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ILO project review and assessments in India, Sri Lanka, Bangladesh and Jordan

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RPL – Why?

Major stakeholders of recognition of prior learning systems (Braňka, 2016)
Building blocks of an RPL system

Needs assessment:

- Why?
- Who for?
- With whom?
- How?
- How much?
Jordan: RPL provides access to the labour market for refugees and host communities

Objective
- Supporting Syrian refugees obtain work permits and job seekers enhance their skills or certify existing skills through training and RPL

Main Activities
- Design RPL scheme in construction, confectionary and garment sectors, with support from ILO
- Scheme includes 4 days of complementary training on core skills including occupational safety and health
- Skills testing is organized in collaboration with qualifications authority (CAQA) on-the-job and provides access to a flexible work permit
- Train beneficiaries to become technical coaches and trainers

Achievements
- RPL training programme and material for 14 occupations designed
- Five Guidance and Support Offices equipped and staffed
- Work permits obtained and career counselling provided to 12,901 Syrian refugees
Sri Lanka: RPL for return and reintegration

Background

- The Bureau of Foreign Employment provides services to returning migrants and their family members, including recognition of skills
- National Labour Migration Policy focusing on low-skilled migrant workers (in particular female domestic workers)

Objective

- Easing the return and reintegration of migrant workers by creating opportunities for skills transfer, employment and social inclusion

ILO-supported pilot activity

In 2016, the ILO implemented a pilot to test a RPL mechanism in eight districts among 200 returned construction workers. It contributed to the improvement of the RPL system by setting up of “RPL Coordinating committees for Migrant Workers” at local level and linking them with Vocational Training Authorities.
Bangladesh: RPL

Background

- RPL is included in the National Competency Assessment and Certification System (CACS), and conducted by Accredited Assessment Centres (AACs)
- The system is overseen by the Bangladesh Technical Education Board (BTEB) and includes an Assessment-only pathway (RPL) and a pathway combining training and assessment for some units of competency and RPL for other units of competency, for access to education and the labour market
- Bridging classes are offered, including for functional literacy

Objective

- Facilitating access of informal economy workers to formal jobs, and easing the return and reintegration of migrant workers

Achievements

- Xxx workers have been tested and certified
- Xxx assessors have been trained
- Xxx manuals produces
India: Government-led pilot programme

Background
- RPL is a key component of the National Skills Development Policy (2015)
- Four pilot projects: agriculture, healthcare, gems and jewelry, domestic work
- RPL pilots were implemented by national and sector institutions
- The ILO was asked to evaluate the pilot projects prior to roll-outs through a tracer focusing on economic benefits, occupational health and safety improvements, social recognition, and motivation for further training.

Recommendations
- Pilot design: clearly define which jobs and levels are available for RPL assessments
- Institute pre-assessment process followed by bridge training as pre-requisite to RPL final assessment
- Pre-assessment frameworks to analyze candidate’s skills gaps should be sector specific and there is a need to set a ‘minimum number of years’ as a criterion of ‘prior learning’
- Focus on institutionalizing ‘quality’ to build credibility of the RPL program, ‘quantity’ will follow
- A well designed monitoring and evaluation mechanism is important
Key challenges

- Awareness, guidance and counselling
- Matching occupational and qualification standards
- Quality assurance
- Costs and financing
- Capacity of RPL professionals
ILO resources

2018. Recognition of Prior Learning Package

2017. How to facilitate the recognition of skills of migrant workers: Guide for employment services providers

2015 Recognition of prior learning: Key success factors and the building blocks of an effective system

2010. Guidelines for Recognizing the Skills of Returning Migrant Workers

Forthcoming: Policy brief on RPL
Thank you

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Tanzania: Recognizing informal apprenticeships through RPL

Background
- Informal apprenticeships are a widespread phenomenon in Tanzania
- In 2011, the Vocational Education and Training Authority, supported by the ILO, implemented a pilot for the establishment of a RPL system as a means to assess and recognize skills acquired informally (and primarily through informal apprenticeship)

Activities
- Upgrading informal apprenticeships has mainly focused on the implementation of RPL
- Between 2011 and 2018 VETA developed competency-based occupational standards covering occupations with a high incidence of informal apprenticeships

Achievements
- Informal apprenticeships have gradually become a recognized part of the TVET system
- As of 2018, 5282 informal apprentices, who successfully passed the admission stage (60%), had been assessed and 90% passed the assessment.