

UNESCO – ESCAP – STAKEHOLDERS MEETING ON MIGRATION OF WORKERS
IN ASIA PACIFIC REGION- ROUNDTABLE ON ENSURING THAT MIGRATION
IS VOLUNTARY, SAFE, REGULAR & ORDERLY (11TH MARCH, 2021)

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QUESTION NO: 3.18

To ensure migrants' inclusion in society, their qualifications and prior learning should be recognized so that they can continue their education and find employment that corresponds to their skills. Is non-recognition a concern for the Asia-Pacific region? How from your perspective can different stakeholders facilitate mutual recognition of skills, qualifications and competencies ?

To all the esteemed speakers, delegates and organizers I offer my Namaste from India. I thank the organizers Unesco, ILO and UNFCCC for inviting me to speak at this roundtable and share my views.

I represent an educational group called Symbiosis in Pune India. We have established India's first skill development universities which focus on developing skills in students so they can become readily employable. As you are aware our conventional education system has limited results and unemployment in educated youth is a growing problem for developing countries. Hence developing skills which are in line with available jobs is very important to develop our youth and develop our economy. As such we have established these skill universities which focus on developing practical skills relevant to the industry in students so they can become readily employable.

We work with local government to also help those with previous skills to come into the mainstream of education and guide them on learning pathways to advance their skills and have social acceptability. We focus on re-skilling and up-skilling of local population so they can develop skills in line with latest industry needs.

Present Issues:

1. There is poor understanding of skills required for various jobs in the market amongst the workers and general population.
2. Definition of credits is different across different colleges within the country and within the region across different countries – the manner in which the efforts put in by a student vis a vis the credit calculation differs. There is no standard definition. Because of this it is difficult to measure the credits earned or the equivalent efforts put in by a student when he wishes to move from one college to another within or outside the country. A standard definition and system needs to be formulated and adopted.

3. Measurement of Skills & Competencies – The definition and benchmarks for skills & competencies for different job roles vary from one country to another. Although ILO (ISCO) has defined various job roles and mapped them to skills & competencies but in practice the industry in different countries may not be following this. Therefore, when a worker migrates from one country to another, it becomes difficult to measure the skills acquired in the past vis a vis the industry benchmarks in the country of migration.
4. Qualifications – Qualifications acquired by a worker need to be mapped against learning outcomes and thus skills & competencies. The same qualification may have different learning outcomes across different countries thus the skills and competencies acquired from such qualifications may also vary.

Recommendations:

1. Participating countries in Asia Pacific region can agree on a standard credit system.
2. Countries should follow standards developed by ILO for benchmarking skills, competencies and qualifications for various occupations and job roles.
3. Setting the Policy - A RPL policy needs to be formulated with a detailed process for measuring skills and competencies of migrant workers and issuing them a “skill level certificate” or UNESCO Qualifications Passport.
4. Guidelines need to be evolved for measuring skills and competencies for various occupations and their levels. The guidelines must also include enabling parameters for vertical and lateral mobility.
5. The industries, stakeholders, colleges, schools, universities and others need to recognize, accept and adopt the Passport and Skill Level Certificates for purposes of further education and employment.