



TRAINING

EMPLOYMENT SERVICES PROVIDERS

ON HOW TO FACILITATE THE

RECOGNITION OF SKILLS OF

MIGRANT WORKERS

FACILITATOR'S NOTES

**- To be used in conjunction with “How to Facilitate
the Recognition of Skills of Migrant Workers: Guide
for Employment Services Providers”**

Skills and Employability Branch
Employment Policy Department

Labour Migration Branch
Conditions of Work and Equality Department

Copyright © International Labour Organization 2017

First published 2017

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Licensing), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: rights@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with a reproduction rights organization may make copies in accordance with the licences issued to them for this purpose. Visit www.ifrro.org to find the reproduction rights organization in your country.

ISBN: 978-922-129958-5 (print)
978-922-129961-5 (web pdf)

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

Information on ILO publications and digital products can be found at: www.ilo.org/publns.

Printed by the International Labour Office, Geneva, Switzerland

FOREWORD

There are currently 232 million migrants in the world, 150 of which are migrant workers in the labour force or seeking employment. Labour migration is taking place in an environment where education and vocational training systems in many countries, at various levels of development, are not able to produce the skills needed and recognized by employers. This is a problem, compounded by issues related to the lack of recognition of foreign credentials and prior learning among origin and destination countries that impedes the successful and sustainable labour market integration for potential, current and returning migrant workers.

These Facilitator's Notes are intended to contribute to addressing the challenges of skills recognition and are designed to be used in conjunction with the ILO Recognition of Prior Learning (RPL) Guide: 'How to Facilitate the Recognition of Skills of Migrant Workers' – Guide for Employment Services Providers. The aim is to promote a sustainable approach and assist employment services providers to build their capacities, based on their specific needs and at their own pace.

The Facilitator's Notes are designed as a generic tool, which could then be adapted to suit different country contexts and portfolios of services for migrant workers. They could be of particular use to those employment services providers, who plan to establish, for the first time, service lines for migrant workers, with a particular focus on facilitating the RPL.

Mr. Girma Agune, Chief
Skills and Employability Branch
Employment Policy Department

Ms. Michelle Leighton, Chief
Labour Migration Branch
Conditions of Work and Equality
Department

ACKNOWLEDGEMENTS

These Facilitator's Notes were prepared under the overall coordination of Laura Brewer from the Skills and Employability Branch (SKILLS) in the Employment Policy Department and Natalia Popova from the Labour Migration Branch (MIGRANT) in the Conditions of Work and Equality Department. ILO consultant Francesco Panzica prepared the initial draft and ILO consultant Mihwa Wi finalized the presentation of the Notes.

Girma Agune, Chief of SKILLS and Michelle Leighton, Chief of MIGRANT, provided valuable advice and guidance throughout the whole drafting process. The Facilitator's Notes would have not been possible without the support of Ms. Azita Berar Awad, Director, ILO Employment Policy Department and Ms. Manuela Tomei, Director, ILO Conditions of Work and Equality Department.

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, see below for more information) 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.
Participant	<p>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.</p> <p>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.</p> <p>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.</p>
Facilitator's profile	<p>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 from 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.</p> <p>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 the given context.</p>

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	<p>The Notes are organized around 4 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 the “How to Facilitate the Recognition of Skills of Migrant Workers’ – Guide for Employment Services Providers”</p> <p>These Notes start with an introduction to the workshop and to migration and RPL terms (Session 1).</p> <p>Session 2 provides information on the five main target groups that ESPs may deal with when providing labour market services, RPL in particular.</p> <p>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 ESPs can raise awareness, liaise between migrant workers/refugees and assessors and help the target group prepare the relevant documentation for the RPL assessment e.g., portfolio.</p> <p>The final session is dedicated to other labour market services available to migrant workers and refugees.</p> <p>To tailor the Notes according to participant’s 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.</p>
Methodology	<p>A mix of methods is proposed for each session. The facilitator may alter the mix based on the size/needs/preference of the group.</p> <p>The mix of methods includes:</p>

² This is an estimate only if following the suggested activities and facilitators may adjust the training hours according to the needs of the participants.

	<ul style="list-style-type: none"> • Presentations – e.g. powerpoint (PPT, but also other presentation formats) with tables and visuals, such as graphs, diagrams or flow charts, for the easy reference and delivery of content; • Audio-visuals – 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 analyzed based on specific and simple questions/assignments including group presentations or role playing. <p>At the end of each session, a sample powerpoint presentation is provided. Facilitators are encouraged to adapt the content and structure according to the given context.</p> <p>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.</p>
--	---

OUTLINE OF THE NOTES

Sessions and Units	Duration (minutes)
Getting to know each other	
0.1 Welcome and setting the ground – introduction of participants	60
0.2 Expectations and overview of the training	
Session 1: Learning the key concepts	
1.1 Definitions of a migrant worker and refugee	160
1.2 Migration systems and management	
1.3 What is RPL?	
1.4 How does RPL work?	
1.5 Benefits of RPL	
Session 2: Understanding the target groups (in relevance to RPL)	
2.1 Employers	140
2.2 Migrant workers	
2.3 Potential migrant workers	
2.4 Returning migrant workers	
2.5 Refugees	
Session 3: How to facilitate skills recognition processes	
3.1 Steps in RPL process (in general)	170
3.1.1 Awareness raising, information, guidance and assistance	
3.1.2 Preparation for recognition	
3.1.3 The assessment process	
3.1.4 Filling the gaps	
3.2 Recognition of formal education and training	
Session 4: Other labour market services	
4.1 Services for migrant workers and refugees	125
4.2 Services for potential migrant workers	
4.3 Services for returning migrant workers	
Learning Resources	
I. Facilitator's pre-workshop checklist	
II. RPL process and outcomes	
III. Frequently asked questions and answers	

-
- IV. Self-assessment from sample – construction/building worker
 - V. Assessment checklist
 - VI. ‘Competence Cards’
 - VII. Role playing
 - VIII. Profiling and categorization of candidates
 - IX. Glossary of key terms

A list of reference

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 <ul style="list-style-type: none"> - Presentation - Interaction with and among participants 	Projector, screen (wall), laptop, PPT, flipcharts, marker
0.2 Expectations and overview of the workshop	30	Expectations <ul style="list-style-type: none"> - Visualisation, discussion - Discussion/presentation of agenda and outcomes rules, introduction of 'Parking lot'	Flipcharts, marker, coloured cards, pin board or white board 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 and 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 where they are either currently coming from (thus 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/organisation 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 from those with ‘no or very little knowledge’ on one side of the line, and ‘expert’ to the other side.
- Ask them quickly why they positioned themselves where they did. It 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 and 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).

Instruct them 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 along topics, methodology of sessions etc.) and pin them on a pin board, white board or wall. At the end, summarise 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 some sessions foreseen 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 envisaged (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 the expectations and match (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

Accord **ground rules** everybody wants to see respected during the workshop with the participants and document them on a flipchart (be on time, mobile phones on silent, if with translation – use the microphone, etc.). Highlight the different types of methodologies you will be using and issue an appeal to their 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 clarifications, clarify all relevant logistics and start with Session 1.

SAMPLE PRESENTATION

<div style="text-align: center;">  <h1>How to facilitate the recognition of skills of migrant workers</h1> <p>DATE/MONTH NAME (FACILITATOR)/ORGANIZATION</p> </div>	<div style="text-align: center;">  <h2>Welcome</h2> <ul style="list-style-type: none"> Welcome by the facilitator Introduction of the facilitator </div>
<div> <div style="text-align: center;">  <h2>Getting to know each other (Option 1)</h2> <ul style="list-style-type: none"> Introduce yourself to your neighbour (name, country, what you like, what you are good at, etc.) The neighbour then gets to introduce you  </div> </div>	<div> <div style="text-align: center;">  <h2>Getting to know each other (Option 2)</h2> <h3>Sociograms</h3> <ul style="list-style-type: none"> Imagine the whole room to be a word map Position yourself on the spot in your room where you are either currently coming 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  </div> </div>
<div> <div style="text-align: center;">  <h2>Expectations</h2>  <ul style="list-style-type: none"> Reflect your expectations Discuss with your group and write down on cards provided, without duplication Each participant/the representative of the group presents to the class (facilitator) discuss the cards and cluster the cards with the participants </div> </div>	<div> <div style="text-align: center;">  <h2>Ground rules</h2>  <ul style="list-style-type: none"> Any ground rules for the workshop? <p>Also,</p> <ul style="list-style-type: none"> Highlight the different types of methodologies Encourage the participants to actively engage in discussion/activity Introduce 'parking lot' </div> </div>
<div> <div style="text-align: center;">  <h2>Ground rules</h2>  <ul style="list-style-type: none"> Any ground rules for the workshop? <p>Also,</p> <ul style="list-style-type: none"> Highlight the different types of methodologies Encourage the participants to actively engage Introduce 'parking lot' </div> </div>	<div style="text-align: center;">  <h2>Let's begin!</h2> </div>

SESSION 1: LEARNING THE KEY CONCEPTS

LEARNING OBJECTIVES

By the end of the session, participants 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) and related terms
- ❖ Understand the benefits of RPL
- ❖ Understand different mechanisms and systems of RPL

OUTLINE OF THE SESSION³

Topic	Time (minutes)	Method	You will need
Introduction	15	Introduction	PPT
1.1 Definitions of a migrant worker and 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

³ This session can be divided into 2 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 the general labour market services for migrant workers and refugees and are not particularly interested in RPL, facilitators may use the first section then skip directly to Session 4 – ‘Other Labour Market Services’.

			stakeholders of RPL system) flipchart, markers
Summary and Closing	10		
Total duration	160		

CONTENTS OF THE SESSION

1.1 Definitions of a migrant worker and refugee

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

Migrant workers

'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" (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" (The UN Convention of 1990)

Related terms⁴

'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)

'Permanent migrants'

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

'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)

Refugees⁵

'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" (The UN 1951 Refugee Convention)

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 the third session (Session 3) will provide more information of 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 offers more information. Also explain that there are different

⁴See OAS and OECD (2015) and UN (1998)

⁵The Convention Relating to the Status of Refugees

migration systems in existence which may enable/limit the development potentials of migration workers and refugees.

The roles of ESPs

1) Public Employment Service (PES)

The role of Public Employment Services

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

- Organizing job fairs open to international employers;
- Implementing of 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 on 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.

2) Private Employment Agency (PrEA)⁶

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

⁶ For more information, see the ILO Private Employment Agencies Convention No. 181

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 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 and refugees to obtain legal status in the receiving countries, they must comply with the migration system which includes the specific legal and administrative rules issued by the country to which they want to move. There are various systems in regulated migration.

Examples of migration system

EXAMPLE

1. Points-based Schemes

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

2. Quota system migration schemes

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

3. Other approaches

EU Blue Card: it offers highly educated skilled workers of non- EU- States the opportunity and the right to work and stay in the European Union

USA Green Card: it serves as proof of a person's lawful permanent resident status in the United States. There are various ways to qualify for a Green Card, including through the annual USA Diversity Visa Green Card Lottery.

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

Proposed activities

1. Discuss the following points in a small group (ask the participants to form a small group – 2-4 persons together, a person with the immediate neighbor(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?

RPL⁷ is a process of identifying, documenting, assessing and certifying formal, informal and non-formal learning outcomes against standards used in formal education and training.

Thus, RPL provides an opportunity for people to acquire qualification or credits for a qualification or exemptions (of all or part of the curriculum, or even exemption of academic pre-requisites to enter a formal study programme) without going through a formal education or training programme and/or to ease their employment pathways with their skills recognized.

Proposed activities

1. Watch a short video on RPL system (Recognition of Prior Learning GQ Australia <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.

⁷ We note that a variety of other terms are also used, particularly Accreditation/Assessment of Prior Experiential Learning (APEL) or the Validation of Non-formal and Informal Learning (VNFIL) or the Valuation of Prior Learning (VPL). For the purpose of this workshop, we use aforementioned definition for RPL.

The possible keywords include: identify, process, assess, document, competencies, skills, education, training, qualification(s), certify, formal/informal/non-formal learning, etc.

3. Show the definition of RPL (see above) in a powerpoint slide

- **Emphasize that RPL not only covers formal education but also skills and competencies acquired through non-formal and/or informal learning.**

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 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).

Tips. Provide some examples that are relevant to the participants, if any, otherwise use the MRA examples from Box 5 in the RPL Guide for Employment Services Providers such as those from the East African Community, ASEAN Community and the Caribbean Community.

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.

Proposed activities

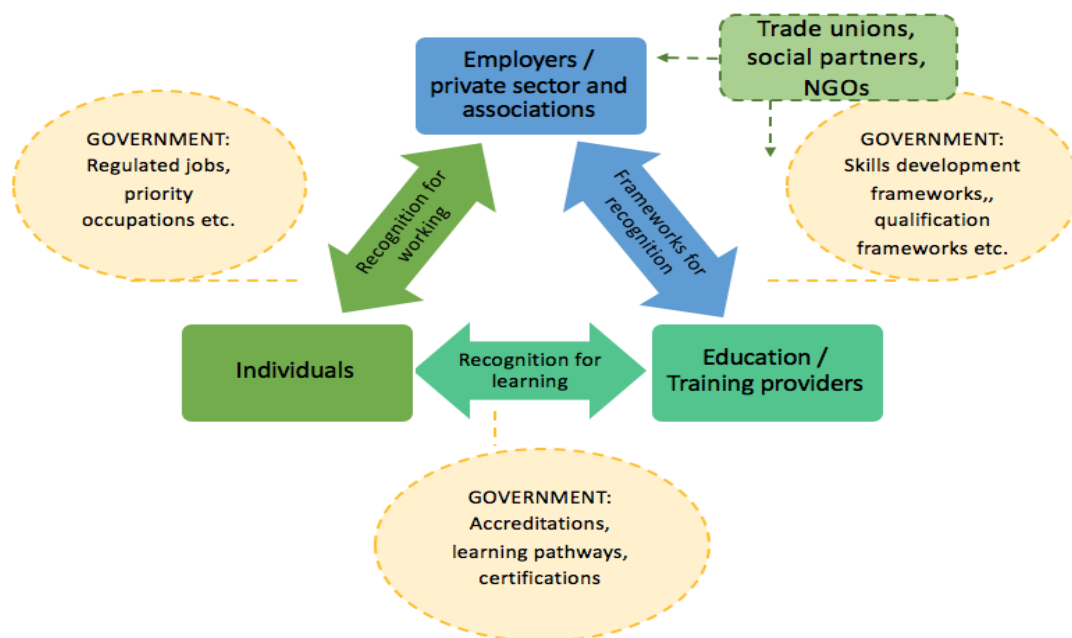
1. Ask the participants to form a small group and share information about the RPL system in place in their country or another that they know/have heard of. Discuss the following:

- Are there any RPL systems in place?
- Who implements RPL and how does it work? Jurisdiction?
- Any success stories or hurdles to share?
- Does RPL apply to migrant workers/refugees?

2. Watch a Youtube video (<https://www.youtube.com/watch?v=rylJJ7-Kaxc&list=PL-4E8d-zmmGj4a-xQRHRuojavSGbkMGEF&index=9>) on 'RPL in practice in the Netherlands – Toolkit for admission of refugees without documents' from the conference "Refugees' impact on Bologna reform" (start from 4:32 to 6:00 for the procedure of RPL for migrant workers and refugees in the Netherlands)

1.5 Benefits of RPL

Figure 1. Major stakeholders of recognition of prior learning systems



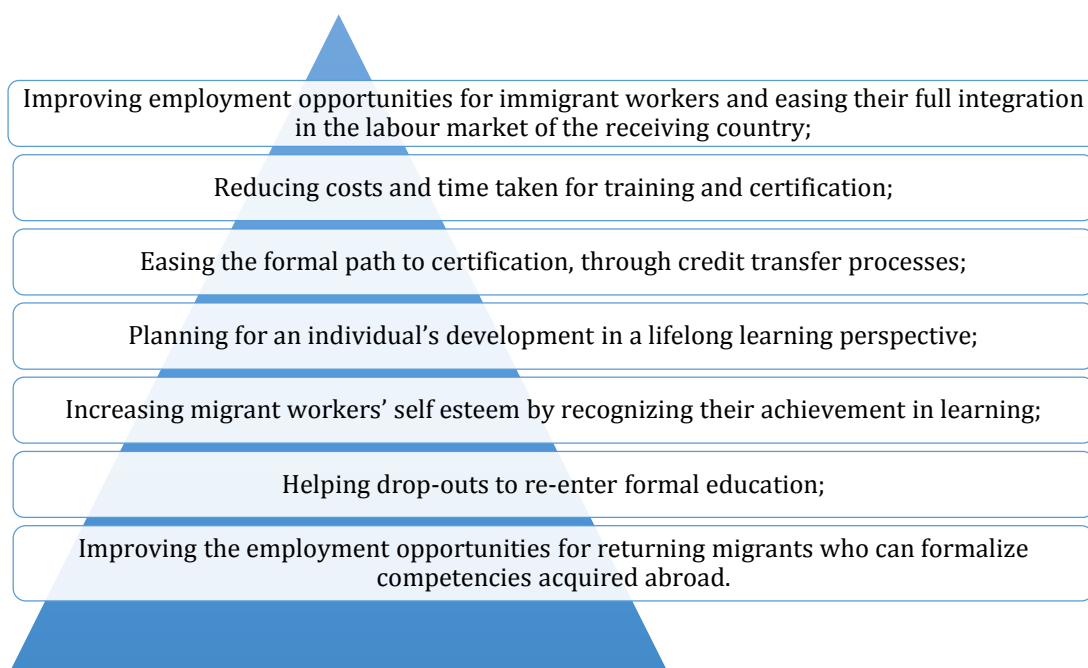
Source: Adapted from Braňka, 2016

Proposed activities

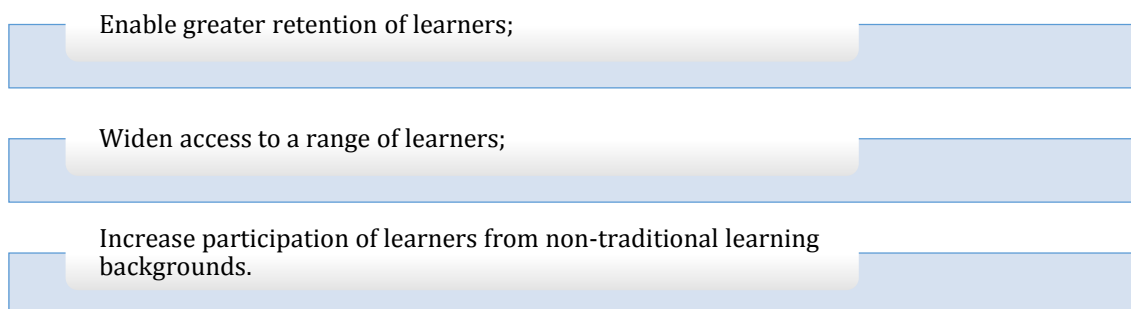
1. Using Figure 1 above, brainstorm with the participants/ discuss in small groups what benefits RPL offers for the different user groups – individuals (migrant workers in this case), training providers and employers.
2. Write down on a flip chart what has been discussed with the participants or in small groups.
3. Compare with the following benefits (shown on a powerpoint slide)

Note: The following narratives (page 19-20) are suggested answers only and facilitators as well as participants need to understand that the benefits of RPL may be different according to the given context.

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



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



RPL can support employers by:

⁸See more on *Facilitating the Recognition of Prior Learning: Toolkit*, Scottish Credit and Qualifications Framework, 2010. http://scqf.org.uk/content/files/RPL_Toolkit_FINAL_-_May_2010.pdf

Helping to adequately match jobs and employees

Helping to identify employees' skills effectively

Helping to identify skills gaps in organizations

Helping to identify appropriate training opportunities

Reducing the time required in employee training due to minimized duplication of learning



Increasing motivation and interest in workplace activities on the part of the employee/learner

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

SAMPLE PRESENTATION

<div style="text-align: center;">  <h3>Session 1</h3> <h2>Learning the key concepts</h2> <p>DATE/MONTH</p> <p>NAME (FACILITATOR)/ORGANIZATION</p> </div>	<div style="text-align: center;">  <h3>Learning objectives</h3> <p>By the end of the session, you will be able to:</p> <ul style="list-style-type: none"> 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 </div>
<div style="text-align: center;">  <h3>Who is a 'migrant worker'?</h3> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>'Migrant for employment'</p> <p>- "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" (The ILO Convention No. 97)</p> </div>	<div style="text-align: center;">  <h3>Related terms</h3> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>'Temporary migrants'</p> <p>- "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)</p> <p>'Permanent migrants'</p> <p>- "those who enter with the right of permanent residence or with a visa or permit which is indefinitely renewable." (ILO, 2017)</p> </div>
<div style="text-align: center;">  <h3>Related terms</h3> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>'Returning migrants'</p> <p>- 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)</p> </div>	<div style="text-align: center;">  <h3>Who is a 'refugee'?</h3> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>'Refugees'</p> <p>- "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" (The UN 1951 Refugee Convention)</p> </div>
<div style="text-align: center;">  <h3>Migration system</h3> </div> <ol style="list-style-type: none"> Points-based Schemes <ul style="list-style-type: none"> Denmark, Australia, Canada, New Zealand Quota system migration schemes <ul style="list-style-type: none"> Italy, Portugal, Spain Other approaches <ul style="list-style-type: none"> EU Blue card USA Green card The Republic of Korea's Employment Permit System 	<div style="text-align: center;">  <h3>Roles of Employment Services Providers (ESPs)</h3> </div> <ol style="list-style-type: none"> Public Employment Services (PES) <ul style="list-style-type: none"> a bridge between national workers and the labour needs in destination country explore job opportunities abroad and assess information etc. Private Employment Agency (PrEA) <ul style="list-style-type: none"> match offers of and applications for employment employ workers for a third party (employer, PrEA in destination country)

<p>Activity</p> <ul style="list-style-type: none"> Discuss the following points in a small group (form a small group – 2-4 persons together, a person with the immediate neighbor(s)): <ul style="list-style-type: none"> Migration systems in participants' countries What kind of services do the employment services providers offer to support migrant workers and/or refugees? 	<p>What is RPL?</p> <ul style="list-style-type: none"> Recognition of Prior Learning GQ Australia https://www.youtube.com/watch?v=Y-evjVsEM3Q A group activity : define RPL with keywords distributed on the table
<p>What is RPL?</p> <p>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.</p>	<p>How does RPL work?</p> <ul style="list-style-type: none"> 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 in place <p>Also, it's established at:</p> <ol style="list-style-type: none"> Regional level : Mutual recognition agreements (MRA) e.g., East African, ASEAN, the Caribbean Sectoral level
<p>How does RPL work?</p> <ul style="list-style-type: none"> example: 'RPL in practice in the Netherlands – Toolkit for admission of refugees without documents' Discussion (small group) <ul style="list-style-type: none"> Are there 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? 	<p>Benefits of RPL</p>  <p>Major stakeholders of recognition of prior learning systems (Brafika, 2016)</p>
<p>Benefits of RPL</p> <ol style="list-style-type: none"> Using the Figure, discuss in small groups what benefits RPL offers for the different user groups – individuals (migrant workers/refugees), training providers and employers. Write down on a flip chart what has been discussed Compare with the suggested answers in the following slides 	<p>Benefits of RPL (migrant workers)</p> <ul style="list-style-type: none"> 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 Helping drop-outs to re-enter formal education; Improving the employment opportunities for returning migrants who can formalize competencies acquired abroad.

<div data-bbox="726 293 770 331"></div> <h3 data-bbox="293 324 699 353">Benefits of RPL (training providers)</h3> <ul style="list-style-type: none"> <li data-bbox="293 369 740 421">Enable greater retention of learners; <li data-bbox="293 436 740 488">Widen access to a range of learners; <li data-bbox="293 504 740 555">Increase participation of learners from non-traditional learning backgrounds. 	<div data-bbox="1291 293 1335 331"></div> <h3 data-bbox="863 324 1177 353">Benefits of RPL (employers)</h3> <ul style="list-style-type: none"> <li data-bbox="837 360 1335 383">Helping to adequately match jobs and employees <li data-bbox="837 387 1335 409">Helping to identify employees' skills effectively <li data-bbox="837 414 1335 436">Helping to identify skills gaps in organizations <li data-bbox="837 441 1335 463">Helping to identify appropriate training opportunities <li data-bbox="837 468 1335 501">Reducing the time required in employee training due to minimized duplication of learning <li data-bbox="837 506 1335 528">Increasing motivation and interest in workplace activities on the part of employee <li data-bbox="837 533 1335 566">Generating new ideas and developments for the organization as a result of employee reflecting on work activities.
---	--

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 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.⁹

Employers often lack understanding of RPL systems available and their benefits (the benefits of RPL are 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

EXAMPLE

Australia

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

Germany

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

Source: Case studies (Branka, 2016)

⁹ See more on Branka, *Understanding the potential impact of skills recognition systems on labour market: Research report*, ILO, 2016

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 job seekers 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. In addition, 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.

Proposed activities

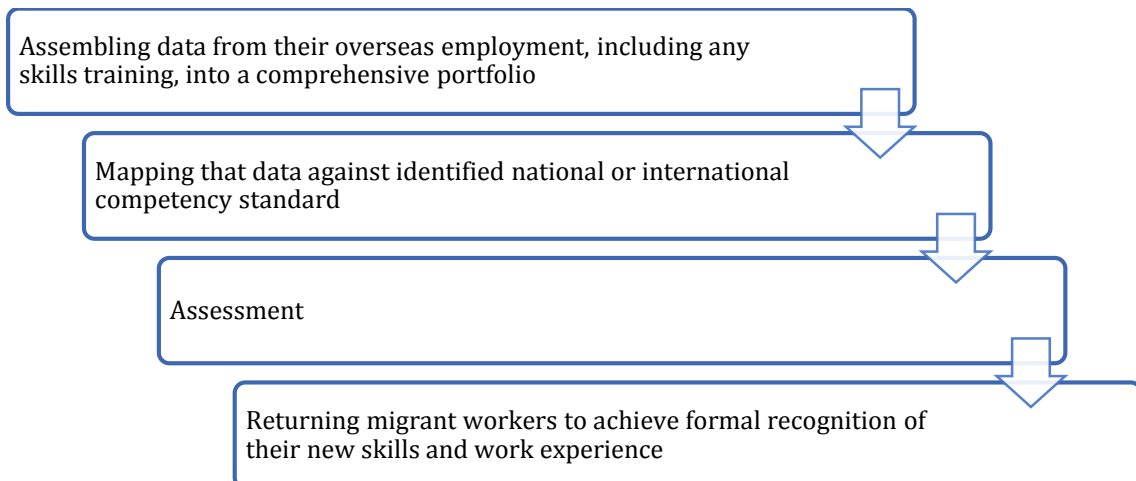
1. In small groups, discuss the challenges potential migrant workers face prior to their departure to host countries and what kind of labour market services, including RPL services/systems, are available in their country that cater to the needs of potential migrant workers.
2. Share the findings with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

2.4. Returning migrant workers and RPL

Upon arrival in their countries of origin, some migrants feel more empowered, confident and willing to reintegrate into society. Others, however, face problems, 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, deskilling, and sometimes even abuse, fraud, etc. Reintegration services offered to this group is covered in Session 4.

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

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



Proposed activities

1. In small group, discuss the challenges returning migrant workers face during labour market re-integration into their home countries

Possible challenges include: de-skilling, social vulnerability such as reduced social network due to absence, financial losses from exploitation/abuses, etc.

2. Participants should discuss how RPL may help returning migrant workers re-integrate 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. In addition, they face greater barriers than those encountered by other migrants in transitioning into employment. One of the reasons is that they are often 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 qualification; long asylum procedure (insecure status); weak social network; health conditions and trauma; cultural barriers etc.

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

3. Discuss and some other RPL practices targeting refugees (See Box 10 and 11 in RPL Guide for Employment Services Providers) and share in the class

SAMPLE PRESENTATION

<div style="text-align: center;">  <h3>Session 2</h3> <h1>Understanding the target groups</h1> <p>DATE/MONTH NAME (FACILITATOR)/ORGANIZATION</p> </div>	<div style="text-align: center;">  <h3>Learning objectives</h3> <p>By the end of the session, you will be able to:</p> <ul style="list-style-type: none"> 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 </div>
<div style="text-align: center;">  <h3>Employers, Workers and RPL</h3> <ul style="list-style-type: none"> RPL is useful when the outcomes are recognized and accepted by employers, <p>However,</p> <ul style="list-style-type: none"> employers often lack understanding of RPL and its benefits (benefits explained in the previous session) <p>Therefore,</p> <ul style="list-style-type: none"> employers' involvement in RPL system and processes is crucial; awareness raising is equally important. <ul style="list-style-type: none"> The role of workers' organizations in RPL awareness raising, support and guidance is equally important to ensure the protection of migrant workers. </div>	<div style="text-align: center;">  <h3>Migrant workers and RPL</h3> <ol style="list-style-type: none"> Brainstorm on what possible hurdles migrant workers might face in the labour market in host countries. e.g., skills mismatch, language and cultural barrier, discrimination, etc. Discuss how RPL may help overcome the hurdles that have been identified. </div>
<div style="text-align: center;">  <h3>Potential migrant workers and RPL</h3> <ul style="list-style-type: none"> Discussion (small groups) <ul style="list-style-type: none"> what challenges potential migrant workers face prior to their departure to host country what kind of labour market services, including RPL services/systems, are available in their country to cater the needs of potential migrant workers. </div>	<div style="text-align: center;">  <h3>Returning migrant workers and RPL</h3> <ul style="list-style-type: none"> Discussion (small groups) <ul style="list-style-type: none"> what kind of challenges returning migrant workers face for labour market re-integration into the home countries how RPL may help returning migrant workers re-integrate into the labour market </div>
<div style="text-align: center;">  <h3>Returning migrant workers and RPL</h3> <ul style="list-style-type: none"> RPL process for returning migrant workers (ILO, 2010) <pre> graph TD A[Assembling data from their overseas employment, including any skills training, into a comprehensive portfolio] --> B[Mapping that data against identified national or international competency standard] B --> C[Assessment] C --> D[Returning migrant workers to achieve formal recognition of their new skills and work experience] </pre> </div>	<div style="text-align: center;">  <h3>Refugees and RPL</h3> <ol style="list-style-type: none"> 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. Discuss (small group) how RPL may help refugees integrate into the labour market in host countries. </div>

Refugees and RPL



- Introduce some ILO RPL projects targeting refugees
- Discuss with the class what other RPL practices they know/implement for refugees

Questions?

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 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 of recognition of formal education and training

OUTLINE OF THE SESSION

Topic	Time (minutes)	Method	You will need
3.1 Steps in 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 RPL process

Tips. The handout on ‘RPL process and outcomes’ (See Learning Sources 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/process and their potential outcomes. The understanding of the process, outcomes and benefits will boost participation.

The 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	• Exhibits/road shows
• Job fairs	• Online – social networks, website
• Print media/cartoon	• 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 job seekers** 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** developed, 3) a **management information system** installed and 4) **printed materials**.

Italy

A **RPL documentary**, called 'L'esperienza vale (Valuing experience)', was produced in 2015. The documentary shows 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.

<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 graduated 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 step-by-step process of recognition, 2) 'Recognition Finder', 3) preconditions for skills recognition, 3) success stories, 5) hotlines and counselling information, and 5) contact details for relevant authorities.

<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 Resources II. Skills recognition process and outcomes).

It is also useful to prepare a set of frequently asked questions and answers to guide and assist a 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 a small group, how the above-discussed activities can be adapted for migrant workers and/or refugees and share which methods might work and which can be adapted according to the given context in 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 one¹⁰ 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:

¹⁰The EU Skills Profile tool for third Country nationals <http://www.efvet.org/2017/06/21/eu-skills-profile-tool-for-3rd-country-nationals/>

Portfolio	Other documents
<div style="background-color: #4f81bd; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #d9e1f2; height: 20px; width: 5%; margin-bottom: 5px;"></div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> A paper outlining education and career goals </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Learning outcomes and competency statements </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> A chronological record of significant learning experiences </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Formal and informal records i.e. certificates of past learning achievements – supplier training course, in house courses, workshops, seminars, club course e.g. first aid, surf life saving etc. </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Curriculum Vitae/resume </div>	<div style="background-color: #4f81bd; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: #d9e1f2; height: 20px; width: 5%; margin-bottom: 5px;"></div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Licenses obtained, e.g. forklift, working with children, etc. </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Photographs or DVD's of work undertaken </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Work samples such as technical drawings or site plans you have worked with workplace inductions </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Memberships of relevant associations </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Performance appraisals </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> References or letters from previous employers or supervisors </div> <div style="border: 1px solid #d9e1f2; padding: 5px;"> <input type="checkbox"/> Any other documentation that may demonstrate industry experience </div>

Some tips to help an applicant prepare a portfolio include:

- Talk about **the applicant's work history**, particularly if they are not currently employed. Also refer to the details on the RPL applicant form regarding the information about where they have worked, either paid or unpaid, and what tasks they performed there.
- Talk about **the applicant's current job roles and responsibilities** if they are currently employed.
- Discuss **the opportunity to contact the applicant's workplace or previous workplace**, if possible, so that their skills maybe verified by someone that 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 within-house training** conducted by staff or suppliers to their industry or service area. If they are issued with **a certificate for their attendance**, ask them to bring it with them for their interview.
- Based on the information collected, assist the applicant 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 activities

Role playing'

1. Prepare the 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. 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 instruction 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 playing while observer(s) prepare their comments about the process, to be shared at the end of the role playing. Note-taker(s)/presenter(s) collect comments and share the results/outcomes/challenges to the class.
- * The participants are encouraged to use the tools/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 are usually used, depending on the aim, the target group and the competencies to be assessed, which include a portfolio assessment, criterion-oriented interviews, workspace observation or other forms of testing.

A RPL procedure in the Netherlands is provided as an example below.

A RPL procedure in the Netherlands

EXAMPLE

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

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



Source: Adapted from The Dutch Knowledge Centre for APL

The outcomes of RPL can be 1) full recognition, 2) partial recognition and 3) no recognition.

3.1.4 Filling the gaps

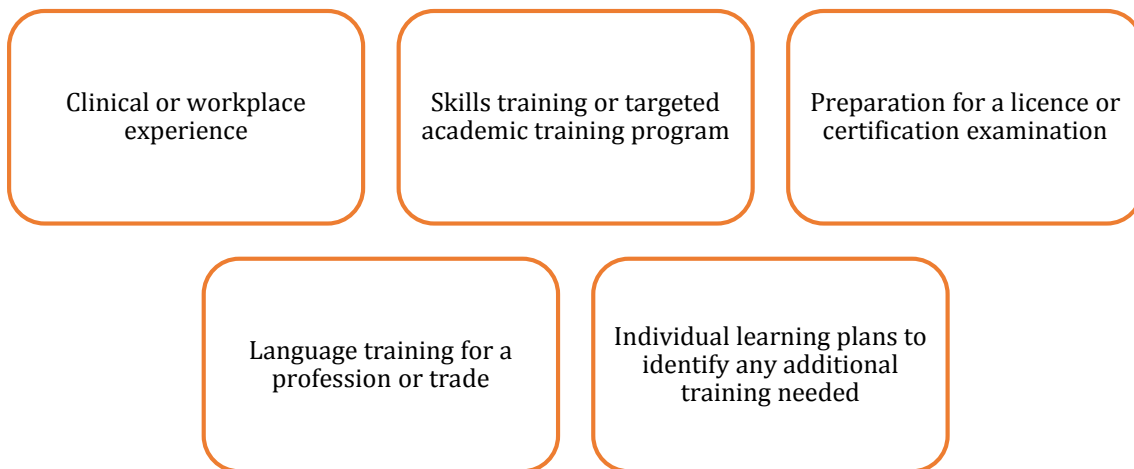
After the RPL assessment is completed and an outcome decided, applicants should be advised on how to fill any competency gaps so that full recognition can be obtained in the future.

After receiving full recognition/ partial recognition, the successful applicant can:

- update their CV to reflect the outcome of RPL;
- apply for jobs with the new qualification;
- 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:



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 3 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 counselors first ask migrants to submit their academic records which are then certified by the relevant authority. They may provide a translation service, however, the associated cost is usually borne by the migrants. The 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 counselors, assigned by PES, can also help migrants prepare their skills portfolio: an organized collection of materials which records and verifies learning achievements and relates them to the requirements of the

specific education or training program, occupational standard, or technical qualification for which the migrant is looking to obtain recognition.



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 practice certain profession or apply for jobs.

Other qualifications below degree level are not typically recognized through a formal agreement between countries and thus are often considered as one form of evidence in the 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.

SAMPLE PRESENTATION

<p style="text-align: center;">Session 3</p> <h1 style="text-align: center;">How to facilitate skills recognition processes</h1> <p style="text-align: center;">DATE/MONTH NAME (FACILITATOR)/ORGANIZATION</p>	<p style="text-align: right;">ILO</p> <h3 style="text-align: center;">Learning objectives</h3> <ul style="list-style-type: none"> Understand the steps in 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: <ul style="list-style-type: none"> 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 of recognition of formal education and training 				
<h3 style="text-align: center;">RPL process and outcomes</h3> <p style="text-align: center;"><i>Adapted from Branka (2016)</i></p>	<p style="text-align: right;">ILO</p> <h3 style="text-align: center;">Awareness raising, information</h3> <ul style="list-style-type: none"> The 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: <table border="1"> <tr> <td> <ul style="list-style-type: none"> Radio/television Job fairs Print media/cartoon </td> <td> <ul style="list-style-type: none"> Exhibits/road shows Online – social networks, website Networks used to advertise jobs and training opportunities </td> </tr> </table> 	<ul style="list-style-type: none"> Radio/television Job fairs Print media/cartoon 	<ul style="list-style-type: none"> Exhibits/road shows Online – social networks, website Networks used to advertise jobs and training opportunities 		
<ul style="list-style-type: none"> Radio/television Job fairs Print media/cartoon 	<ul style="list-style-type: none"> Exhibits/road shows Online – social networks, website Networks used to advertise jobs and training opportunities 				
<p style="text-align: right;">ILO</p> <h3 style="text-align: center;">Awareness raising, information</h3> <p>Examples</p> <ul style="list-style-type: none"> Belgium : website, targeted emails to job seekers, media campaigns South Africa : national road shows, website, printed materials Italy : a RPL documentary Ghana : stakeholder meetings/consultations, exhibitions, trade fairs, participation in graduation ceremonies Germany : website 'Recognition in Germany' 	<p style="text-align: right;">ILO</p> <h3 style="text-align: center;">Awareness raising, information</h3> <p>Activity</p> <ol style="list-style-type: none"> Discuss (small groups) what kind of marketing and communication activities ESPs generally use in your country. Identify what kind of information are generally included to reach out to the target groups. Discuss how the above-discussed activities can be adapted for migrant workers/refugees Share which methods might work and which can be adapted according to the given context in your country Present your findings (each group) in front of the class 				
<p style="text-align: right;">ILO</p> <h3 style="text-align: center;">Preparation for recognition</h3> <p>How ESPs can assist a RPL applicant with the preparation:</p> <ol style="list-style-type: none"> An employment counsellor (assigned by ESPs) asks an applicant to fill out an (self-) assessment form Help an applicant collect evidence and prepare relevant documents Provide relevant contact details and refer to the training centres/other authorities if necessary Provide translation/interpretation services if necessary/available 	<h3 style="text-align: center;">Examples of evidence</h3> <table border="1"> <thead> <tr> <th>Portfolio</th> <th>Other documents</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> A paper outlining education and career goals <input type="checkbox"/> Learning outcomes and competency statements <input type="checkbox"/> A chronological record of significant learning experiences <input type="checkbox"/> Formal and informal records i.e. certificates of past learning achievements - supplier training course, in house courses, workshops, seminars, club course e.g. first aid, surf life saving etc. <input type="checkbox"/> Curriculum Vitae/resume </td> <td> <input type="checkbox"/> Licenses obtained, e.g. forklift, working with children, etc. <input type="checkbox"/> Photographs or DVD's of work undertaken <input type="checkbox"/> Work samples such as technical drawings or site plans you have worked with workplace inductions <input type="checkbox"/> Memberships of relevant associations <input type="checkbox"/> Performance appraisals <input type="checkbox"/> References or letters from previous employers or supervisors <input type="checkbox"/> Any other documentation that may demonstrate industry experience </td> </tr> </tbody> </table>	Portfolio	Other documents	<input type="checkbox"/> A paper outlining education and career goals <input type="checkbox"/> Learning outcomes and competency statements <input type="checkbox"/> A chronological record of significant learning experiences <input type="checkbox"/> Formal and informal records i.e. certificates of past learning achievements - supplier training course, in house courses, workshops, seminars, club course e.g. first aid, surf life saving etc. <input type="checkbox"/> Curriculum Vitae/resume	<input type="checkbox"/> Licenses obtained, e.g. forklift, working with children, etc. <input type="checkbox"/> Photographs or DVD's of work undertaken <input type="checkbox"/> Work samples such as technical drawings or site plans you have worked with workplace inductions <input type="checkbox"/> Memberships of relevant associations <input type="checkbox"/> Performance appraisals <input type="checkbox"/> References or letters from previous employers or supervisors <input type="checkbox"/> Any other documentation that may demonstrate industry experience
Portfolio	Other documents				
<input type="checkbox"/> A paper outlining education and career goals <input type="checkbox"/> Learning outcomes and competency statements <input type="checkbox"/> A chronological record of significant learning experiences <input type="checkbox"/> Formal and informal records i.e. certificates of past learning achievements - supplier training course, in house courses, workshops, seminars, club course e.g. first aid, surf life saving etc. <input type="checkbox"/> Curriculum Vitae/resume	<input type="checkbox"/> Licenses obtained, e.g. forklift, working with children, etc. <input type="checkbox"/> Photographs or DVD's of work undertaken <input type="checkbox"/> Work samples such as technical drawings or site plans you have worked with workplace inductions <input type="checkbox"/> Memberships of relevant associations <input type="checkbox"/> Performance appraisals <input type="checkbox"/> References or letters from previous employers or supervisors <input type="checkbox"/> Any other documentation that may demonstrate industry experience				

<p>Tips to help prepare a portfolio</p> <ul style="list-style-type: none"> ▪ 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 within-house training conducted by staff or suppliers to their industry or service area. If they are issued with a certificate for their attendance, ask them to bring it with them for their interview. 	<p>Preparation for recognition – role play </p> <p>The rules</p> <ol style="list-style-type: none"> 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 <p>* Participants are encouraged to use the tools provided</p>
<p>The RPL assessment process </p> <p>Example – the procedures of RPL in the Netherlands</p> 	<p>Filling the gaps – after the assessment </p> <p>The ESPs can assist the RPL applicant in each scenarios</p> <ol style="list-style-type: none"> 1) In case of full recognition/partial recognition, ESPs help the applicant: <ul style="list-style-type: none"> ▪ update their CV to reflect the outcome of RPL; ▪ apply for jobs with the new qualification; ▪ pursue further education/training.
<p>Filling the gaps – after the assessment </p> <ol style="list-style-type: none"> 2) In case of no recognition, ESPs help the applicant through: <ul style="list-style-type: none"> ▪ bridge training programmes; ▪ workplace experience; ▪ language training; ▪ preparation for the next round of RPL. 	<p>Filling the gaps </p> <p>Group activity</p> <ul style="list-style-type: none"> ▪ Identify possible employment/training paths for each outcome of RPL assessment ▪ Discuss different ways to support the applicant ▪ Present the findings to the class
<p>Recognition of formal education and training </p> <ul style="list-style-type: none"> ▪ Typically, the procedures of recognition of formal education and training are regulated by international or bilateral agreements between countries. ▪ When the agreements are not in place or the certificates are lost/cannot be obtained: <ul style="list-style-type: none"> - Employment counsellor can help the applicant prepare a portfolio 	<p>Recognition of formal education and training </p> <ul style="list-style-type: none"> ▪ Other 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.

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
Summary and closing/reflection	20		
Total duration	125		

CONTENT OF THE SESSION

This session will cover other labour market services, besides Recognition of Prior Learning (RPL) that are available for 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 to the social security contribution for employers who hire unemployed workers, especially those who are more vulnerable

Public works

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

Self-employment incentives

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

Training

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

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

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

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 how to support the target group, considering the specificities of the challenges for each group.

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

(example)

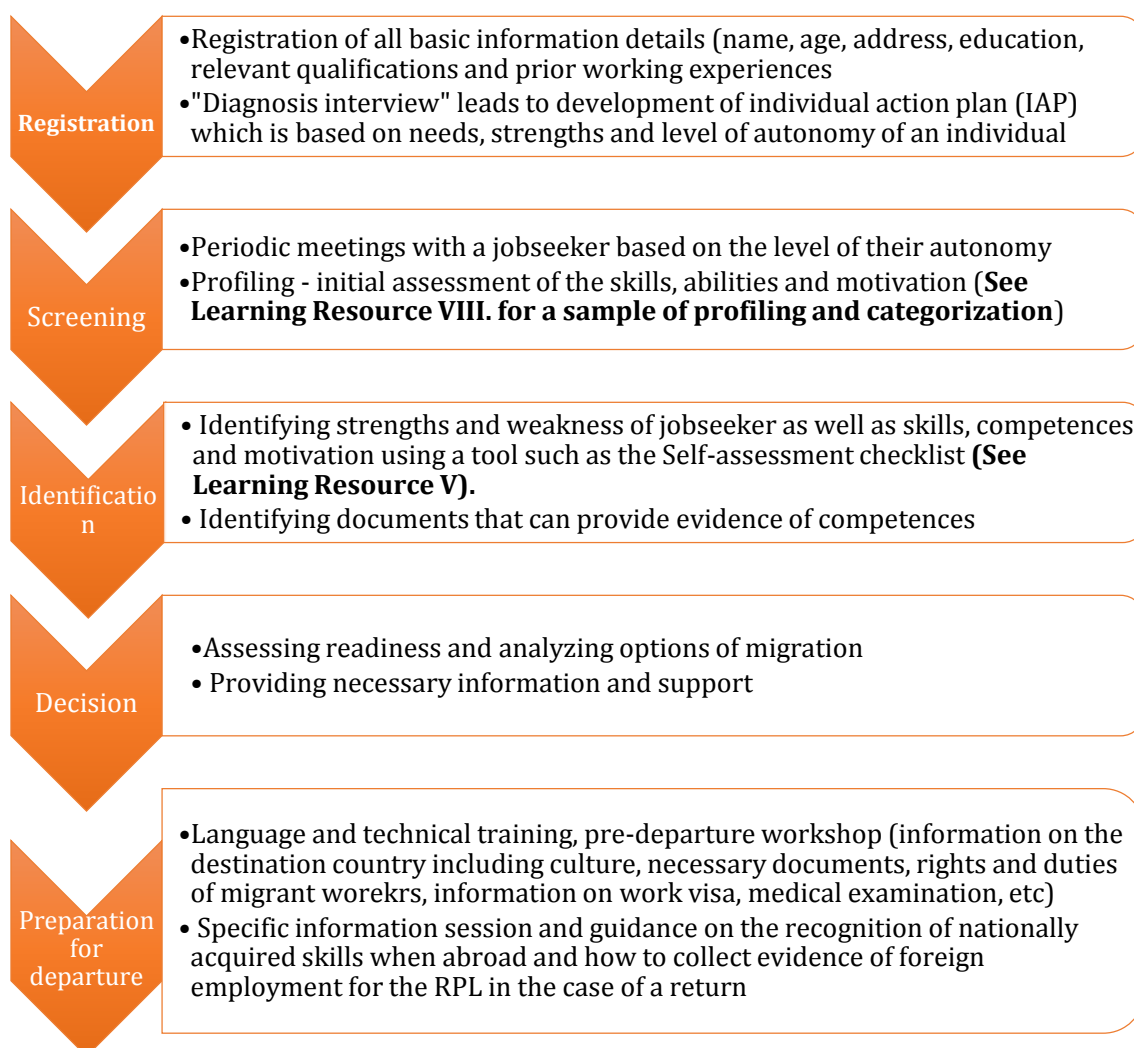
Migrant worker		Refugee	
Challenges	Support services	Challenges	Support services

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 might not be aware of the options for working abroad. In this case, the

employment services providers could assess their competencies to help them make informed choices. Typically, the services offered to this group follow the steps below.



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.

Proposed activities

1. Introduce the tool from Learning Resource VIII. Profiling and categorization of candidates to the class. Ask the participants to work in small groups to identify/discuss feasible services that can support the potential migrant workers in each category.

Alternative: Group discussion. Work in small groups to discuss and share some good examples/practices of services that support potential migrant workers in their own country/or in a country of their choice. Present/share the findings in the class.

4.3. Services for returning migrant workers

The return to the country of origin and reintegration into family and society is not always a successful story. It depends largely on the presence of labour market opportunities, possibilities for investment of savings, and appropriate services for returning migrant workers and their families.

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

Job searching

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

Self-employment

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

Recognition of prior learning

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

SAMPLE PRESENTATION

<div style="text-align: center;"> <h3>Session 4</h3> <h2>Other labour market services</h2> <hr/> <p>DATE/MONTH NAME (FACILITATOR)/ORGANIZATION</p> </div>	<div style="text-align: center;"> <h3>Learning objectives</h3> </div> <ul style="list-style-type: none"> Understand labour market services, other than recognition of prior learning (RPL), for the target group, mainly: <ul style="list-style-type: none"> migrant workers and refugees potential migrant workers returning migrant workers Identify feasible labour market services for a given context 												
<h3>Employment services for migrant workers and refugees</h3> <ul style="list-style-type: none"> Job search assistance Subsidized private sector employment Public works Self – employment incentives Training <p><small>* These services are originally designed for the native population.</small></p>	<h3>Employment services for migrant workers and refugees</h3> <ul style="list-style-type: none"> Language training Orientation course Introduction programme Ad-hoc programmes such as skills recognition <p><small>* These services are specifically designed mainly for migrant workers and, where applicable, refugees.</small></p>												
<h3>Employment services for migrant workers and refugees</h3> <ul style="list-style-type: none"> Discuss (small group) on ways how to support these groups, considering the specificities of the challenges that each group faces. Post the findings/ideas on the wall board <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">Migrant worker</th> <th colspan="2">Refugee</th> </tr> </thead> <tbody> <tr> <td>Challenges</td> <td>Support services</td> <td>Challenges</td> <td>Support services</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Migrant worker		Refugee		Challenges	Support services	Challenges	Support services					<h3>Employment services for potential migrant workers</h3> <ul style="list-style-type: none"> For this group, ESPs assess their competencies to help them make informed choices on migration. The typical process follows: <div style="text-align: center;"> <pre> graph LR A((Registration)) --> B((Screening)) B --> C((Identification)) C --> D((Decision)) D --> E((Preparation for departure)) </pre> </div>
Migrant worker		Refugee											
Challenges	Support services	Challenges	Support services										
<h3>Employment services for potential migrant workers</h3> <p>Group exercise</p> <ul style="list-style-type: none"> 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. 	<h3>Employment services for returning migrant workers</h3> <p>The following services can usually help returnees in their re-insertion into the domestic labour market:</p> <ul style="list-style-type: none"> Job searching Self-employment Recognition of prior learning 												

LEARNING RESOURCES

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

LEARNING RESOURCE I.

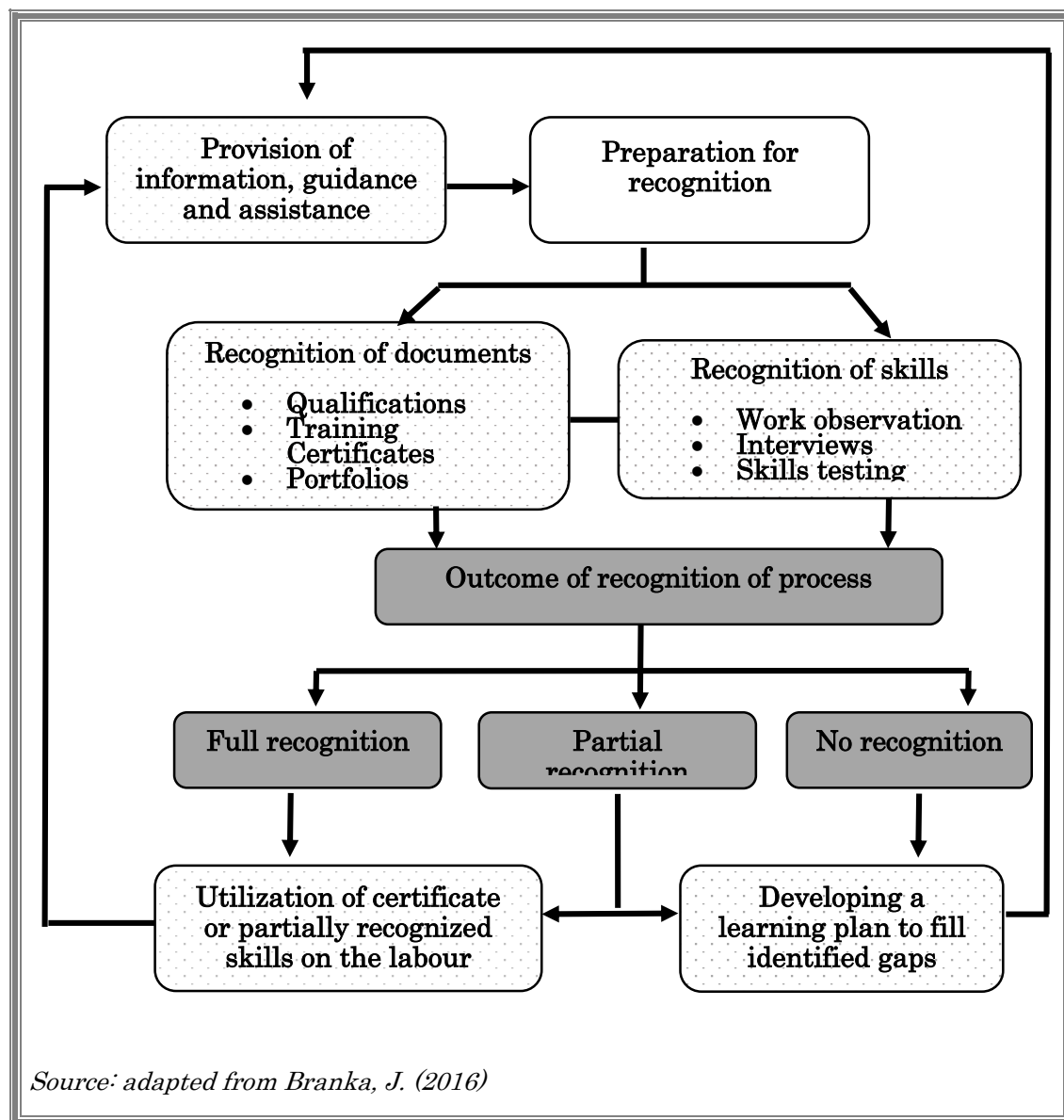
FACILITATOR'S PRE-WORKSHOHP CHECKLIST¹¹

	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		

¹¹Adapted from IOM/OSCE, *Training Modules on Labour Migration Management – Trainer's Manual*, 2010

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		

LEARNING RESOURCE II. RPL PROCESS AND OUTCOMES



LEARNING RESOURCE III.

FREQUENTLY ASKED QUESTIONS AND ANSWERS¹²

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

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

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

2. What happens if I apply for RPL?

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

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

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

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

: 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

¹²This Q and A is adapted from Applicant's Guide to Recognition Of Prior Learning, Charles Darwin University. <http://www.cdu.edu.au/sites/default/files/cdu-vet/docs/guild-rpl.pdf>

qualifications, we can determine the best way to get them or alternatively, if they are not accessible, we can look at alternatives. An RPL assessor will consider whether any of the units of competency in the course you have completed are the same as in the course you are applying for or approved to be equivalent to the unit/s of competency in the vocational area.

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

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

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

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

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

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

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

: People who have been through an RPL are often under the impression that they need to collect and supply a whole range of documents in order to be assessed. Many of the places migrants have worked at in the past no longer exist; people they have worked with have moved on; and in some cases they left employment without any reference. In many cases they didn't always have a documented job description and

don't know how to create a CV or resume but they know how to do the job and make the decisions on a daily basis. In these cases, self-assessments give you examples of a range of documents that should be gathered such as any 'licenses' you have; but if you can't supply them they are not a barrier to you applying and being interviewed to determine your ability.

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

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

LEARNING RESOURCE IV. SELF-ASSESSMENT FORM

SAMPLE – CONSTRUCTION/BUILDING WORKER¹³

Personal characteristics that are important for the profession	1-5 (No experience – Substantial experience)				
1. I am good at interacting with customers	1	2	3	4	5
2. I can remain calm in a difficult situation	1	2	3	4	5
3. I can work under stress	1	2	3	4	5
4. I know and understand the implications of being in a workplace environment	1	2	3	4	5
5. I can conduct myself according to the rules of a workplace	1	2	3	4	5
6. I keep my workplace clean and tidy	1	2	3	4	5
7. I am used to making decisions independently	1	2	3	4	5
Experience and competencies that are important for the profession	1-5 (No experience – Substantial experience)				
1. I have experience of 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

¹³Source: Arbetsförmedlingen (The Swedish Public Employment Agency)

6. I have experience of laying stone or slabs for pathways	<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div>
7. Number of years of experience as a construction/building worker:	<div>_____ years</div>

LEARNING RESOURCE V. ASSESSMENT CHECKLIST

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

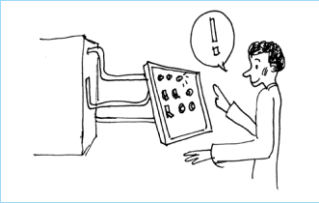



Personal information		
General Information	Contact information	Migration information

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

<ul style="list-style-type: none"> - 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
<p>For the following activities that you are familiar with/used to, please indicate for how long or often you have practiced those activities and in what context:</p> <ul style="list-style-type: none"> - 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
<p>Please select the statements below which best suit your general working style. I am confident to:</p> <ul style="list-style-type: none"> - 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'¹⁴

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

<p>No. 03_12 Independent work</p>  <p>I am able to decide what has to be done on my own.</p>	<p>No. 03_11 Writing skills</p>  <p>I am good at writing long texts.</p>
<p>No. 03_10 Presentation/lecturing skills</p>  <p>I am able to speak in front a lot of people.</p>	<p>No. 03_9 Care skills</p>  <p>I am able to work well with people in need of help.</p>

¹⁴Bertelsmann Stiftung www.bertelsmann-stiftung.de

LEARNING RESOURCE VII. ROLE PLAYING

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

*Add if necessary.

2) Name cards example (back)

<p>Group 1 - Migrant Worker</p> <p><i>Instruction: Based on the profile below, seek advice/guidance from the employment counsellor and prepare for the RPL process</i></p> <ul style="list-style-type: none"> - I have completed secondary school; - I have taken previous vocational training in groundworks for laying water and sanitation pipes and has the certificate; - I have not been in construction industry for 5 years; - I have the contacts of previous employers; - I do not speak the language of the country I want to migrate to. 	<p>Group 1 - Employment Counsellor</p> <p><i>Instruction: Based on the information below, assist the migrant worker with the preparation for the RPL process. Identify ways to support the migrant worker other than RPL, if any.</i></p> <ul style="list-style-type: none"> - I am aware of the tendency that employers from construction industry do not usually recognize the outcomes of RPL; - I am aware of some funding opportunities to for a RPL applicant to carry out the process; - I have contacts in the technical training school within the country.
<p>Group 1 - Observer</p> <p><i>Instruction: Observe the pair (migrant worker and employment counsellor) conduct the interview and prepare for the RPL process and note down comments/thoughts. Share the comments at the end of the role play.</i></p>	<p>Group 1 - Note-taker/presenter</p> <p><i>Instruction: Take note of comments/thoughts that are shared amongst the group after the role play. Present the findings to the class.</i></p>
<p>Group 2 - Refugee (with the right to work)</p>	<p>Group 2 - Employment Counsellor</p> <p><i>Instruction: Based on the information below, assist the refugee with the</i></p>

<p><i>Instruction: Based on the profile below, seek advice/guidance from the employment counsellor and prepare for the RPL process.</i></p> <ul style="list-style-type: none"> - I have completed bachelor's degree in mechanical engineering but does 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. 	<p><i>preparation for the RPL process. Identify other ways to support the refugee besides RPL, if any.</i></p> <ul style="list-style-type: none"> - 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 to an applicant for carrying out the RPL process.
<p style="text-align: center;">Group 2 – Observer</p> <p><i>Instruction: Observe the pair (refugee and employment counsellor) conduct the interview and prepare for the RPL process and note down comments/thoughts. Share the comments at the end of the role play.</i></p>	<p style="text-align: center;">Group 2 – Note-taker/presenter</p> <p><i>Instruction: Take note of comments/thoughts that are shared amongst the group after the role play. Present the findings to the class.</i></p>

LEARNING RESOURCE VIII. PROFILING AND CATEGORIZATION OF CANDIDATES

Profiles of potential migrant	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 job seekers Other job seekers 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 Jobseekers 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

LEARNING RESOURCE IX. GLOSSARY OF KEY TERMS

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

<p>Private Employment Agency (PrEA)</p>	<p>According to the ILO Convention 181, the term private employment agency means any natural or legal person, independent of the public authorities, which provides one or more of the following labour market services:</p> <ul style="list-style-type: none"> • services for matching offers of and applications for employment, without the private employment agency becoming a party to the employment relationships which may arise therefrom; • services consisting of employing workers with a view to making them available to a third party, who may be a natural or legal person (referred to below as a "user enterprise") which assigns their tasks and supervises the execution of these tasks; • other services relating to job seeking, determined by the competent authority after consulting the most representative employers and workers organizations, such as the provision of information, that do not set out to match specific offers of and applications for employment.
<p><u>Migration</u></p>	
<p>Migrant for Employment /Migrant Worker</p>	<p>Migrant for Employment “A person who migrates from one country to another with a view to being employed otherwise than on his own account and includes any person regularly admitted as a migrant for employment.” (ILO Migration for Employment Convention (Revised), 1949 (No. 97), Article 11)</p> <p><i>Other relevant definitions</i></p> <p>Migrant Worker A person who “is to be engaged or has been engaged in a remunerated activity in a state of which he or she is not a national” (United Nations Convention on the Protection of the Rights of all Migrant Workers and Members of their Families, 1990, Article 2(1))</p> <p>Migrant workers Persons admitted by a country other than their own for the explicit purpose of exercising an economic activity remunerated from within the receiving country. Some countries distinguish several categories of migrant workers, including: (i) seasonal migrant workers; (ii) contract workers; (iii) project-tied workers; and (iv) temporary migrant workers. (United Nations Department of Economic and Social Affairs, 1998)</p>

Temporary migrant	“A person of foreign nationality who enters a country with a visa or who receives a permit which is either not renewable or only renewable on a limited basis. Temporary immigrants are seasonal workers, international students, service providers, persons on international exchange, etc.” (ILO Addressing Governance Challenges in a Changing Labour Migration Landscape, Report IV Page 11, para 21)
Permanent migrant	“A person who enters with the right of permanent residence or with a visa or permit which is indefinitely renewable. Permanent immigrants would generally include marriage immigrants, family members of permanent residents, refugees, certain labour migrants, etc.” (ILO Addressing Governance Challenges in a Changing Labour Migration Landscape, Report IV Page 11, para. 21)
Returning migrants	Persons returning to stay in their own country after having been employed abroad. It is important that only those citizens planning to stay for a year or more in their country of citizenship be included in this migration statistics. (United Nations Department of Economic and Social Affairs, 1998)
Domestic worker	Domestic work is considered to be “work performed in or for a household or households.” (ILO Convention on Decent Work for Domestic Workers, 2011 (No. 189), Article 1(a)) A domestic worker is “any person engaged in domestic work within an employment relationship”. A person who performs domestic work only occasionally or sporadically and not on an occupational basis is not a domestic worker.” (ILO Convention on Decent Work for Domestic Workers, 2011 (No. 189), Article 1(b), (c))
Low-Skilled Worker	ILO Statistics classifies low skilled workers (levels 0-2) as workers engaged in elementary occupations, in accordance with ISCO Broad Occupations Groups. These workers are employed in occupations that mainly “consist of simple and routine tasks which require the use of hand-held tools and often some physical effort.” (ISCO, Introduction to occupational classifications, ILO Bureau of Labour Statistics)
Medium-Skilled Worker	ILO Statistics classifies workers at a medium skill-level (level 2) as “skilled manual workers” in accordance with ISCO Broad Occupations Groups. This work is characterised

	by routine and repetitive tasks in cognitive and production activities. These include workers in occupations such as skilled agriculture and fishery, clerical work, craft and related trades and plant, machine operators and assemblers. (ISCO, Introduction to occupational classifications, ILO Bureau of Labour Statistics)
Highly-Skilled Worker	ILO Statistics classifies two levels of Highly-Skilled workers (level 3 and 4), in accordance with ISCO Broad Occupations Groups. These workers include managers (skill level 3 and 4), as well as professionals (skill level 4) and are broadly employed as legislators, senior officials, managers, professionals, technicians and associate professionals. “Professionals” are understood to increase the existing stock of knowledge; apply scientific or artistic concepts and theories; teach about the foregoing in a systematic manner; or engage in any combination of these activities.
Refugee	<p>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.</p> <p>(UN General Assembly, Convention Relating to the Status of Refugees, 28 July 1951; see also ILO Background Paper and Draft ILO Guiding Principles for Discussion at the ILO Tripartite Technical Meeting on the Access of Refugees and Other Forcible Displaced Persons to the Labour Market, 2016)</p>
<u>Skills</u>	
Recognition of Prior Learning	RPL is a process of identifying, documenting, assessing and certifying formal, non formal and/or informal learning against standards used in formal education and training. Thus, RPL provides an opportunity to people to acquire qualification or credits for a qualification or exemptions (of all or part of the curriculum, or even exemption of academic pre-requisite to enter a formal study programme) without going through a formal education or training programme. (ILO, RPL Learning Package, 2017, forthcoming)

Competencies	The knowledge, skills and know-how applied and mastered in a specific context. (ILO Recommendation 195, 2004).
Skills Recognition	<p>The result of the formal assessment of the portfolio of evidence; confirmation that skills acquired internationally correspond fully to specified Regional Model Competency Standards (RMCS) units or national units of competency. (ILO Guidelines for Recognizing the Skills of Returning Migrant Workers, October 2010)</p> <p><i>Other definition</i></p> <p>The evaluation and recognition of credentials and skills earned outside the country of employment (in the case of migrants), or country of origin (in case of returning migrants). Recognition of qualifications covers both academic and professional titles, while professional recognition covers regulated and non-regulated professions. (ILO Report of Discussion, Tripartite Technical Meeting on Labour Migration, November 2013)</p>
Occupational standards	They describe the knowledge, skills and attitudes that a person needs in order to carry out a particular job or activity at the level of performance required. Competencies generally specify minimum standards and the conditions in which they should be applied.
Qualification	Certification awarded to an individual in recognition of having achieved particular knowledge, skills or competencies. It is also the formal expression of the vocational and professional abilities of a worker that are recognized at international, national or sector levels. (ILO-ITC, Glossary of key terms on learning and training for work, ILO, 2006)
Learning outcomes	The set of knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process.
Formal learning	Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification. Learning that occurs in an organised and structured context (in a school/training centre or on the job)

	<p>and is explicitly designated as learning (in terms of objectives, time or learning support). Formal learning is intentional from the learner's point of view. It typically leads to certification. (Cedefop, 2014)</p> <p>Formal training</p> <p>Instruction given in education and training institutions or specially designed training areas, including in enterprises in formal apprenticeship systems. Training is structured and has precise learning objectives. (ILO-ITC, Glossary of key terms on learning and training for work, ILO, 2006)</p>
Informal learning	<p>Learning resulting from activities undertaken daily at work, in the family or in leisure activities. (ILO-ITC, Glossary of key terms on learning and training for work, ILO, 2006)</p>
Non-formal learning	<p>Learning taking place in activities not exclusively designated as learning activities, but which contain an important learning element.</p> <p>Non-formal training</p> <p>Organized and systematic training in an informal setting that can be adapted to individual needs. Non-formal training emphasizes activities directly associated with work and often appeals to workers who have few resources and little opportunities to undergo formal training.</p> <p>(ITC-ILO Glossary of key terms on learning and training for work, ILO, 2006)</p>
Validation	<p>The confirmation by a competent body that learning outcomes (knowledge, skills and/or competencies) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.</p> <p>Validation of non-/informal learning</p> <p>The process of verifying that the skills and competencies that an individual has learnt in education, at work or in leisure activities meet certain standards</p>

	(ITC-ILO Glossary of key terms on learning and training for work, ILO, 2006)
Certification	The process of formally attesting that knowledge, skills and/or competencies acquired by an individual have been assessed and validated by a competent body against a predefined standard. Certification results in the issue of a certificate, diploma or title.

A LIST OF REFERENCE

Arbetsförmedlingen (The Swedish Public Employment Agency)

<https://www.arbetsformedlingen.se/Globalmeny/Other-languages/Languages/English-engelska.html>

Braňka, *Understanding the potential impact of skills recognition systems on labour markets: Research report*, ILO, 2016

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

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

Kim, *The Republic of Korea's employment permit system (EPS): background and rapid assessment*, ILO, 2015

International Labour Office (ILO). *Guidelines for Recognizing the Skills of Returning Migrant Workers*, 2010

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

---. *Recognition of Prior Learning Learning Package*, forthcoming.

---. *How to Facilitate the Recognition of Skills of Migrant Workers: Guide for Employment Services Providers*, forthcoming.

IOM/OSCE, *Training Modules on Labour Migration Management – Trainer's Manual*, 2010

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

Scottish Credit and Qualifications Framework, *Facilitating the recognition of prior learning: Toolkit*, 2010

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

Bertelsmann Stiftung www.bertelsmann-stiftung.de

The Dutch Knowledge Centre for APL <http://www.nationaal-kenniscentrum-evc.nl/werknemers/english>