experiences.

2. Discuss (small group) how RPL may help refugees integrate into the labour market in host countries.

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Refugees and RPL

▶ ILO RPL projects targeting refugees will be introduced.

▶ Discuss what other RPL practices you know or implement for refugees.

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10

Questions?

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SESSION 3: HOW TO FACILITATE SKILLS RECOGNITION PROCESSES

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Understand the steps in the RPL process and the roles of employment services providers (ESPs) in the process.
- Learn how to support the target group in the RPL process through:
    - awareness raising and guidance (country examples)
    - preparation for recognition
- Understand the RPL assessment process.
- Learn different ways to support the target group in filling the gaps after the RPL assessment.
- Understand the procedure for recognition of formal education and training.

OUTLINE OF THE SESSION

Topic	Time (minutes)	Method	You will need
3.1 Steps in the RPL process **3.1.1** • **Awareness raising and information** • **Guidance and assistance**	30	Short lecture Small group discussion	PPT, papers, markers
3.1.2 Preparation for recognition	45	Role playing	Printed handouts (name cards, assessment checklist, Self-assessment, Competence cards), paper, flipchart, markers
Break (15)			
3.1.3 The assessment process	20	Short lecture	PPT
3.1.4 Filling the gaps	30	Group work	Papers, markers

3.2. Recognition of formal education and training	20	Short lecture	PPT
Summary and closing	10		
Total duration	170		

CONTENT OF THE SESSION

3.1 Steps in the RPL process

> **Tips**. The handout "RPL process and outcomes" (See Learning Resources II at the end of these notes) should be distributed, or the flow chart be shown in a PowerPoint presentation.

3.1.1 *Awareness raising, information, guidance and assistance*

Awareness raising, information

One of the key roles for employment services providers and support groups dealing with migrant workers and refugees is raising awareness of RPL systems and processes and their potential outcomes. Understanding of the process, outcomes and benefits will boost participation.

Awareness raising targets potential users, individuals and employers, along with the training/assessment centres and other organizations involved in the process.

Marketing and communication activities can be done through:

- Radio/television
- Job fairs
- Print media/cartoons

- Exhibits/road shows
- Online – social networks, websites
- Networks used to advertise jobs and training opportunities

Some examples and practices that may be used during the workshop include the following:

> **Belgium**
> PES and validation centres provide information to anyone interested in the scheme. Ways to reach potential users include the Consortium **website, diffusion of information material, targeted emails to jobseekers** and **media campaigns**.

South Africa

Occupational qualifications development and assessment processes are relatively new. A number of marketing and communication activities are: (1) **national road shows** held in all nine provinces; (2) a **website** that has been developed; (3) a **management information system** installed; and (4) **printed materials**.

Italy

An RPL documentary called *L'esperienza vale* (Experience counts) was produced in 2015. The documentary tells four stories of Italian and foreign nationals who have all found work that satisfies their aspirations, or have returned for training in order to validate and certify their skills. It is available at: http://www.raiscuola.rai.it/articoli/lesperienza-vale/30043/default.asp.

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 apprentices.

Germany

The website "Recognition in Germany" has relevant information and services that pertain to how professional recognition can be obtained and includes: (1) information on the step-by-step process of recognition; (2) "Recognition Finder"; (3) preconditions for skills recognition; (3) success stories; (5) hotlines and counselling information; and (6) contact details for relevant authorities. It is available at: https://www.anerkennung-in-deutschland.de/html/en/.

Guidance and assistance

It is important to provide information on the entire RPL process as well as where employment services providers play a key role (see Learning Resource II).

It is also useful to prepare a set of frequently asked questions and answers to guide and assist an RPL applicant. The answers need to be specific to the RPL processes in the country, region or sector concerned. Some sample questions and generic questions are found in Learning Resource III.

Proposed activities
1. Once some examples of RPL promotion, marketing and communication initiatives have been learned, ask participants to discuss in small groups what kind of marketing and communication activities ESPs generally use in their country. Ask each group to identify the kinds of information that are generally included in order to reach out to the target groups.
2. Discuss, in small groups, how the above activities can be adapted for migrant workers and/or refugees, and share which methods might work and which can be adapted according to the specific context of the participant's country.
3. Brainstorm innovative ways to reach out to the target groups, including employers.
4. Each group presents their findings in front of the class. Encourage them to use different presentation methods such as PowerPoint, flipchart, speech, videos, etc.

3.1.2 *Preparation for recognition*

An employment counsellor, assigned by employment services providers, may ask an applicant to fill out a self-assessment form in order to profile and identify the skills of which an individual wishes to be certified in. The self-assessment questions are based on the requirements of various occupations in the country. Two different samples of assessment forms are provided in Learning Resources IV and V. One example is pertinent to construction building works and the other is more generic.

It is important to encourage and help an applicant collect evidence and prepare relevant documents. Some examples of what evidence may be prepared are shown below:

Portfolio	Other documents
• 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 lifesaving, etc. • Curriculum vitae/resume	• Licenses obtained, e.g. forklift, working with children, etc. • Photographs or video recordings of work undertaken • Work samples such as technical drawings or site plans you have worked on with workplace inductions • Membership 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 portfolio:

- Talk about **the applicant's work history**, particularly if they are not currently employed. Also refer to the details on the RPL application 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 that their skills maybe verified by someone who works or has worked with them.
- Discuss **the possibility to contact community or organizations from unpaid or volunteer work** they have done.
- Discuss any opportunities **the applicant has had with in-house training** conducted by staff or suppliers to their industry or service area. If they have been issued **a certificate for their attendance**, ask them to bring it with them to their interview.
- Based on the information collected, assist the applicant with the **preparation of a portfolio**.

During the course of preparation, an employment counsellor is encouraged to use the tools and methods available that are tailored to the needs and ability of the target group. An example (Competence cards) is provided in Learning Resource VI.

> **Proposed activity: Role play**
>
> 1. Prepare name cards for each role (migrant worker, employment counsellor, refugee, observer, note-taker/presenter), shuffle them on the table then let the participants select one each. An example of name cards is provided in Learning Resource VII.
>
> 2. Group and pair the roles e.g., Group 1 migrant worker with Group 1 employment counsellor, and Group 2 refugee with Group 2 employment counsellor.
>
> 3. Each participant reads the instructions and profile of the assigned role on the back of the name card. An example of profiles is provided in Learning Resource VII.
>
> 4. Each pair starts their role play, while observer(s) prepare their comments about the process, to be shared at the end of the role play. Note-taker(s)/presenter(s) collect comments and share the results/outcomes/challenges with the class.
>
> The participants are encouraged to use the tools and templates from Learning Resources IV: Self-assessment form sample; V: Assessment checklist; VI: Competence cards. Prepare enough paper copies of these tools and have them at hand.

3.1.3 *The assessment process*

After an applicant collects evidence and prepares a portfolio, the whole package is 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.

A mix of methods is usually used, depending on the aim, the target group and the competencies to be assessed. Methods include a portfolio assessment, criterion-oriented interviews, workspace observation or other forms of testing.

An RPL procedure in the Netherlands is provided here as an example.

An RPL procedure in the Netherlands
The procedures of recognition of prior learning (RPL) and accreditation of prior learning (APL) in the Netherlands are as follows: 1.   Informing and advising applicants on APL 2.   Career counselling on personal goals, choice of methodologies for RPL 3.   Collecting work experience and other informal learning in a portfolio 4.   Learning outcomes compared with a standard qualification 5.   Accreditation: The result of the RPL procedure is written in a report called 'certificate of experience'. Source: Nationaal Kenniscentrum EVC, available at: https://www.nationaal-kenniscentrum-evc.nl.

The outcomes of RPL can be (1) full recognition; (2) partial recognition; or (3) no recognition.

3.1.4 *Filling the gaps*

After the RPL assessment is completed and an outcome decided, applicants should be advised on how to fill any competency gaps so that full recognition can be obtained in the future.

After receiving full or partial recognition, successful applicants can:

- update their CV to reflect the outcome of RPL;
- apply for jobs with the new qualification; and
- pursue further education/training.

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. A learning plan can be developed at the end of the interaction between the applicant and employment counsellor.

A range of bridge training programmes such as project work, attendance in training sessions and work placement can be offered which provide individuals with:

Clinical or workplace experience	Skills training or targeted academic training programme	Preparation for a licence or certification examination
	Language training for a profession or trade	Individual learning plans to identify any additional training needed

Proposed activities

1. Prepare the possible RPL outcomes for each group from the previous activity – full recognition, partial recognition and no recognition – and evaluation feedback to justify each outcome.

2. Prepare papers with the headings – full recognition, partial recognition and no recognition – and distribute them randomly to three different groups. Encourage each group to discuss and identify some possible paths for the target group after the RPL process and ways to support them. Each group then presents to the class the results of the discussion.

3.2. Recognition of formal education and training

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

The role of PES in the process of recognition of academic qualifications

The employment counsellors first ask migrants to submit their academic records, which are then certified by the relevant authority. They may provide a translation service, but the associated cost is usually borne by the migrants. The counsellors may also play a role in providing information on the recognition procedures and relevant authorities that can be contacted for this process.

The employment counsellors assigned by the 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 programme, occupational standard or technical qualification for which the migrant is seeking to obtain recognition.

A portfolio must include:	• A written outline of education and career goals • Learning outcomes and competency statements • Documentation verifying the learning claimed
A portfolio may also include:	• A chronological record of significant learning experiences • A life history paper • Informal records of past learning achievements
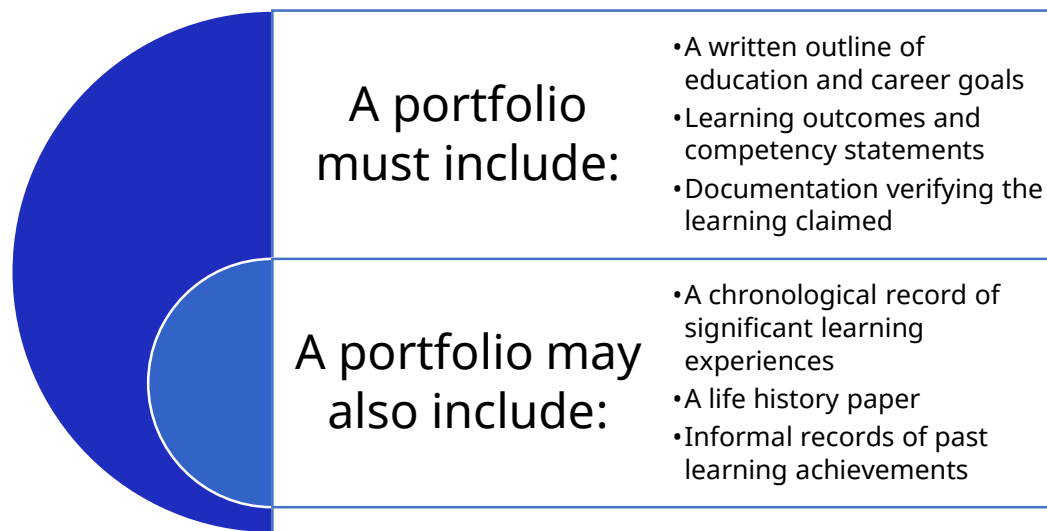
If a diploma or degree of higher education obtained in a country is recognized in a country of destination, the holder can pursue studies or practise certain professions or apply for jobs.

Qualifications below degree level are not typically recognized through a formal agreement between countries and thus are often considered as a different form of evidence in the RPL 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. The RPL process, explained earlier, is usually applied to assess the learning outcomes and competencies in this case.

Session 3
How to facilitate skills recognition processes
Name (facilitator) / Organization

Date:

2

Learning objectives

► Understand the steps in the RPL process and the roles of employment services providers (ESPs) in the process.
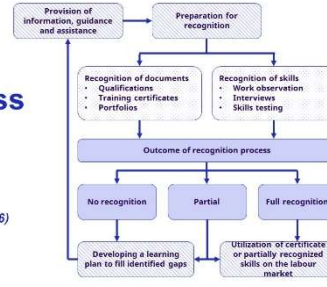► Learn how to support the target group in the RPL process through:
  o awareness raising and guidance (country examples);
  o preparation for recognition.
► Understand the RPL assessment process.
► Learn different ways to support the target group in filling the gaps after the RPL assessment.
► Understand the procedure for recognition of formal education and training.

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3

RPL process and outcomes

Adapted from Branka (2016)

- Provision of information, guidance and assistance
- Preparation for recognition
- Recognition of documents
  - Qualifications
  - Training certificates
  - Portfolios
- Recognition of skills
  - Work observation
  - Interviews
  - Skills testing
- Outcome of recognition process
- No recognition
- Partial
- Full recognition
- Developing a learning plan to fill identified gaps
- Utilization of certificate or partially recognized skills on the labour market

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4

Awareness raising, information

► Awareness-raising activities target individuals and employers along with the training/assessment centres and other relevant stakeholders.
► Marketing and communication activities can be done through:

Radio/television	Exhibits/road shows
Job fairs	Online – social networks, websites
Print media/cartoons	Networks used to advertise jobs and training opportunities

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5

Awareness raising, information

Examples

► Belgium: website, targeted emails to jobseekers, media campaigns
► South Africa: national road shows, website, printed materials
► Italy: an RPL documentary
► Ghana: stakeholder meetings/consultations, exhibitions, trade fairs, participation in graduation ceremonies
► Germany: website 'Recognition in Germany'

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6

Awareness raising, information

Activity

1. Discuss (small groups) what kind of marketing and communication activities ESPs generally use in your country.
2. Identify what kind of information is generally included to reach out to the target groups.
3. Discuss how these activities can be adapted for migrant workers/refugees.
4. Share which methods might work and which can be adapted according to the specific context in your country.
5. Present your findings (each group) in front of the class.

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7

Preparation for recognition

How ESPs can assist RPL applicants with preparation:

1. An employment counsellor (assigned by the ESP) asks an applicant to fill out a (self-) assessment form.
2. Help an applicant collect evidence and prepare relevant documents.
3. Provide relevant contact details and refer to the training centres/other authorities if necessary.
4. Provide translation/interpretation services if necessary/available.

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8

Examples of evidence

Portfolio	Other documents
• A paper outlining education and career goals	• Licenses obtained, e.g. forklift, working with children, etc.
• Learning outcomes and competency statements	• Photographs or video recordings of work undertaken
• A chronological record of significant learning experiences	• Work samples such as technical drawings or site plans you have worked on with workplace inductions
• 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 lifesaving, etc.	• Membership of relevant associations
	• Performance appraisals
	• References or letters from previous employers or supervisors
• Curriculum vitae/resume	• Any other documentation that may demonstrate industry experience

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Tips to help prepare a portfolio

- **Talk about the applicant's work history**, particularly if they are not currently employed.
- 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**.
- Discuss **the possibility to contact community or organizations from unpaid or volunteer work** they have done.
- Discuss any **opportunities the applicant has had with in-house training** conducted by staff or suppliers to their industry or service area. If they have been issued **a certificate for their attendance, ask them to bring it** with them to their interview.

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Preparation for recognition – role play

The rules:

1. Pick a role: migrant worker, refugee, employment counsellor, observer, note-taker/presenter.
2. Follow the instruction on each name card.
3. Present the findings.

Participants are encouraged to use the tools provided

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The RPL assessment process

▸ Example – procedures for RPL in the Netherlands

Information and advice → Preparation → Assessment → Certification

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Filling the gaps – after the assessment

ESPs can assist the RPL applicant in each of these scenarios:

1. In case of full recognition/partial recognition, ESPs help the applicant:
   - update their CV to reflect the outcome of RPL;
   - apply for jobs with the new qualification;
   - pursue further education/training.

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Filling the gaps – after the assessment

ESPs can assist the RPL applicant in each of these scenarios:

2. In case of no recognition, ESPs help the applicant through:
   - bridge training programmes;
   - workplace experience;
   - language training;
   - preparation for the next round of RPL.

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Filling the gaps

Group activity

- Identify possible employment/training paths for each outcome of RPL assessment.
- Discuss different ways to support the applicant.
- Present the findings to the class.

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Recognition of formal education and training

- Typically, the procedures for recognition of formal education and training are regulated by international or bilateral agreements between countries.
- When such agreements are not in place or the certificates are lost/cannot be obtained, the employment counsellor can help the applicant prepare a portfolio.

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Recognition of formal education and training

- Qualifications below degree level are NOT typically recognized through a formal agreement between countries.
- The RPL process, discussed in this session, is usually applied to assess the learning outcomes and competencies.

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Questions?

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SESSION 4: OTHER LABOUR MARKET SERVICES

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Understand labour market services beyond RPL for the target group, mainly:
  - migrant workers and refugees
  - potential migrant workers
  - returning migrant workers
- Identify feasible labour market services for a given context.

OUTLINE OF THE SESSION

Topic	Time (minutes)	Method	You will need
4.1 Services for migrant workers and refugees	30	Short lecture, group discussion	PPT, a wall board, papers/post-it, pins, markers
4.2. Services for potential migrant workers	30	Short lecture, group work	PPT, printed handout (profiling and categorization of candidates), papers, markers
Break (15)			
4.3. Services for returning migrant workers	30	Short lecture	PPT
4.4 Services for returning migrant workers due to COVID-19	30	Short lecture	PPT
Summary and closing/reflection	30		
Total duration	165		

CONTENT OF THE SESSION

This session will cover labour market services other than RPL that are available to migrant workers and refugees.

4.1 Services for migrant workers and refugees

Some employment services, though originally designed for the native population, can also be offered to migrant workers, 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 in 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, aimed more at income generation than 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 to increase their employability. On-the-job and/or off-the-job training, a combination of in-company training with subsidies.

There are specific programmes that are designed mainly for migrants and, where applicable, refugees:

Language training	Orientation course	Introduction	Ad-hoc programmes for immigrants and refugees
Aims at improving participants' ability to communicate in the main language of the country of destination.	Provides information about history, culture and institutions of the host country.	Provides newly arrived immigrants with customized assistance in job searching, including training, and subsidized employment.	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 benefiting from ad-hoc funds.

Proposed activities

1. Some challenges have been identified for migrant workers and refugees to integrate into the labour market in the host country. Discuss in small groups on ways of supporting the target group, considering the specificities of the challenges for each group.

2. Prepare a wall board with four columns (illustrated below). Write the challenges and the support service(s) on post-it notes, then post them on the wall board.

Migrant worker		Refugee	
Challenges	Support services	Challenges	Support services

3. Highlight and discuss important points with the class.

4.2. Services for potential migrant workers

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

Registration

- Registration of all basic information details (name, age, address, education, relevant qualifications and prior working experiences).
- "Diagnosis interview" leads to development of individual action plan (IAP) which is based on needs, strengths and level of autonomy of an individual.

Screening

- Periodic meetings with a jobseeker based on the level of their autonomy.
- Profiling – initial assessment of the skills, abilities and motivation (**see Learning Resource VIII for an example of profiling and categorization**).

Identification

- Identifying strengths and weaknesses of the jobseeker as well as skills, competences and motivation using a tool such as a self-assessment checklist (**see an example in Learning Resource V**).
- Identification documents that can provide evidence of competences.

Decision

- Assessing readiness and analysing options for migration.
- Providing necessary information and support.

Preparation for departure

- Language and technical training, pre-departure workshop (information on the destination country including culture, necessary documents, rights and duties of migrant workers, information on work visas, medical examination, etc.).
- Specific information session and guidance on the recognition of nationally acquired skills when abroad and how to collect evidence of foreign employment for the RPL in the case of a return.

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.

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. Employment services providers should consider drafting or checking a work contract in order to minimize or prevent abuse of migrant workers.

4.3. Services for returning migrant workers

The return to the country of origin and reintegration into family and society is not always a success 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.

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, and 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 Session 3 for detailed information on how to facilitate the recognition process**).

SAMPLE PRESENTATION

Session 4
Other labour market services

Name (facilitator) / Organization

Date:

Learning objectives

► Understand labour market services, other than recognition of prior learning (RPL), for the target group, mainly:
  ○ migrant workers and refugees
  ○ potential migrant workers
  ○ returning migrant workers
► Identify feasible labour market services for a given context.

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Employment services for migrant workers and refugees

► Job search assistance
► Subsidized private sector employment
► Public works
► Self–employment incentives
► Training

* These services are originally designed for the native population.

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Employment services for migrant workers and refugees

► Language training
► Orientation course
► Introduction programme
► Ad-hoc programmes such as skills recognition

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Employment services for migrant workers and refugees

► Discuss (small group) ways to support these groups, considering the specificities of the challenges that each group faces.
► Post the findings/ideas on the wall board

Migrant worker		Refugee	
Challenges	Support services	Challenges	Support services

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Employment services for potential migrant workers

► For this group, ESPs assess their competencies to help them make informed choices on migration. The typical process follows:

Registration → Screening → Identification → Decision → Preparation for departure

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Employment services for potential migrant workers

Group exercise

► Using the information on 'Profiling and categorization of candidates', identify feasible services that can support potential migrant workers in each category.
► Use the real examples/practices from your country, where possible.

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Employment services for returning migrant workers

The following services can usually help returnees in their re-insertion into the domestic labour market:

► Job searching
► Self-employment
► Recognition of prior learning

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4.4 Services for returning migrant workers due to COVID-19

Migrant workers are among the most vulnerable in the COVID-19 pandemic.[5] This requires tailored policy responses and measures to ensure their successful labour market reintegration in their origin countries. Skills recognition and development play a key role in this process.

A coordinated approach is needed among the relevant government institutions, employers' and workers' organizations. One approach to address labour market integration at the national level is through the creation of a specifically designated task force, which will be responsible for analysing and taking policy measures, as appropriate, based on rapid assessment of the skills supplied by the returned migrants and the domestic skills demands.

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[5] See https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---migrant/documents/publication/wcms_743268.pdf.

Slide 1

International Labour Organization

Labour migration and the COVID-19

Key considerations for labour market reintegration of return migrant workers

May 2020

Slide 2

International Labour Organization

2

Four key pillars to fight COVID-19 based on international labour standards

Pillar 1 Stimulating the economy and employment	Pillar 2 Supporting enterprises, jobs and incomes	Pillar 3 Protecting workers in the workplace	Pillar 4 Relying on social dialogue for solutions
• Active fiscal policy • Accommodative monetary policy • Lending and financial support to specific sectors, including the health sector	• Provide various types of relief, including financial and tax relief, for enterprises • Implement employment retention measures • Extend social protection to everyone	• Strengthen occupational safety and health measures • Adapt work arrangements (e.g. teleworking) • Prevent discrimination and exclusion • Provide access to health for all • Expand access to paid leave	• Strengthen the capacity and resilience of employers' and workers' organizations • Strengthen the capacity of governments • Strengthen social dialogue, collective bargaining and labour relations institutions and processes

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Slide 3

International Labour Organization

3

Key considerations to ensure rights-based, gender-sensitive policy responses to protect migrant workers' rights

► Three areas of action are key:
  ○ migrant workers' inclusion in national COVID-19 responses;
  ○ bilateral cooperation between countries of origin and destination; and
  ○ social dialogue and full involvement of employers' and workers' organizations in the development of COVID-19 responses.

► Specific measures:
  ○ **Include** migrant workers in national income and related **policy responses**.
  ○ Extend **access to health services and social protection** coverage to migrant workers.
  ○ Provide adequate and accessible **information**.
  ○ Ensure migrant workers have **regular status** or do not fall into irregular status.
  ○ Address the special hazards of migrant workers living in **communal or worksite housing**.
  ○ Provide all migrant workers with access to **legal remedies** for unfair treatment.
  ○ Enhance **bilateral and multilateral cooperation** for migrant workers' protection, safe return and effective reintegration into labour markets.
  ○ Develop policies based upon **social dialogue** and full involvement of employers' and workers' organizations.

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Slide 4

International Labour Organization

4

Migrant workers during the COVID-19 pandemic

Challenges

► Migrant workers are concentrated in sectors of the economy with high levels of **temporary**, **informal** or **unprotected work, characterized by low wages and lack of social protection**, including in care work which in many countries is largely carried out by female migrant workers.

► Migrant workers are often **excluded from national COVID-19 policy responses**, such as wage subsidies, unemployment benefits or social security and social protection measures, partly because in many countries, domestic, home-based, agricultural workers and others in the informal economy are not considered as workers. Yet, almost every sixth domestic worker in the world in 2013 was an international migrant and 16.7 million migrant workers were engaged in agriculture.

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Slide 5

International Labour Organization

5

Migrant workers during the COVID-19 pandemic

Challenges

► Layoffs lead to **income losses** but also the **expiration of visa or work permits**, putting migrants into undocumented or irregular status.

► **Travel restrictions** prevent many migrant workers from taking up employment abroad for which many may have paid high recruitment fees and costs, which can lead to further **irregular movements**, **potential debt bondage** and **human trafficking**.

► Loss of income is also resulting in a **decline in remittances**.

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Slide 6

International Labour Organization

6

ILO actions addressing the challenges faced by migrant workers

► Providing support in evidence-based policy-making through the creation of monitoring and rapid assessment tools, and trade unions and Migrant Worker Resource Centres to circulate questionnaires to assess the impact of COVID-19 on migrant workers' health and livelihoods.

► Providing assistance for recovery of migration expenses and unpaid wages and, where needed, health kits for returning migrants.

► Reorienting development cooperation activities to assist governments in Africa, Asia and Latin America to ensure that national health and safety, social protection and economic policies are inclusive of all migrant workers.

► Updating technical guidance and tools, including on skills recognition, for targeted delivery in various countries and regions to help address the challenges of labour market reintegration of returning migrant workers.

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Slide 7

International Labour Organization

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ILO actions addressing the challenges faced by migrant workers (cont.)

► Supporting the creation of monitoring and rapid assessment tools to assess the impact of COVID-19 on migrant workers' health and livelihoods (e.g. in Ethiopia, Malaysia, Mexico, Thailand, Tunisia).

► Assisting in the recovery of migration expenses and unpaid wages (Ethiopia).

► Provision of health kits (Ethiopia, Tunisia).

► Support in the development of health and employment guidelines for all workers, including migrant workers (Qatar).

► Support in issuing guidelines for the protection of internal women migrant workers (India).

► Convening multi-stakeholder consultations on situation analysis, service delivery and advocacy (South Asia).

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Slide 8

International Labour Organization

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For more information:

ILO information portal on COVID-19:
https://www.ilo.org/global/topics/coronavirus/lang--en/index.htm

ILO policy brief for protecting migrant workers during the COVID-19 pandemic:
https://www.ilo.org/global/topics/labour-migration/publications/WCMS_743268/lang--en/index.htm

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LEARNING RESOURCES

The following learning resources are tools, templates and guidelines that may help facilitators design and implement a workshop. Facilitators are invited to adapt them to the relevant context and the needs of participants.

Learning resource I.
Facilitator's pre-workshop checklist

	Done?	Comments
Agenda reviewed and agreed upon		
Other facilitators clear on agenda		
Materials reviewed and amended		
PowerPoint presentations and revised materials agreed upon with other facilitators		
All PowerPoint slides approved and copied onto core laptop		
Spare copy of PowerPoint slides on a USB stick		
Participants' materials translated		
Participants' materials printed		
Packs sent to (and arrived) at venue		
Evaluation forms printed		
Certificates prepared		
Pre-meeting held with other facilitators		
Room layout communicated to venue		
Participant list checked for potential difficulties and issues		
Presentations prepared		
Group exercises prepared		
Room layout physically checked (and changed if necessary)		
Lunch, coffee and other arrangements clarified		
IT and video equipment checked		

Source: Adapted from IOM and OSCE, 2010.

Learning resource II.
RPL process and outcomes

```
┌─────────────────────────┐        ┌─────────────────────────┐
│      Provision of       │───────▶│    Preparation for      │
│ information, guidance    │        │      recognition        │
│    and assistance        │        │                         │
└─────────────────────────┘        └─────────────────────────┘
```

Recognition of documents
- Qualifications
- Training certificates
- Portfolios

Recognition of skills
- Work observation
- Interviews
- Skills testing

Outcome of recognition process

No recognition   **Partial**   **Full recognition**

Developing a learning plan to fill identified gaps

Utilization of certificate or partially recognized skills on the labour market

Source: Adapted from Braňka, 2016.

Learning resource III.
Frequently asked questions and answers

This FAQ is adapted from *Applicant's guide to recognition of prior learning* (Charles Darwin University, n.d.).

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 Learning Resource V) 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?

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 for the vocational area.

5. **I worked for the same organization 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 recognize 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 recognized, 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 and encouraging 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.

Learning resource IV.
Example of a self-assessment form: construction and building workers

Personal characteristics that are important for the profession	Levels 1-5 (No experience – substantial experience)				
1. I am good at interacting with customers	1	2	3	4	5
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	**Levels 1-5 (No experience – substantial experience)**				
1. I have experience of groundworks for laying water and sanitation pipes	1	2	3	4	5
2. I have experience of groundworks 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 groundworks for railroad construction	1	2	3	4	5
5. I have experience of groundworks 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				

Source: Arbetsförmedlingen (The Swedish Public Employment Agency).

Learning resource V.
Assessment checklist

This checklist is to showcase some example questions used for the purpose of profiling and identifying the skills of jobseekers, particularly migrant workers. It is adapted from the EU Skills Profile Tool for third country nationals (EC, 2017).

Personal information		
General Information	Contact information	Migration information

Skills identification
Languages
- What is/are your mother tongue(s)?   - Can you communicate in the host country's language for general purposes?   - What is your preferred language for communication in a professional context?
Education and training
- 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
- Do you have any professional/work experience? If yes, for how long?   - When were you last in a professional/work setting?   - 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 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 organization? (number of people working in the organization)
- 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 how often you have practised 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?
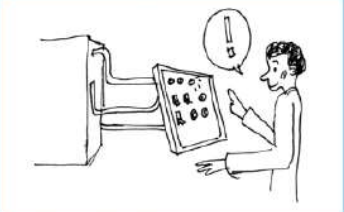- Making furniture?
- House construction?

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

Learning resource VI.
Competence cards

These cards were specially developed for immigration counselling in order to support 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.

Source: Bertelsmann Stiftung, see https://www.bertelsmann-stiftung.de/en/publications/publication/did/competence-cards/.

Learning resource VII.
Role play

1. Name cards example (front):

Group 1 - Migrant worker	**Group 1 – Employment counsellor**
Group 1 – Observer	**Group 1 – Note-taker/Presenter**
Group 2 – Refugee (with the right to work)	**Group 2 – Employment counsellor**
Group 2 – Observer	**Group 2 – Note-taker/Presenter**

2. Name cards example (back):

Group 1 - Migrant worker	Group 1 – Employment counsellor
Instruction: Based on the profile below, seek advice/guidance from the employment counsellor and prepare for the RPL process. • I have completed secondary school. • I have taken previous vocational training in groundworks for laying water and sanitation pipes and have the certificate. • I have not been in the construction industry for the last 5 years. • I have the contact details of previous employers. • I do not speak the language of the country I want to migrate to.	*Instruction: Based on the information below, assist the migrant worker with preparation for the RPL process. Identify ways to support the migrant worker other than RPL, if any.* • I am aware of the tendency that employers from the construction industry do not usually recognize the outcomes of RPL. • I am aware of some funding opportunities for an RPL applicant to carry out the process. • I have contacts in the technical training school within the country.
Group 1 – Observer	**Group 1 – Note-taker/presenter**
Instruction: Observe the pair (migrant worker and employment counsellor) conduct the interview and prepare for the RPL process, and note you're your comments/thoughts. Share your comments at the end of the role play.	*Instruction: Take note of comments/ thoughts that are shared among the group after the role play. Present your findings to the class.*

Group 2 – Refugee (with the right to work)	Group 2 – Employment counsellor
Instruction: Based on the profile below, seek advice/guidance from the employment counsellor and prepare for the RPL process. • I have completed a bachelor's degree in mechanical engineering but do not possess the degree certificate. • I am a member of a mechanical engineers' association in my home country. • I currently work as a security guard in the host country. • I have limited social networks and financial means. • I have limited knowledge of the language of the host country.	*Instruction: Based on the information below, assist the refugee with preparation for the RPL process. Identify other ways to support the refugee besides RPL, if any.* • I have the contact details of NGOs who support refugees. • I can refer an individual to the technical training school within the country. • I am aware of some funding opportunities available for an applicant to carry out the RPL process.
Group 2 – Observer	**Group 2 – Note-taker/presenter**
Instruction: Observe the pair (refugee and employment counsellor) conduct the interview and prepare for the RPL process, and note down your comments/thoughts. Share the comments at the end of the role play.	*Instruction: Take note of comments/ thoughts that are shared amongst the group after the role play. Present your findings to the class.*

Learning resource VIII.
Profiling and categorization of candidates

Profiles of potential migrants	Indicators of employability	Indicative examples	Services offered
Level 1 Independent candidate in need of general information	Fit for work Active job search Good experience Relevant qualifications for the job market Very motivated	New jobseekers Other jobseekers wishing to change jobs	Advice Basic information via computer or paper Referrals Job matching
Level 2 Candidate in need of general coaching	No professional experience Inadequate qualifications for the job market No job search experience	Redundant workers Women returning to work after a short period of time Graduates upon completion of their studies	Counselling services Jobseeker support ALMP referral
Level 3 Candidate in need of targeted support	Unrealistic expectations (job type, sector of employment, hours, salaries)	Long-term unemployed Unemployed over 50 years of age Women returning to work after a long period of time	Enhanced support Combination of services

Source: Panzica, 2013.

Learning resource IX.
Glossary of key terms

Employment	
Active labour market programme (ALMP)	ALMPs are the programmes 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. (ILO, 2003)
Employment services providers	The present 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.
Private employment agency (PrEA)	According to the ILO Private Employment Agencies Convention, 1997 (No. 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: • 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.
Public employment service (PES)	The core functions of public employment services include: • 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)
Migration	
Asylum-seeker	Any person who is seeking international protection. In countries with individualized procedures, an asylum-seeker is someone whose claim has not yet been finally decided on by the country in which the claim is submitted. Not every asylum-seeker will ultimately be recognized as a refugee, but every refugee was initially an asylum-seeker. (UNHCR, 2017)
Domestic worker	Domestic work is considered to be "work performed in or for a household or households". (ILO Domestic Workers Convention, 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 Domestic Workers Convention, 2011 (No. 189), Article 1(b), (c))
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, as well as professionals, and are broadly employed as legislators, senior officials, managers, professionals, technicians and associate professionals.
	According to ISCED 2013, based on the level of education attainment, highly skilled workers are those on:
	Level 8 Doctoral Level 7 Master Level 6 Bachelor Level 5 Short cycle tertiary education
Low-skilled worker	ILO Statistics classifies low-skilled work as mainly consisting of "simple and routine tasks which require the use of hand-held tools and often some physical effort". (ISCO-08)
	According to ISCED 2013, based on the level of education attainment, low-skilled workers are those on:
	Level 2 Lower secondary level of education Level 1 Primary level of education
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 characterized 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-08)
	According to ISCED 2013, based on the level of education attainment, medium-skilled workers are those on:
	Level 4 Post-secondary, non-tertiary education Level 3 Upper secondary level of education
Migrant for employment/Migrant worker	**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) *Other relevant definitions*
	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))
	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. (United Nations Department of Economic and Social Affairs, 1998)
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, 2017a)
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, 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. (UN Convention Relating to the Status of Refugees, 28 July 1951; see also ILO, 2016b)
Returning migrant	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)
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". (United Nations 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, 2017a)

Labour migration governance	
Bilateral labour migration agreements	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, 2017a) The ILO Migration for Employment Recommendation (Revised), 1949, No. 86 contains a Model Agreement on Temporary and Permanent Migration for Employment, including Migration of Refugees and Displaced Persons in its Annex as a benchmarking tool for regional guidelines. (See also ILO, 2017a)
ILO Multilateral Framework on Labour Migration, 2006	A set of non-binding principles and guidelines for a rights-based approach to labour migration, discussed and adopted at a 2005 ILO Tripartite Meeting of Experts and Framework for approved for publication and dissemination by the ILO Labour Migration Governing Body in March 2006. (ILO, 2006)
Labour mobility	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, 2017a)

Recruitment	
Labour recruiters	"the term **labour recruiter** refers to both public employment services and private employment agencies and all other intermediaries or subagents that offer labour recruitment and

	placement services. Labour recruiters can take many forms, whether for profit or non-profit, or operating within or outside legal and regulatory frameworks." (ILO General Principles and Operational Guidelines for Fair Recruitment, Section II. Definitions and Terms)
Recruitment	"**Recruitment** means – (i) the engagement of a person in one territory on behalf of an employer in another territory, or (ii) the giving of an undertaking to a person in one territory to provide him with employment in another territory, together with the making of any arrangements in connection with the operations mentioned in (i) and (ii) including the seeking for and selection of emigrants and the preparation for departure of the emigrants". (ILO Migration for Employment Recommendation (Revised), 1949 (No. 86), para. 1(b)) "the term **recruitment** includes the advertising, information dissemination, selection, transport, placement into employment and – for migrant workers – return to the country of origin where applicable. This applies to both jobseekers and those in an employment relationship". (ILO General Principles and Operational Guidelines for Fair Recruitment, II. Definitions and terms)
Recruitment fees or related costs	For the purpose of the ILO General Principles and Operational Guidelines for Fair Recruitment, "the terms **recruitment fees or related costs** refer to any fees or costs incurred in the recruitment process in order for workers to secure employment or placement, regardless of the manner, timing or location of their imposition or collection." (ILO General Principles and Operational Guidelines for Fair Recruitment, Section II. Definitions and Terms; see also ILO Private Employment Agencies Convention, 1997 (No, 181) Article 7)
Skills	
Certification	Process of issuing a certificate, diploma or title of learning outcomes formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard (CEDEFOP, 2011).
Competencies	Knowledge, skills and know-how applied and mastered in a specific context. (ILO Human Resources Development Recommendation, 2004 (No. 195))

Competency/occupational standards	Competency standards are a set of benchmarks that define the skills, knowledge and attributes people need to perform a work role. They are developed in consultation with industry, in order to ensure they reflect the needs of the workplace. These standards are primarily used to develop and implement training, to assess the outcomes of training, and to assess the level of a person's existing skills and competencies. (ILO, 2016c). Some countries use the term "occupational standards", some other countries use the term "competency standards" (Gasskov, 2018).
Employability	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 Human Resources Development Recommendation, 2004 (No. 195))
Formal learning	Learning that occurs in an organized 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 (CEDEFOP, 2019) **Formal training** 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. (Rosas, 2006)
Informal learning	Learning resulting from activities undertaken daily at work, in the family or in leisure activities. (Rosas, 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.
Non-formal learning	Learning taking place in activities not exclusively designated as learning activities, but which contain an important learning element. **Non-formal training** 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. (Rosas, 2006)

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. (Rosas, 2006)
Recognition of prior learning (RPL)	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, 2018d)
Skills recognition	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, 2010)
	Other definition
	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-regulated professions. (ILO, 2014)
Validation	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.
	Validation of non-/informal learning
	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. (Rosas, 2006)

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