



## INVEST IN SKILLS DEVELOPMENT AND FACILITATE MUTUAL RECOGNITION OF SKILLS, QUALIFICATIONS AND COMPETENCES



### Associated actions

- a. **Develop standards and guidelines for the mutual recognition of foreign qualifications and non-formally acquired skills** in different sectors in collaboration with the respective industries with a view to ensuring worldwide compatibility based on existing models and best practices
- b. **Promote transparency of certifications and compatibility of National Qualifications Frameworks** by agreeing on standard criteria, indicators and assessment parameters, and by creating and strengthening national skills profiling tools, registries or institutions in order to facilitate effective and efficient mutual recognition procedures at all skills levels
- c. **Conclude bilateral, regional or multilateral mutual recognition agreements** or include recognition provisions in other agreements, such as labour mobility or trade agreements, in order to provide equivalence or comparability in national systems, such as automatic or managed mutual recognition mechanisms

- d. **Use technology and digitalization to evaluate and mutually recognize skills more comprehensively** based on formal credentials as well as non-formally acquired competences and professional experience at all skills levels
- e. **Build global skills partnerships amongst countries** that strengthen training capacities of national authorities and relevant stakeholders, including the private sector and trade unions, and foster skills development of workers in countries of origin and migrants in 26 countries of destination with a view to preparing trainees for employability in the labour markets of all participating countries
- f. **Promote inter-institutional networks and collaborative programmes for partnerships between the private sector and educational institutions** in countries of origin and destination to enable mutually beneficial skills development opportunities for migrants, communities and participating partners, including by building on the best practices of the Business Mechanism developed in the context of the Global Forum on Migration and Development
- g. **Engage in bilateral partnerships and programmes in cooperation with relevant stakeholders** that promote skills development, mobility and circulation, such as student exchange programmes, scholarships, professional exchange programmes and trainee- or apprenticeships that include options for beneficiaries, after successful completion of these programmes, to seek employment and engage in entrepreneurship

- h. Cooperate with the private sector and employers** to make available easily accessible and gender-responsive remote or online skills development and matching programmes to migrants at all skills levels, including early and occupation-specific language training, on-the-job training and access to advanced training programmes, to enhance their employability in sectors with demand for labour based on the industry's knowledge of labour market dynamics, especially to promote the economic empowerment of women
- i. Enhance the ability of migrant workers to transition from a job or employer to another** by making available documentation that recognizes skills acquired on the job or through training in order to optimize the benefits of upskilling
- j. Develop and promote innovative ways to mutually recognize and assess formally and informally acquired skills**, including through timely and complementary training to job seekers, mentoring, and internship programmes in order to fully recognize existing credentials and provide certificates of proficiency for the validation of newly acquired skills
- k. Establish screening mechanisms of credentials and offer information to migrants** on how to get their skills and qualifications assessed and recognized prior to departure, including in recruitment processes or at an early stage after arrival to improve employability
- l. Cooperate to promote documentation and information tools**, in partnership with relevant stakeholders, that provide an overview of a worker's credentials, skills and qualifications, recognized in countries of origin, transit and destination, in order to enable employers to evaluate the suitability of migrant workers in job application processes



## Example practices

For more practices, visit the Migration Network Hub's **Repository of Practices**

### Europass portal

One regional example of an approach to harmonizing skills recognition is the Europass portal. This EU initiative facilitates skills recognition through the provision of standardized documentation that records qualifications, skills and experience in Europe. The Europass portal is operated by the European Centre for the Development of Vocational Training in 27 distinct languages. The Europass approach includes a standardized curriculum vitae format and a Europass Skills Passport, which serves as an electronic portfolio of a person's qualifications and skills which any person can use regardless of nationality (noting that this does not automatically provide harmonisation of qualifications obtained outside of Europe with European standards) (Braňka, 2016).

### Mutual recognition of skills in ASEAN

Since 2012, ILO has been assisting ASEAN States to implement mutual skills recognition in middle to low-skilled occupations. This support aims to help ASEAN prepare for its future as a region boasting the free flow of skilled labour. While ASEAN's existing mutual recognition agreements focus on eight categories of high-skilled occupations, ILO is supporting the region with expanding skills recognition to middle to low-skilled occupations. The ILO's engagement with ASEAN Member States since 2012 has mainly involved helping build capacity and institutional mechanisms. It will now move into the stage of piloting mutual skills recognition in a number of corridors: Thailand with Cambodia, Laos and Myanmar in

masonry, bricklaying and plastering; Thailand with Cambodia in electrical wiring construction; and Thailand with Myanmar in the operation of sewing machines (ILO, 2019).



## Relevant sustainable development goals



### SDG 3: Good health and well-being

▪**3.c:** Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing State



### SDG 4: Quality education

▪**4.4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

▪**4.b:** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries



## SDG 8: Decent work and economic growth

- 8.5:** By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.6:** By 2020, substantially reduce the proportion of youth not in employment, education or training



## SDG 10: Reduced inequalities

- 10.7:** Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies



## SDG 17: Partnerships for the goals

- 17.7:** Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships; data, monitoring and accountability
- 17.18:** By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts