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
- Theory and Practical Tests
- Centrally prepared tests
- Central control
- Gathering Evidence
- Evidence Gathering Tools
- Guidelines and templates
- 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