Skills Recognition

An ILO Perspective

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Positioning the ILO

- ◆ oldest UN technical agency primarily concerned with employment and functioning of labour markets cf. UNESCO

- ◆ tripartite structure

- ◆ setting of International Labour Standards (ILS)

- ◆ promoting Decent Work

- ◆ technical assistance, research, advocacy

- ◆ focus on labour policies, systems, institutions,

- ◆ skills as the bridge between education and work

Key ILO References for Skills

R.195 Human Resources Development (ILO 2005)

- measures should be adopted, in consultation with the social partners and using a national qualifications framework, to promote the development, implementation and financing of a transparent mechanism for the assessment, certification and recognition of skills, including prior learning and previous experience, irrespective of the where how they were acquired.

- such an assessment methodology should be objective, non-discriminatory and linked to standards.

- the national framework should include a credible system of certification which will ensure that skills are portable and recognized across sectors, industries, enterprises and educational institutions.

- Special provisions should be designed to ensure recognition and certification of skills and qualifications for migrant workers.

Key ILO References for Skills

G20 Training Strategy (ILO 2011)

- Lifelong learning critically depends on a strong integration between education, training and work.

- Skills standards should be set and tested by involving stakeholders in the process.

- A skills-based qualification system can accommodate multiple pathways through education, and between education and work.

Skills Recognition

◆ skills recognition is important for:

- encouraging work force participation;
- enabling the utilisation of higher skills;
- facilitating gap training and skills upgradation;
- Improving skills in the informal economy
- improving skilled migration and remittance flows.

◆ skills recognition involves the recognition process acknowledges job related knowledge and skills gained through formal or informal training, paid or unpaid work, and / or life experience.

Skills Recognition

- involves both direct and indirect evidence;

- for the purpose of certification of units of competency, occupational standards, course modules, qualifications;

- reasonable accommodation should be made for the illiterate, with a disability or low education levels, provided they demonstrate the required skills;

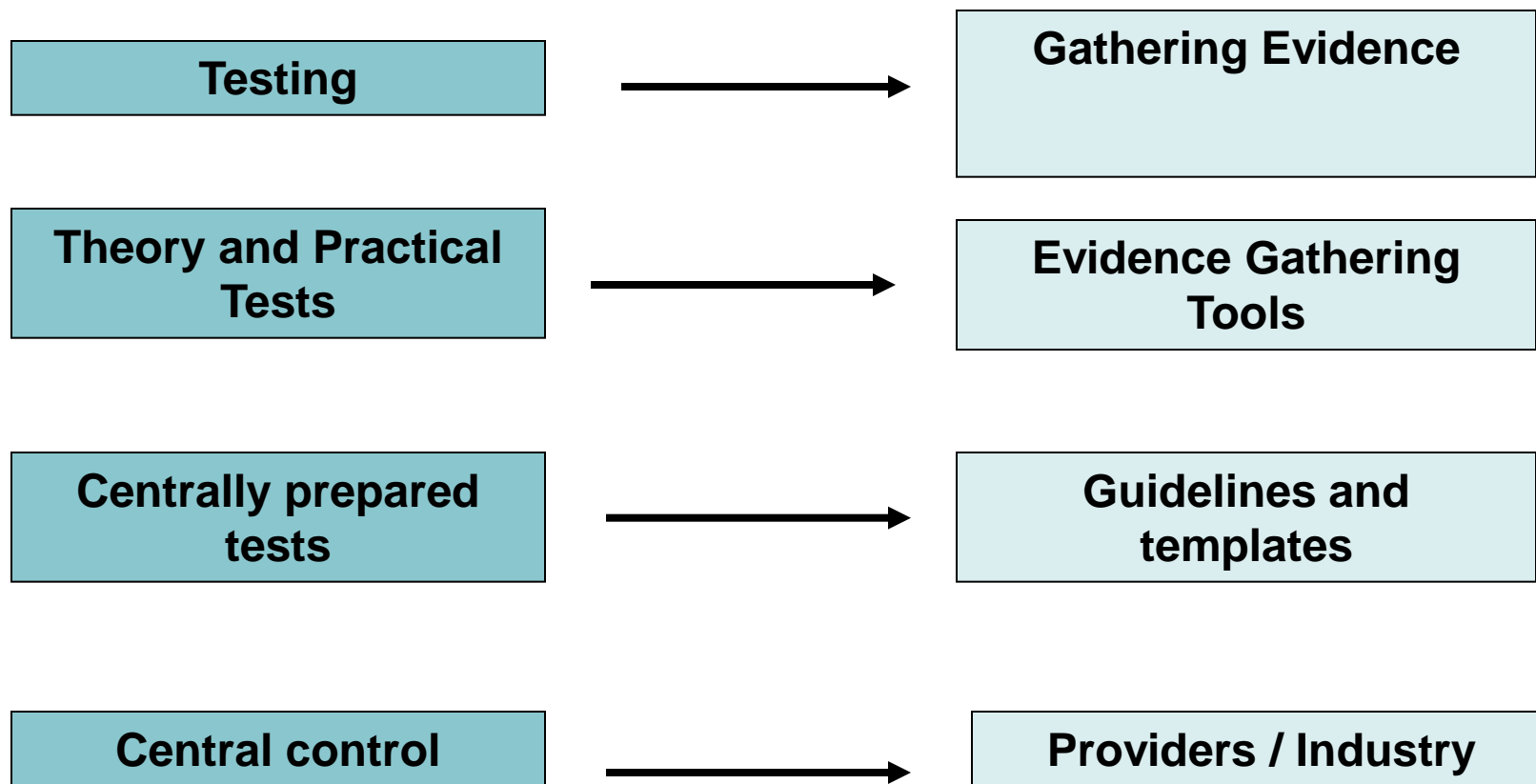- no single 'best' model or approach for skills recognition, RCC or RPL.

Key Steps

- engage with clients;
- determine evidence requirements in terms of knowledge, skills and attitudes;
- determine sources of evidence;
- prepare assessment tools if required;
- conduct assessments;
- review evidence;
- make judgement;
- provide feedback and advice;
- document and review the process.

What are the changes to assessment?

Testing	→	Gathering Evidence
Theory and Practical Tests	→	Evidence Gathering Tools
Centrally prepared tests	→	Guidelines and templates
Central control	→	Providers / Industry

Rules of Evidence

Valid

Current

Sufficient

Authentic

Consistent

Recent

Portfolio of Evidence

- a portfolio of evidence showing the applicant's prior learning, achievements and experience is the recommended approach to be supplemented by challenge tests for recognition of informal learning;

- evidence may include all some or all of the following:

Examples of Evidence

- samples, copies, photographs or videos of your work
- records of practical 'on the job' assessment by a previous supervisor
- skills logbooks
- employer testimonials, references, performance management reports
- certificates or qualifications / transcript of results
- syllabus, outline, content, notes, course work of previous courses
- samples of course work from previous courses
- records of experiences in the industry
- oral evidence from co-workers and supervisors
- challenge tests
- any other evidence that is valid, sufficient, authentic and current

Implementation

- ◆ can be costly and an impost on institutions and learners;
- ◆ employers and workers should be involved in:
  - ❯ setting standards;
  - ❯ setting rules of evidence;
  - ❯ conducting and validating assessments.
- ◆ teachers, trainers and assessors should be certified in competency based assessment;
- ◆ formal certification to be done by institutions that meet the quality standards required for certification;
- ◆ requires validation and moderation of assessments.

India

- National Skills Development Policy:
  - built on the principles of lifelong learning;
  - highlights the role of social partners;
  - includes competency based NVQF as the key platform for skills recognition;
  - highlights opportunities in the informal economy.
- MOHRD NVEQF / NSQF; SSC / NCVT / AICTE?
- emerging model of assessment and certification;
- strong need for shared approach.

THANKS