



International Labour Organization



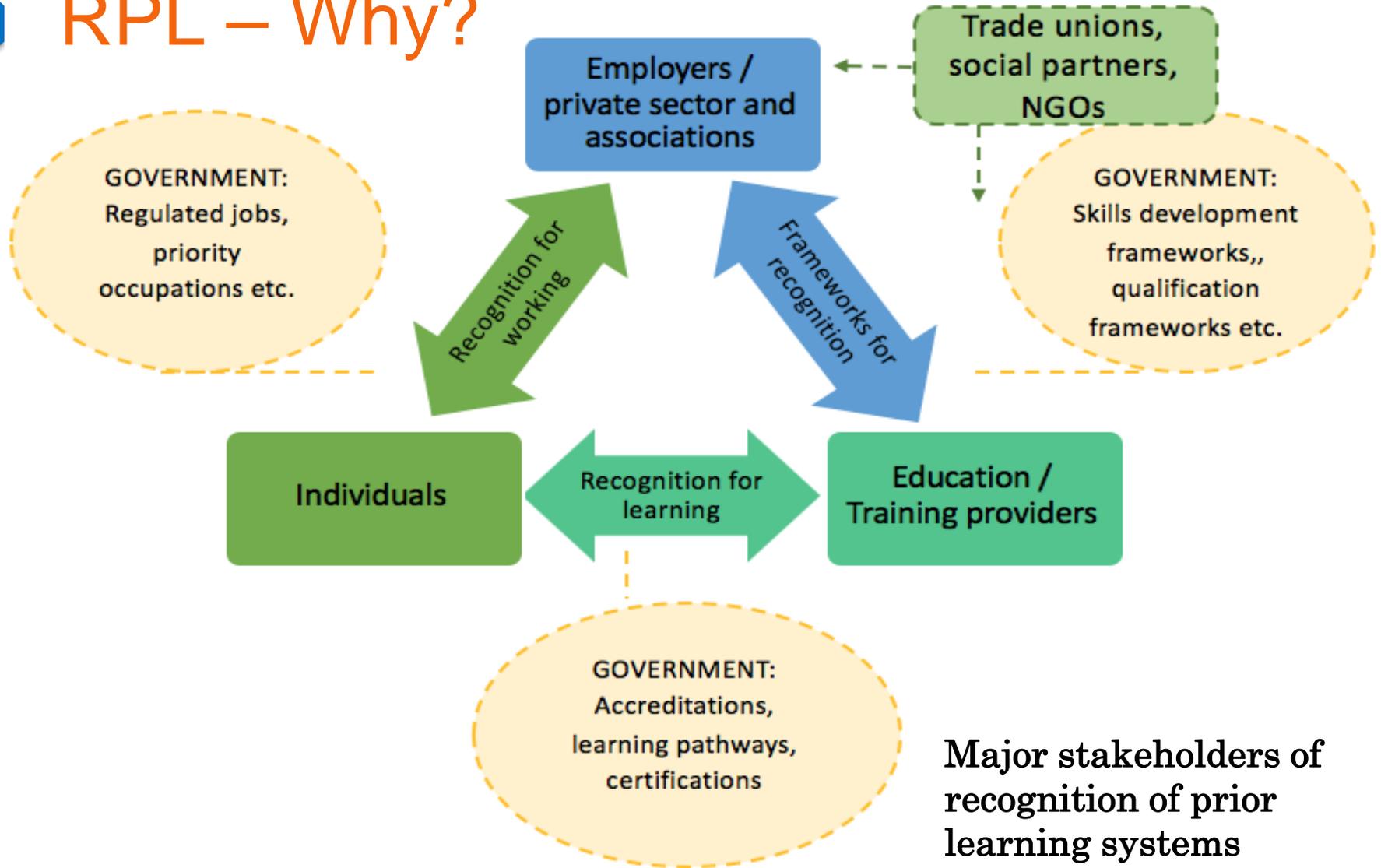
## Third VPL Biennale

7-8 May, Berlin, Germany

## 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



# ILO resources

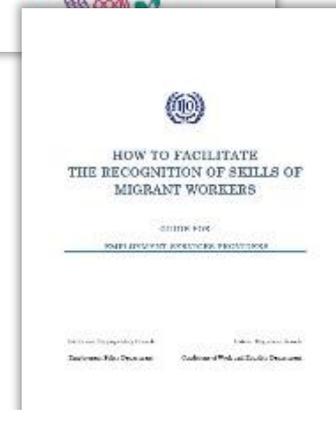
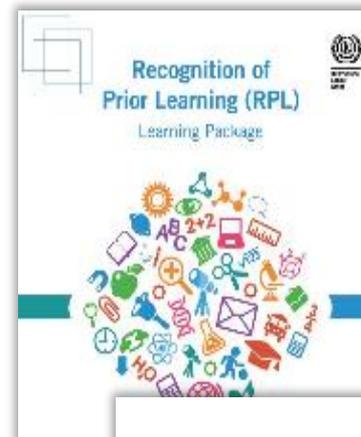
2018. Recognition of Prior Learning Package

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



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

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**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.

