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E-discussion on: Recognition of Prior Learning

*Hosted on the Global Skills for Employment
Knowledge Sharing Platform (Global KSP)
From 24 to 30 September 2017*

Disclaimer: The views and opinions expressed in this summary report are those of the individuals who contributed to the online discussion and do not necessarily reflect the official policy or position of the International Labour Organization.

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Summary of E-Discussion on 'Recognition of Prior Learning' Hosted on the Global Skills for Employment Knowledge Sharing Platform from 24 to 30 September 2017

Introduction

From 24 to 30 September 2017, an E-discussion on 'Recognition of Prior Learning' (RPL) was hosted on the Global Skills for Employment Knowledge Sharing Platform (Global KSP) of the International Labour Organization (ILO), and moderated by Senior Skills and Employability Specialist Ashwani Aggarwal, and Albert William Okal. Over 110 comments and responses were posted by individuals who participated in the discussion, many of whom responded to four pre-set questions:

- 1. How has your country used Recognition of Prior Learning (RPL) systems and what results and lessons have emerged from its use?*
- 2. What challenges has your country experienced in the implementation of RPL systems?*
- 3. Recognition systems can be used to promote more inclusive and sustainable economic growth that benefits everyone. In your view, what potential benefits do RPL systems offer migrant workers/refugees?*
- 4. How can we build trust around the assessments offered via RPL?*

This E-discussion summary is intended to capture key messages emerging from the global conversation as well as highlights from comments posted in response to the above questions and country examples (11) shared by participants based on their experiences in implementing recognition systems. Given the fact that the E-discussion coincided with an RPL workshop held by the ILO in Johannesburg, South Africa from 25 to 29 September, some of the contributions made by discussants were stimulated by the exchanges and ideas that originated from the event.

Key Messages

- Assessing the outcome and impact of Recognition of Prior Learning (RPL) systems in and across countries is crucial to determining the effectiveness of the knowledge and skills certification provided under such schemes.
- Both technical and financial support are required for the effective implementation and sustainability of RPL systems.

- Awareness raising on RPL (knowledge *about* RPL and *how* the system functions), cooperation among multiple stakeholders, and compliance with agreed RPL guidelines could help to stimulate interest in such systems, as well as better ensure their efficiency and effectiveness.
- Appropriate cost-sharing measures between the government, employers and candidates could affect the sustainability and degree of usage of RPL systems.
- RPL can be advantageous both to individuals and to the organizations for which they work; whereas individuals could benefit from the formalization of their skills and increased prospects of mobility and remuneration, RPL could facilitate the productivity of the organization.
- Recognizing the skills of migrants/refugees could help to facilitate continuity along their career journey in a cost and time effective manner. RPL could also better guarantee their earning of a decent wage as well as help in the identification of skills gaps that need to be filled.
- In RPL assessments, the skills of an individual should be matched against *high quality standards* (i.e those which are clear, recognizable, measurable, and accepted by an accredited body).
- Certified and credible assessors, a strong regulatory framework, and clear and easily accessible performance standards/requirements are all components of a quality-assured assessment system.
- The external environment in which skills and skill systems exist will have an impact on the degree of “buy in” of RPL (the practice of formalizing skills that were not previously certified.) Awareness-raising, market assessments, and stakeholder engagement are all useful in stimulating and determining an interest in RPL.

Highlights from E-discussion

The E-discussion commentaries highlighted below provide a glimpse into the answers that participants gave in response to each of the four pre-set questions established. Emphasizing the need for the Recognition of Prior Learning (RPL), E-discussion moderator, Ashwani Aggarwal noted that,

Due to a lack of appropriate qualifications, a large proportion of people face severe disadvantage in getting decent jobs, migrating to other regions and accessing further education, even though they might have the necessary knowledge and skills. The RPL process can help such persons acquire a formal qualification that matches their

knowledge and skills, and thus contribute to improving employability, mobility, lifelong learning, social inclusion and self-esteem. International Labour Standards and International Labour Conferences (ILC) have emphasized the importance of RPL and recommended establishing the systems for RPL. (1)

One discussant also saw the value in RPL, particularly for developing and emerging economies, given the fact that it provides a *“flexible, efficient and inclusive approach to train and secure better job opportunities for those who have been deprived of formally recognized skills especially in their formative years.” (2)*

For another contributor, RPL also serves to create a more level playing field in the world of work: *“It is...a tool of equity for those who have not had the opportunity to integrate the formal education and training system on a long-term basis.” (3)*

Question 1: How has your country used RPL systems and what results and lessons have emerged from its use?

Based on the responses given to this question, it was evident RPL systems had not been fully developed in the majority of country cases cited. Most of the featured countries had deemed it feasible to embark on pilot programmes before the formal development of RPL systems. In instances where individuals received certification via RPL, questions still remained such as the degree of acceptance and market relevance of RPL in respective countries, the qualification level at which persons were certified, the reach of RPL service provision, the percentage of persons that used recognition systems, and the effects of RPL on those who received certification.

Referring to the case of **Bangladesh**, one e-discussion participant revealed that support was received from the ILO in the development of RPL systems. As reported, fifty (50) industry candidates from five (5) occupations received RPL assessment support under a pilot initiative sponsored by the *European-funded International Labour Organization (ILO) TVET Reform project* in 2013. Another RPL pilot was initiated in September 2014 under the World Bank-funded STEP project and targeted 120 applicants. [In] *“February 2016, the STEP project supported [Bangladesh Technical Education Board] BTEB to certify 9,689 workers through RPL.” Further, “ILO’s BSEP [Bangladesh Skills for Employment and Productivity] Project is supporting [the] BTEB to certify 2,500 industry workers through RPL.” (4)* Based on an RPL assessment published by the STEP project in 2016, the scheme was said to have yielded positive impacts on the monthly income of the wage employed and self-employed beneficiaries. *“Social recognition by colleagues and friends”(5)* was another benefit said to have been received by RPL beneficiaries.

In **Sri Lanka**, certification through RPL is incorporated into its National Vocational Qualification Framework (NVQF) and is said to be well established. Under the auspices of an ILO-supported RPL project, 1700 skilled workers have been certified - a task which is done by registered assessors who have been trained by the government. The central issuing of certificates facilitates access to prospective employers who are able to verify the authenticity of these documents. Based on queries posed by discussion moderator, Ashwani Aggarwal, it still remains to be known the level of NVQF at which individuals were certified, the percentage of candidates that gained certification, and whether any country evaluation has been conducted on the benefits of RPL to certified workers. While no challenges have been reported on the implementation of RPL, the *“inadequacy of the campaigns to invite more applicants”*(6) was noted as a weakness in the system.

Citing yet another case which reveals the instrumental role that external assistance could play in RPL development, one e-discussant related that **Uganda**, with funding from the European Union and the World Bank/Private Sector Foundation, piloted the *“Validation of Non-formal and Informal Learning”* project and introduced the certification process through a “WorkersPAS” in 2011. (7) While managing “WorkersPas”, the Association of Uganda Private Vocational institution (UGAPRIVI) witnessed the issuing of over 200,000 WorkersPAS during its pilot stage. Funding was, however, a key requirement in determining the longevity of the qualification framework. As one participant revealed, *“Uganda is a good case where a pilot becomes very successful and scaling up becomes a failure... during (the) pilot we use donor funds and when it gets to scaling up using government funds, ALWAYS NO BUDGET! Allocated.”* (8) *“WorkersPAS” is nevertheless now a “formal qualification for all the non-formal training in Uganda”.* (9)

Regardless of the implementation of RPL in respective countries, there are many unanswered questions regarding the degree to which RPL “works”. As revealed by moderator, Albert Okal, few counties have conducted studies on the market relevance of RPL, or assessments on pilot programmes.

For example, Tanzania has done a pilot programme and successfully assessed more than 1000 people. Anecdotal reports are indicating that some beneficiaries have achieved formal registration from their professional bodies by submitting their RPL certificates, some have received permanent contracts upon submitting their RPL certificates. Others have their salaries adjusted because they were now considered qualified workers upon receiving their RPL certificates. But, these numbers are from [a] very small survey and a more robust data on the real impact is indeed needed. (10)

As further revealed by the moderator, in the case of Tanzania, the support of the government, via the Training Levy Fund has been instrumental in the expansion of RPL country-wide as well

as in the recognition of RPL in major national policy documents. *“Moreover, there is focused attention on capacity building for more RPL assessors, inclusion of more partners and institutions to offer RPL services.” (11)* The task remains (not limited to the government) for building the capacity of more RPL assessors and the offering of RPL services by partners and institutions.

Similar to the Tanzanian case, determining the effectiveness of RPL in **Cameroon** has likewise been difficult given the need for the implementation of a national legal framework for RPL, the need to extend the adoption of the system from the select fields of secretarial work, auto mechanics and catering, and *“the need to take into account all sectors (basic education, secondary education, higher education and vocational training) for a better understanding and valorization”* of RPL. (12)

Finally, with reference to the case of **India**, one participant saw the use of RPL in **India** as being crucial to the goal of skilling 500 million people by 2022 most of whom will already be employed. Further, *“a large proportion of workforce in India is employed in informal economy, and RPL is basically meant to capture the latent skills of these very people, who have previously been excluded for one reason or the other in getting formally skill trained and certified.” (13)*

Question 2: What challenges has your country experienced in the implementation of RPL systems?

Each country highlighted is at a different stage of RPL development and therefore faces distinct challenges.

In **Bangladesh**, challenges to the implementation of RPL systems have largely been noted within the context of weaknesses in TVET-related compliance and multi-stakeholder cooperation, and the lack of awareness of recognition systems. For example, there is a *“lack of willingness to follow policy guidelines on TVET” (14)* on the part of some government organizations, TVET providers and development partners. Further, the *“lack of coordination among TVET stakeholders” (15)* is said to pose a challenge to the implementation of RPL systems. Finally, it is reported that workers, employers and TVET providers are devoid of knowledge and information about the RPL certification system due to the lack of awareness-raising by some government authorities.

In the case of **Uganda**, the absence of funding has been identified as a major impediment to the management and extension of RPL systems. As observed by one participant, *“the youths and employers do reorganize (sic) the WorkersPAS but access has remained very expensive and there is no capacity in terms [of] manpower at DIT [Directorate of Industrial Training] to*

manage the WorkersPAS and also create outreach.” (16) Other challenges include: *“Inadequate guiding structures to fully operationalise RPL as stipulated in the [Business, Technical and Vocational Education and Training] BTVET law and limited awareness to all key stakeholders about RPL.” (17)* Regarding the challenges associated with funding, moderator Ashwani Aggarwal mentioned the need for clear cost-sharing guidelines between the government, employers and candidates which could help to ensure sustainability and upscaling.

Referring to the case of **Cameroon** where RPL has been used in select sectors for the past four years, one discussant highlighted the challenge of integrating RPL into the classification levels of CNC/Q.

In **India**, the application of RPL has been very limited and efforts are currently being made to meet existing challenges, particularly given its goal of skilling 500 million people by 2022. Challenges identified within this context are “time and resource” constraints: *“RPL calls for time commitment from learners”*. (18) In this regard, *“establishing skill training facilities at workplaces of desirous learners”* (19) has had some success. This workplace strategy as practiced in India was similar to what was recommended by one of the moderators in response to the issue of *“balancing productivity and efficiency in an employer organization versus carrying out RPL of individuals”* (20), which was also raised by one of the E discussants. The workplace approach of having RPL assessments *“done on site when the workers are actually working real time”* (21) could help to ensure that the lifelong learning of workers is promoted, while also facilitating productivity for the organization.

A second challenge in India is that of the *“time span between registration and recognition, and accruing benefit”* – *“the less time span here, [the] better the results”* (22). Strategies to address this problem include using information technology such as online assessments and certification as a time-saving tool. A final matter is that of “making [RPL] expectations realistic”: *“The professed benefit should reach the beneficiaries. This has not been easy to obtain, especially in countries (like India) suffering from high unemployment rates.”* (23)

Question 3: Recognition systems can be used to promote more inclusive and sustainable economic growth that benefits everyone. In your view, what potential benefits do RPL systems offer migrant workers/refugees?

As one discussant revealed,

Since RPL is the formal recognition, it will improve employment opportunities for migrant workers/refugees. This is the only strong evidence to ensure decent wages. RPL certified workers need not enroll [into] new training courses for overseas employment which will save workers cost and time. RPL certified workers will get new pathways for personal

development. This recognition will ensure decent jobs in home country if the migrant workers return to home country. (24)

In Uganda, RPL is projected to potentially offer “enormous” benefits to migrant workers/refugees. As one participant revealed, *“Currently we have more than half million youth refugees from South Sudan, Congo and Burundi.” (25)* As further noted, The Belgium Technical Cooperation (BTC/CTB) through *the EU Emergency Trust Fund for Stability and Addressing the Root Causes of Irregular Migration and Displaced Persons in Africa* is said to emphasize “the use of RPL systems (WorkersPAS) as a qualification for all trainees since it easy to acquire.” (26)

Another discussant highlighted general benefits of RPL to migrant workers/refugees: *“Recognition of their skills and competencies for any trade, continuation of their career, recognition of equivalent qualification, and Identification of capacity gaps needed to be filled.” (27)*

Question 4: How can we build trust around the assessments offered via RPL?

Stemming from the issues raised by discussants pertaining to inspiring confidence in the quality of assessments offered via RPL, it was implicitly recognized that the skills that an individual acquires, the systems through which such skills are assessed, and the external context in which these skills will be used are all intricately related and mutually dependent. These all help to influence the trust that is built around the assessments offered via RPL.

Based on e-discussion comments, it is evident that the matching of an individual’s skills against high quality standards is perceived to form the basis of RPL and the foundation on which trust is built. As recognized by one participant, efforts must be made to ensure that there are “clear, recognizable, measurable and accepted performance standards” (28) to which an individual’s skills must conform. A similar idea was echoed by another discussant who saw the need for a “framework against which to map individuals' skills, with agreed standards and a shared system of recognized credit for learning”. (29)

E-discussion contributions on efforts that could be made to guarantee the representation of quality skills were likewise accompanied by an emphasis on ensuring quality assessment systems. Hence, some participants referred to the need for: a “reliable and recognized system of quality assurance” (30) through which these skills could be assessed, “accredited and certified assessors” (31), “high levels of integrity among the assessors and verifiers” (32), a

“strong regulatory environment” (33) in the implementation of RPL systems, and the need for a single, national validation center which is recognized nationally and internationally.

It was nevertheless recognized by some discussants that the requirements for skills recognition and related recognition systems cannot be divorced from the external environment in which they exist. Within this context, participants highlighted the need for the following: awareness raising in RPL (including information on standards, expectations and processes involved), *“market acceptance and trust” (34)* without which qualifications would be limited to their local value; *“social demand” (35)* which will ensure better implementation; and engagement with stakeholders (such as the private sector, industries and industry associations) with the hope of securing maximum and sustainable support for RPL systems. As one participant indicated, *“Stakeholder engagement is essential, not only for buy-in to the process, but also to expand options for top-up training.” (36)* Further, *“The social and professional credibility of validation reflects the inclusion and commitment of relevant stakeholders. Credibility is also closely linked to the... issues of confidence and impartiality.” (37)*

Ensuring the involvement of those who would be affected by assessments could also be a key way of building trust for RPL systems: *“By involving the employer you can ensure that they co-create an assessment of the skill that they will require and ensure their acceptance thereof. By involving the employees (RPL candidates) in the design and development of the assessments would ensure that the assessments are constructed in a manner that is user friendly and not intimidating to the RPL candidates. By involving a quality assurance body you ensure that quality of assessment is not in any way compromised.” (38)*

Conclusion

The reality and practice of the Recognition of Prior Learning (RPL) has attracted much interest from those who are interested in the pursuit of skills development and lifelong learning, those who are in the informal economy and want their skills to be assessed and certified, as well as those who remain unsure about the credibility and value of the skills validation offered by recognition systems. Within the current global context of rising unemployment rates, increasing migratory flows, and job insecurity caused by humanitarian crises and natural disasters, countries will have to determine whether the use of RPL systems is at least a feasible option, or in some cases an imperative to help smooth transition to labour markets. The pilot testing of RPL as highlighted through several country examples offered through this e-discussion has been one step in the right direction but it is essential that this is done with strategic consideration being given to raising awareness on RPL, enlisting support from a wide range of stakeholders, targeting groups that would require certification, and securing sustainable financing.

Endnotes

- (1) Ashwani Aggarwal, see page 62 of Annex A “Conversation thread”.
- (2) G S Sethi, see page 60 of Annex A “Conversation thread”.
- (3) Worker at IIPE-Pôle de Dakar, see page 36 of Annex A “Conversation thread”.
- (4) Tanjel Ahsan, see page 12 of Annex A “Conversation thread”.
- (5) Tanjel Ahsan, see page 12 of Annex A “Conversation thread”.
- (6) Ramalingam Sivapragasam, see page 14 of Annex A “Conversation thread”.
- (7) Bachu Mubarak, see page 59 of Annex A “Conversation thread”.
- (8) Bachu Mubarak, see page 53 of Annex A “Conversation thread”.
- (9) Bachu Mubarak, see page 59 of Annex A “Conversation thread”.
- (10) Albert Okal, see page 57 of Annex A “Conversation thread”.
- (11) Albert Okal, see page 58 of Annex A “Conversation thread”.
- (12) Évelyne Renée, see page 56 of Annex A “Conversation thread”.
- (13) G S Sethi, see page 60 of Annex A “Conversation thread”.
- (14) Tanjel Ahsan, see page 12 of Annex A “Conversation thread”.
- (15) Tanjel Ahsan, see page 12 of Annex A “Conversation thread”.
- (16) Bachu Mubarak, see page 53 of Annex A “Conversation thread”.
- (17) Zachary Kansiime, see page 48 of Annex A “Conversation thread”.
- (18) G S Sethi, see page 60 of Annex A “Conversation thread”.
- (19) G S Sethi, see page 60 of Annex A “Conversation thread”.
- (20) Mustak Ally, see page 54 of Annex A “Conversation thread”.
- (21) Albert Okal, see page 55 of Annex A “Conversation thread”.
- (22) G S Sethi, see page 60 of Annex A “Conversation thread”.
- (23) G S Sethi, see page 60 of Annex A “Conversation thread”.

- (24) Tanjel Ahsan, see page 13 of Annex A “Conversation thread”.
- (25) Bachu Mubarak, see page 53 of Annex A “Conversation thread”.
- (26) Bachu Mubarak, see page 53 of Annex A “Conversation thread”.
- (27) Zachary Kansiime, see page 48 of Annex A “Conversation thread”.
- (28) Rod Murray, see page 63 of Annex A “Conversation thread”.
- (29) G S Sethi, see page 60 of Annex A “Conversation thread”.
- (30) Rod Murray, see page 63 of Annex A “Conversation thread”.
- (31) Zachary Kansiime, see page 48 of Annex A “Conversation thread”.
- (32) Zachary Kansiime, see page 48 of Annex A “Conversation thread”.
- (33) G S Sethi, see page 60 of Annex A “Conversation thread”.
- (34) Rod Murray, see page 63 of Annex A “Conversation thread”.
- (35) Silvia Ruz, see page 21 of Annex A “Conversation thread”.
- (36) Lori Petruskevich, see page 28 of Annex A “Conversation thread”.
- (37) Bachu Mubarak, see page 53 of Annex A “Conversation thread”.
- (38) Mustak Ally, see page 26 of Annex A “Conversation thread”.

APPENDIX A: Conversation Thread

Discussion thread: Recognition of Prior Learning, 24 to 30 September 2017

SkillsforEmployment  • 7 hours ago

Dear Colleagues: Our discussion has now closed. The following is a message from moderator Ashwani Aggarwal:

Thank you very much for participating in this E-discussion on RPL, which has received an overwhelming number of responses and high-quality comments. The examples and lessons shared from various countries and projects are excellent and have contributed to promoting knowledge sharing.

The ILO team will provide a brief summary of this global dialogue with the aim of providing useful insights on promoting and expanding recognition systems. This summary will be posted on this discussion page within the coming weeks.

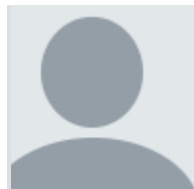
We also like to thank Jeannette and others who managed this and other E-discussions. Special thanks to Azita, Director (ILO Employment Policy Department) and Girma, Chief, SKILLS for their support to the Skills for Employment Knowledge Sharing Platform.

Please continue to send information about RPL and also Work-based Learning and Apprenticeships to me, Ashwani: aggarwal@ilo.org.

Thank you, once again.

Best regards,

Ashwani and Albert



Tanjel Ahsan • 2 days ago

1. How has your country used RPL systems and what results and lessons have emerged from its use?

Implementation of RPL started on a pilot basis in **Bangladesh** from 2011 through the European funded International Labour Organisation (ILO) TVET Reform project. In 2012, TVET Quality Assurance (QA) Manual was developed with specification of RPL process (QA Manual No. 4).

Based on the QA manual the TVET reform project supported govt. technical education board (BTEB) to develop required materials, train assessors and endorse assessment centres.

In 2013, the project supported RPL assessment on a pilot basis for 50 industry candidates from 5 occupations in BTEB approved assessment centres. Successor of TVETR project, Bangladesh Skills for Employment and Productivity (B-SEP) Project supported BTEB to develop RPL operation guideline. World Bank funded STEP project piloted RPL with 120 applicants in September 2014. To February 2016, STEP project supported BTEB to certify 9,689 workers through RPL. ILO's BSEP Project is supporting BTEB to certify 2,500 industry workers through RPL. Some other projects including ILO's migration project are also supporting to develop RPL system for migrant workers. RPL is still supported by development partners however considering the volume of unrecognized skilled workers and high demand of skilled workers in home and abroad, RPL must have promoted by government.

STEP project published a report on RPL assessment in 2016 where it was found that RPL assessment has positive impact on monthly income of wage employed and self-employed assesses before and after RPL. Social recognition by colleagues and friends is also another benefit for RPL assesses.

RPL is not yet well known to industry workers, employers and TVET providers.

Most of the TVET providers are not following National Technical and Vocational Qualification Framework (NTVQF) Value of RPL is not clear to industry workers
Costing of RPL is still challenge to industry workers.

2. What challenges has your country experienced in the implementation of RPL systems?

First challenge is lack of willingness to follow policy guidelines on TVET by concern government organizations, TVET providers, development partners. Since RPL is closely linked to national qualification framework e.g. NTVQF, most of the concern organizations do not comply with NTVQF.

Lack of coordination among TVET stakeholders is still challenge to implement RPL systems.

RPL concept is not promoted by concern government authorities. As a result workers, employers and TVET providers are not aware on this new certification system

RPL will not be effective for migrant workers without branding Bangladeshi qualification (NTVQF), Skills marching and common skills verification system align with destination countries.

3. Recognition systems can be used to promote more inclusive and sustainable economic growth that benefits everyone. In your view, what potential benefits do RPL systems offer migrant workers/refugees?

Since RPL is the formal recognition, it will improve employment opportunities for migrant workers/refugees.

This is the only strong evidence to ensure decent wages.

RPL certified workers need not enrol new training courses for overseas employment which will save workers cost and time.

RPL certified workers will get new pathway for personal development.

This recognition will ensure decent job in home country if the migrant workers return to home country.

4. How can we build trust around the assessments offered via RPL?

- Assessment should be conducted in the framework of common skills verification system
- Demand driven occupations should be selected
- Assessment should be conducted by government approved agency
- Assessment should be comply with quality assurance manual

Thank you very much.

ANM Tanjel Ahsan
Programme Officer (Industry Skills Development)
International Labour Organization
ILO Skills Programme Office, ILO Dhaka
Bangladesh



SkillsforEmployment Mod Tanjel Ahsan • 6 hours ago

Dear Tanjel,

Thank you so much for the very thoughtful and detailed responses to our discussion questions. Would it be possible for you to send us a copy of the RPL evaluation report for Bangladesh? You can transmit this item directly to: aggarwal@ilo.org

Kind regards,
Jeannette



SkillsforEmployment Mod • 3 days ago

The following contribution was received **from Ramalingam Sivapragasam of Sri Lanka** via the UNESCO-UNEVOC TVET forum:

In **Sri Lanka** certification through RPL is well established. An agency called National Apprentice and Industrial Training Authority (NAITA) is mainly mandated to offer this benefit. This has been introduced as part of the National Vocational Qualification framework established in the country. The weakness in the system is the inadequacy of the campaigns to invite more applicants. Especially in the rural areas. Currently, the ILO is actively working in promoting RPL in their project areas and work with NAITA to support migrant workers as well. Under one of ILO's project, it has certified up to 1700 skilled workers. The assessment is carried out by certified and registered assessors who have been trained under a government system. The certificates also issued through a central system which can be accessed by prospective employers for verification of the authenticity of them.



Moderator (Ashwani Aggarwal) SkillsforEmployment • 2 days ago

It is a pleasure to know that Sri Lanka is promoting RPL with the support of the ILO. Please provide the following additional information about the 1700 certified workers through RPL:

1. At which level of NVQF, these have been certified?
2. What per cent of candidates successfully completed the assessment and certified?
3. Have your country carried out any evaluation to find out the benefits to RPL certified workers?



Gilbert Arulthas Anthony • 3 days ago

RPL (Recognition of prior learning) is an assessment process that assesses the persons competencies acquired through informal, non-institutional learning to determine the extent to which that person has achieved the required competencies as set out in the relevant National Skills Standard leading to a qualification of the NVQ framework.

For example, TVEC has authorized following construction trades.

- Mason
- Plumber
- Carpenter (Building)
- Electrician
- Painter (Building)
- Assistant Quantity Surveyor
- Electrician (Domestic)

- Construction Site Supervisor
- Bar Bender

RPL is the process where skill craftsmen could obtain internationally recognized NVQ certificates for their competencies by submitting relevant documentary evidences and showing their ability at practical test.

This method of certification will pave the way for a large number of un-certified workers in the construction industry to seek foreign employment and also make them eligible for higher salaries locally, and thereby increase productivity.

As National Apprentice and Industrial Training Authority (NAITA) is a government body they will be using the equipment provided to them and continue conducting RPL examinations in the all districts.

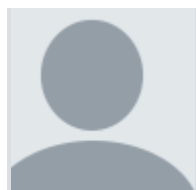
Since the National Apprentice and Industrial Training Authority (NAITA) is under the Ministry of Skills Development and Vocational Training, the supported RPL centres will continue the examinations using their own funds or examination fees provided by the candidate. As there is a demand for NVQ qualified craftsmen this will create opportunities for youths to obtain decent work and proper acceptable pay. Therefore, establishing these programmes in a government institute will be beneficial for youth of the districts. The funds provided to conduct the examination and provide NVQ certification is to increase the coverage area of the centre and to cater the most vulnerable.

RPL examinations will be given equal opportunities by gender equality promotions and female candidates will also be welcomed to apply for NVQ certification in their skilled area. The institute is expected to deliver their services without any gender based discrimination and will provide equal opportunities by gender. In order to ensure this, all management staff and inspectors will be trained on gender mainstreaming under the capacity development component of the Projects.



Moderator (Ashwani Aggarwal) Gilbert Arulthas Anthony • 2 days ago

Will your RPL system have an option to provide part qualification and credits as well?



Rajcoomar Ramchurun • 3 days ago

Facilitation in the RPL process is key and critical in guiding the candidate in developing his/her portfolio. It is desirable for the facilitator to have some technical knowledge of the subject matter and

have hands-on experience. Anyway, during the facilitation, the facilitator is expected to explain the requirements of the qualification to the candidate. Candidates need to get all necessary information and clarifications which would be very often technical. The facilitator would also have to help the candidate to reconcile the unit standard with learning. This exercise might be daunting for the facilitator if the incumbent is not a specialist in the subject.

In the **Mauritian model**, RPL facilitators shall:

- Explain the RPL process to the applicant, i.e. elaborate on the purpose, the procedure and the process as well as the benefits associated with RPL;
- Inform the applicant about the National Qualifications Framework (NQF) and the concept of lifelong learning;
- Identify and advise on types of evidences (evidences can be a recommendation letter from employer, pay slip, existing work-based practices, pictures or videos, etc);
- Provide assistance to the applicant in the development of a portfolio by identifying relevant learning experience;
- Identify relevant unit standards pertaining to the learning experience;
- Advise the applicant whether the prior learning is likely to be at the level at which it is sought;
- Provide clarifications to the applicant on skills and competences required to achieve a particular unit standard
- Inform the applicant on the criteria for his/her assessment and prepare the applicant for the assessment;
- Meet the candidate for a minimum of 10 hours during the facilitation process;
- Provide feedback on meetings to the Mauritius Qualifications Authority;
- Provide a detailed scheduling of meetings with RPL candidate;
- Ascertain that the venue and time for meeting the RPL candidate is appropriate to all parties.



Moderator (Ashwani Aggarwal) Rajcoomar Ramchurun • 2 days ago

Thanks, Rajcoomar, for responding to the query of Fiona by giving an example from your country.



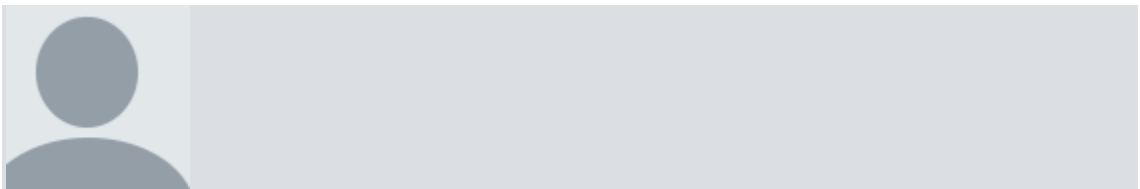
Lomthandazo Mavimbela • 3 days ago

Do the people that have received a certificate through RPL count as people skilled labour in the national statistics? Examples of where this has been integrated would be appreciated.



Moderator (Ashwani Aggarwal) Lomthandazo Mavimbela • 2 days ago

Qualification received after RPL process should be the same as the one received after a formal education and training programme. Thanks to Mustak and Priya for sharing examples from their countries.



Mustak Ally Lomthandazo Mavimbela • 3 days ago

In my opinion the certification of an individual through RPL should be the same as an individual certified through the formal programme, hence I am of the belief that they should be counted into the national statistics. In South Africa, irrespective of the route that was utilized to achieve the outcomes-based competence, the RPL candidate is counted the same as the rest.



Dr. Priya Prabhakar Lomthandazo Mavimbela • 3 days ago

A very good point. It has to be counted for both skilled labour and educated percentile of the globe, for there is no use in enabling these schemes, if it's not.



Olfa • 3 days ago

Comment assurer une complementarite entre la VAE et la formation continue, autrement comment orienter la formation continue pour completer les unites qui manquent pour avoir la totalite du diplome?

Merci



○

SkillsforEmployment Mod Olfa • 3 days ago

Unofficial translation:

How to ensure complementary between VAE and continuing education, otherwise how to orient the continuing education to complete the units that are lacking to have the whole of the diploma?

Thank you



Chhiv • 3 days ago

Dear colleagues,

RPL is to formalize the informal and get the non-trained practitioners to the formal system. So RPL promotes career development and long life learning. In this regard, how are we able to encourage RPL professionals to continue their study in higher education if they are in TVET system?

Please kindly share your opinion and experiences.



Dr.PriyaPrabhakar Chhiv • 3 days ago

TVET, RPL, VAE, Continuing education, distance education or be it any other form of knowledge or skill gaining, everything comes under education and they cannot be

differentiated as formal and informal because it's just the means that differs and not the purpose.

Education is not about conforming to the design and structure that we, as facilitators have enabled to the system as common routine. Since because an individual passess has scored 40 to 100% in all the subjects and curriculum that we have set to the entire region as education and since because an individual has got his learning through school for the number years we have stipulated for them as education doesn't mean that their education is formal and the rest is not.

Education by its meaning is "to bring out", education is a process that brings out the individuality within every single being and nurturing it to a productive form that enables the individual to contribute his/her best for the holistic progress and prosperity of the world. Therefore, nurturance of skill and gaining of expertise through any medium or through any means is formally education by purpose and by fundamentals. It can be a specific discipline or a combination of disciplines that nurtures an individual to be a complete, sovereign, responsible and progressive being in fulfilling all of his/her duties as an individual, as a member of a family, as a citizen of this globe and as a member of human community is recognised as education by the UDHR (Universal Declaration of Human Rights).

Even the design that we have enabled to education that's being FORMALLY facilitated through established institutions are neither to the purpose of education, principles of fundamentals nor are they holistic enough to set the world progressive and problem-free.

Every graduates who are with FORMAL education are expected to practise as interns after their placements, where they are trained with skills needed for them to fit into their professional atmosphere.

When this is the case, what is the point of confining the opportunities and restricting the freedom people have for progress and prosperity by structuring the world to be within our formulates and on our formulations? Democracy and freedom is much more than the choices we have made in its name till this point of time.

Our policies, efforts and facilitations can benefit the world in a better and more pronounced way if we could enable them to be exercised for its purpose and the principles guidelineed to us through the fundamentals (Constitution and UDHR) without confining its scopes to be within the line we draw, restricting the space and the freedom people have as the citizens of free and democratic world.



Sophea • 3 days ago

Dear colleagues and friends,

I have few questions and would like to hear from you all if you can share:

1. How to make the outcomes of the RPL assessment to be recognized nationally and regionally?
2. What would be the ideal mechanism for government to involve industry, training institutions, and employees to participate and the value the RPL?

Thank you and best regards,

Sophea



Sophea • 3 days ago

Good morning friends and colleagues,

I am now working as ad hoc team to support the implementation of ASEAN MRA on tourism professionals in the Southeast Asia region to coordinate the activities of the ASEAN members to reach the goals of ASEAN MRA on tourism professionals which is facilitating the mobility of ASEAN tourism professionals of hotel services and travel services for 32 job titles.

The mobility of professionals is the milestone of the Regional integration process and it is one of components of ASEAN Economic Community.

I have learnt a lot from this technical workshop.

I am wondering whether the ILO could consider helping the 10 countries to reach a successful implementation of RPL - which is a strategic tools to get tourism professionals in the region to be MUTUALLY recognized and then enjoy the mobility in the region.

Thank you in advance for your kind response,

Regards,

Sophea



Kelly Simpamba • 4 days ago

Is this procedure the correct one when establishing an RPL national system?:

1. RPL national policy
2. Establish RPL training standard guidelines
3. Train RPL facilitators and assessors
4. Create RPL MIS
5. Massive awareness of RPL
5. Accredited RPL centres
6. Conduct M & E



Silvia Ruz Kelly Simpamba • 3 days ago

Hello Kelly. I would suggest to work in a model of social dialogue in order to involve key actors (workers, employers and government) in building a RPL national system, socially and formally recognized. Procedures have to exist to give the system a framework, however creating "social demand" for it assures a better implementation.



Zachary Kansime Kelly Simpamba • 3 days ago

Thank you, Kelly, I think this procedure looks appealing and okay. However, the establishment cannot be static, but the main components I see them available here. Also, note that massive awareness is very crucial at the beginning in order to give RPL a swift take off by those likely to benefit and participate in it.



Manoj Kumawat Kelly Simpamba • 3 days ago

Dear Kelly,

To strengthen and enhance acceptance of RPL among the real beneficiaries, rigorous deliberation and discussion among stakeholders could be taken at different stages of formation and implementation of RPL. Thanks.



Robin Phoolchund • 4 days ago

Interesting comment from one participant. Why should assessment remain with government examination bodies? Why not delegated to employers/private sector bodies within a framework?



Moderator (Ashwani Aggarwal) • 4 days ago

The ILO RPL guide has recommended the following **12 key success factors** (KSF) or the building blocks for an effective, successful RPL system:

- Building awareness about RPL and providing effective vocational guidance and counselling services to RPL candidates.
- Integrating RPL policy with policy, legal and regulatory frameworks for education and training systems.
- Ensuring the active participation of all stakeholders, particularly social partners in the development, implementation and evaluation of RPL.
- Having an effective institutional framework for RPL.
- Ensuring the availability of sufficient numbers of competent RPL professionals.
- Ensuring close matching of occupational standards and qualification standards (the matching should at least take place at part level, if not that of a full qualification).
- Developing effective and efficient assessment tools and methodologies appropriate to the context of target groups.
- Promoting cost-sharing and a sustainable, equitable funding mechanism for RPL.
- Providing skills upgrading opportunities to RPL candidates.

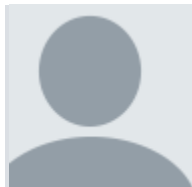
- Ensuring a quality assured RPL system and creating awareness of it.
- Establishing an effective monitoring and evaluation system, and collecting and disseminating information about the impact of RPL.
- Promoting knowledge management and sharing.



SkillsforEmployment Mod Moderator (Ashwani Aggarwal) • 3 days ago

Message posted by Bellinah Molaudzi read as follows:

The ILO RPL guide "RPL: Key success factors and the building blocks of an effective system" provides very useful information - a good resource for all countries.



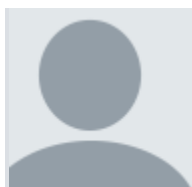
Craig Pereira • 4 days ago

I am from **South Africa**. Public trade testing centres charge uniform rates for most of the trades. However, for some trades, the cost is higher. The private trade testing centres costs are not regulated.



Moderator (Ashwani Aggarwal) Craig Pereira • 4 days ago

If the fee charged by private trade testing centre is higher compared to public ones, what are the reasons for the people go to private ones for trade testing? Is it INDLELA that issues the certificate in both cases?



Fiona Ernesta • 4 days ago

Should the RPL facilitators who guide the candidates in the preparation of portfolio be also the technical specialists in same field as that of candidate?



Olfa • 4 days ago

Pour les pays ayant le système VAE operationnel à l'enseignement supérieur, est ce qu'il existe des exigences en terme de pré-requis comme le BAC? Merci



SkillsforEmployment Mod Olfa • 4 days ago

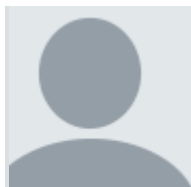
Unofficial translation:

For countries with the VAE system operational at higher education, are the requirements in terms of prerequisites like the BAC? Thank you.



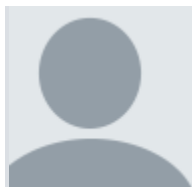
Moderator (Ashwani Aggarwal) SkillsforEmployment • 4 days ago

What is BAC?



Christopher Moderator (Ashwani Aggarwal) • 3 days ago

The French word baccalaureate/“baccalaureat” or BAC is used to refer to one of the end-of-year exams that students must pass to earn their “baccalauréat” diploma (high school diploma).



Rajcoomar Ramchurun • 4 days ago

It is confirmed, through the numerous presentations of the countries participating in the sessions, that the implementation of RPL had not been an easy task at least for countries that have been some distance in their implementation process. It is clear that there is no one size fits model that can be applied. The context is key and this should be well understood by the stakeholders as a key starting

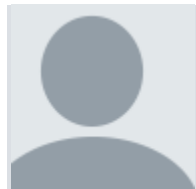
block. Mauritius has started a new scheme to RPL-ed potential candidates up to level 6[diploma level in the TVET strand] and is piloting the system in two fields namely the tourism and construction sector.



Moderator (Ashwani Aggarwal) Rajcoomar Ramchurun • 4 days ago

Well said! Social, political and economic environment in a country is a key in formulating RPL policy.

Please do share the experience in implementing RPL at level 6.



Olfa LARIBI • 4 days ago

Est ce que le cout de l'action d'evaluation d'un candidat VAE devrait etre le meme independamment de la nature du metier ou non?

Je donne l'exemple du MACON (evaluation couteuse a cause de la matiere premiere, briques, ciment.....) et l'exemple d'une ASSISTANTE DE DIRECTION (evaluation non couteuse: ordinateur, telephone, fax.....). Merci

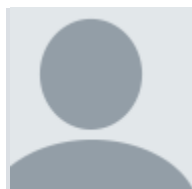


SkillsforEmployment Mod Olfa LARIBI • 4 days ago

Unofficial translation:

Should the cost of the evaluation action of a candidate VAE be the same independent of the nature of the trade or not?

I give the example of MACON (evaluation expensive because of the raw material, bricks, cement) and the example of a STEERING ASSISTANT (non-expensive evaluation: computer, telephone, fax). Thank you



Moderator (Ashwani Aggarwal) SkillsforEmployment • 4 days ago

Craig from South Africa, see below, has responded your question by giving an example from his country..

Let me ask you: Do the public training institutes in your country charge different fee for different trades?



Mustak Ally • 4 days ago

One of the questions that needs to be answered on RPL is how can we build trust around the assessments offered via RPL? In my opinion and experiences trust in RPL assessments can be built by being inclusive to all parties affected by the assessments i.e. employers, employees, quality assurance.

Here is my opinion on a few advantages of the above. By involving the employer you can ensure that they co-create an assessment of the skill that they will require and ensure their acceptance thereof. By involving the employees (RPL candidates) in the design and development of the assessments would ensure that the assessments are constructed in a manner that is user friendly and not intimidating to the RPL candidates. By involving a quality assurance body you ensure that quality of assessment is not in any way compromised.

There are various other ways that one can continue to build trust around RPL assessments and I look forward to the perspectives of other RPL colleagues. Thank you



Lomthandazo Mavimbela • 4 days ago

An acceptable funding model for implementing RPL by all social partners in a country is vital. Advocacy for RPL must be promoted in all sectors and professions.



Moderator (Ashwani Aggarwal) Lomthandazo Mavimbela • 4 days ago

You have pointed out two success factors. Countries should have clear guidelines on cost-sharing of RPL between government, employers and candidates to ensure its sustainability and the up scaling. This issue has been discussed during many workshops organized.

Stakeholders opined that if candidates are asked to bear a higher proportion of the cost, it may act as disincentive, especially as the implementation of RPL in many countries is in still in preliminary stages and its benefits have yet to be well known.



Moderator (Ashwani Aggarwal) • 4 days ago

The key challenges for RPL faced by many countries include complex, time-consuming methodology, particularly for people working in the informal sector or with a low level of education; institutions and staff having inadequate capacity to plan and implement; the mismatch between occupational and qualification standards; limited awareness of the benefits of RPL; low participation of social partners and thus its acceptability by employers and higher education institutions; insufficient provision for upgrading knowledge and skills of RPL candidates to meet accepted standards; and inadequate funding.

What is your experience?



Moderator (Ashwani Aggarwal) • 4 days ago

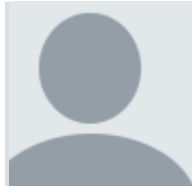
The **ILO RPL guide "Recognition of prior learning: Key success factors and the building blocks of an effective system"** lists some potential benefits of RPL as:

RPL has the potential to improve employability, mobility, lifelong learning, social inclusion and self-esteem. More and more countries are in the process of establishing RPL systems, for which the key drivers are:

- Promoting social inclusion and equity for disadvantaged groups – early school leavers, retrenched workers, ethnic minorities – by valuing experiential learning and providing them with opportunities to obtain qualifications
- Encouraging lifelong learning in order to create a competent and adaptable workforce that can meet the challenges of a fast-changing labour market, address skills shortages and gaps and allow holistic development
- Providing access to higher education
- Meeting regulatory requirements of some sectors in terms of employing qualified persons
- Improving efficiency and flexibility in education systems by allowing alternative learning pathways – workplace, non-formal, and informal learning – and fast-tracking the acquisition of qualifications
- Enhancing migrant workers' skills portability, and their mobility

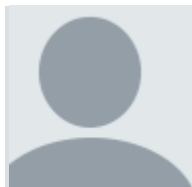
- Fostering employability, and thus better, decent jobs
- Contributing to transition from the informal to the formal economy.

What is your opinion?



Mustak Ally • 4 days ago

Thank you, **Canada**, for briefly sharing how you had successfully ensured effective stakeholder engagement for rolling out your RPL strategies and process. I would welcome information from anyone else in regard to their stakeholder engagement strategies and engagement processes. Thank you



Lori Petruskevich Mustak Ally • 4 days ago

Very welcome! Stakeholder engagement is essential, not only for buy in to the process, but also to expand options for top-up training. I hope others provide strategies that have worked!



SkillsforEmployment Mod • 4 days ago

Picking up on Mr. Chirombo's point (see below), we'd like to hear your thoughts on what can be done to promote awareness raising in RPL? In addition, and to help provide responses to one of questions posed earlier in this online discussion, how can we build trust around the assessments offered via RPL?



Charles Mataya SkillsforEmployment • 4 days ago

We need to buy in political will. Apart from training authorities intensifying the information dissemination to the public, the minister responsible and possibly the head of state should issue a statement to that respect. Parents and guardians should also be targeted.

An emphasis that this is legal way of allowing beneficiaries to build their opportunity without attaining formal training should be pronounced. The first group that goes through the RPL process should be publicised using all media.



Joseph W. Chirombo • 4 days ago

I feel issues of RPL legal instruments and awareness need a second thought.



Moderator (Ashwani Aggarwal) Joseph W. Chirombo • 4 days ago

Please inform on what are the plans of your country, Malawi, in this regard.



Dr. Godfrey Kafere • 4 days ago

Malawi has developed RPL national guidelines and have been validated. We are now in the process of piloting in one sector of construction. Thereafter, it will be rolled out to the other sectors, including providing capacity building.



Gift Mabvumbe Dr. Godfrey Kafere • 3 days ago

Thank you, Dr Kafere, for your tireless effort to make PPL a reality in Malawi. It is your guidance and interest that has made Malawi make progress in PPL.



Moderator (Ashwani Aggarwal) Dr. Godfrey Kafere • 4 days ago

Thanks, Dr. Kafere, for sharing plans of Malawi. Please also provide the reason for selecting construction sector for piloting.




Charles Mataya • 4 days ago

RPL- that's the way to go if access to tech voc is to be increased.




Moderator (Ashwani Aggarwal) • 4 days ago

CEO, South African Qualification Authority mentioned the following lessons learned, policy priorities and initiatives for RPL.



RPL: Islands of Excellence?



Recognition of Prior Learning (RPL) in South Africa:
What is it? What have we achieved? Where are we going?

Key LESSONS learned so far	POLICY PRIORITIES from the National RPL Conference 2011	Initiatives ACHIEVED since 2011	Implementation of National RPL Strategy
Drivers/ needs: <ul style="list-style-type: none"> a well-resourced integrated approach RPL for employed and unemployed RPL at all NQF levels enabling partnerships for delivery common understandings of RPL For effective delivery: <ul style="list-style-type: none"> sharing successful models, tools, templates advocacy effective delivery structures practitioner capacity development/ professionalization For quality assurance: <ul style="list-style-type: none"> national benchmarks RPL fit-for-purpose building RPL databases For resourcing RPL: <ul style="list-style-type: none"> state-led/ state-guided initiatives state and private funding harmonisation of fees/ recognizing ability to pay For development of a system: <ul style="list-style-type: none"> clear guidance from CHET leadership from SAQA national RPL Institute RPL clearinghouse effective funding, delivery, quality assurance, coordination 	<p>Quality assurance</p> <p>National coordination</p> <p>Resourcing</p> <p>Effective delivery</p>	Ministerial RPL Task Team: <ul style="list-style-type: none"> RPL achievements to date Status of RPL in sub-sectors Funding for RPL Legislation affecting RPL RPL coordination models New SAQA National Policy for the Implementation of RPL: <ul style="list-style-type: none"> After consulting with the Quality Councils Assisted by an RPL Reference Group Extensive RPL development and implementation work: <ul style="list-style-type: none"> Over 20 sectoral / organisational RPL cases Implementation of RPL in most public HEIs, some SETAs, over 253 RPL providers <ul style="list-style-type: none"> Building of RPL databases and networks National RPL conferences 2011 RPL publications 	<p>Implementation of SAQA's National RPL Policy</p> <p>National RPL Institute</p> <p>Strategic Projects (Provincial RPL hubs)</p> <p>Capacity development and professionalisation</p> <p>State and employer-driven funding model</p> <p>Incremental quality development</p> <p>National RPL Conference 2014</p>



Moderator (Ashwani Aggarwal) • 4 days ago

Mauritius uses four-stage process for RPL.



4 stage process to RPL

- ☐ Pre-application
- ☐ Pre-screening
- ☐ Facilitation
- ☐ Assessment

Page 3

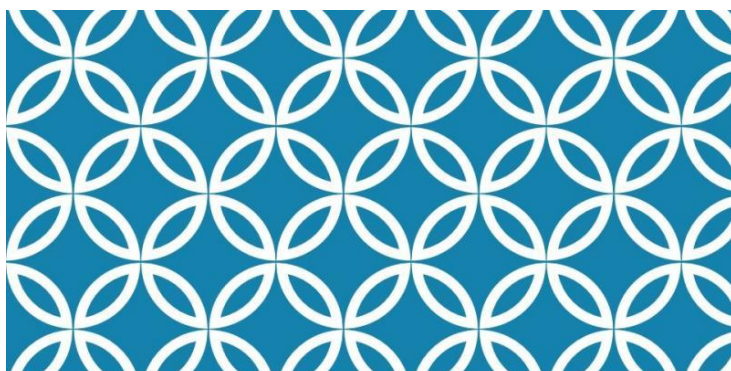


emad malkawi • 4 days ago

Experiment of **Jordan** in RPL

There are many experiences in all sectors, especially professional and technical who were educated by their parents and their fathers or even learned instinctively and love to work. But, unfortunately, they were unable to pass the qualifications and tests that give them certificates in the field of careers. Therefore, the aim was to establish a system for issuing certificates of such expertise in a manner and to recognize their prior education in Jordan.

I would like to show you the experiences of Jordan through the attached pictures in the commentary:



RECOGNITION OF PRIOR LEARNING
BY THE JORDAN CENTRE FOR
ACCREDITATION AND QUALITY
ASSURANCE

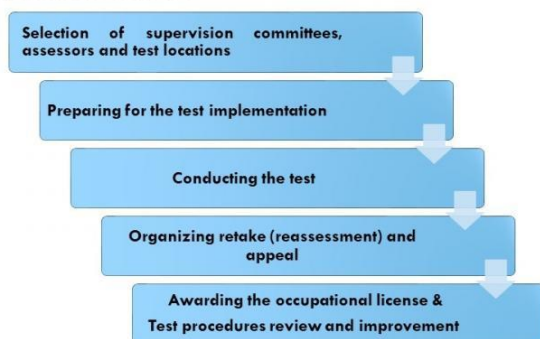


CAQA ESTABLISHMENT & MAIN FUNCTIONS

CAQA was established by decree No. (35) of 2012 based on the law of the Employment-Technical and Vocational Education and Training Council



CAQA TESTING AND CERTIFICATION METHODOLOGY



4,889 workers graduated with an RPL certificate in 2016

Recognition of Prior Learning	
Type of Recognition	Number by Gender
Experience of secondary vocational certificate	Male; 49 Female:8 Total 57
Experiences of program accredited by the private sector	Male; 1280 Female: 1236 Total: 2516
Experiences from the VTC tests	Male; 1973 Female: 343 Total: 2316
Total	4889

RPL METHODOLOGY



BENEFITS OF RPL



THANK YOU!

Best Regards,
Center of Accreditation and Quality Assurance (CAQA)
Head of Licensing and Accreditation Section
Address: Amman - Abdullah Ghosheh Street - Ministry of Labor Building 2



Moderator (Ashwani Aggarwal) • 4 days ago

During the International RPL workshop, the representative of **India** presented three approaches used to carry out RPL.

Recognition of Prior Learning (RPL)				
Type	PROJECT TYPE	TARGET GROUP	5 STEP RPL PROCESS	EXAMPLES
1.	Type I: RPL Camps	RPL in a location where workers of a particular sector are consolidated (such as Industrial and Traditional Clusters)	1: Mobilisation 2: Pre-Screening & Counselling 3: Orientation 4: Final Assessment 5: Certification & Pay-out	Automotive cluster of Mumbai-Pune, Garment manufacturing cluster of Tiruppur (Tamil Nadu), Footwear cluster of Agra
2.	Type II: Employer's Premises	RPL on-site at an employer's premises	1: Mobilisation 2: Pre-Screening & Counselling 3: Orientation 4: Final Assessment 5: Certification & Pay-out	Rashtrapati Bhavan, Raj Bhavans, Various Private Sector Companies
3.	Type III: RPL Centres	RPL at designated centres for geographically scattered workers	1: Mobilisation 2: Pre-Screening & Counselling 3: Orientation 4: Final Assessment 5: Certification & Pay-out	Street food vendors, Hairstylist, Beauticians, Cobblers, Tailors



Marketa Zelenka • 4 days ago

I would like to tap into the right experiences of practitioners here and inquire if and where countries have undertaken M&E (in form of studies, surveys, tracer studies etc.) of RPL and RPL outcomes. What were the results? Can you share them? Thank you!



Robin Phoolchund • 4 days ago

Greetings to all fellow RPL practitioners,

I would be interested to know what is the average time required for an average candidate would take to go through RPL in the TVET sector?



Chhiv Robin Phoolchund • 4 days ago

Dear Colleague,

If I may, the time is difficult to define as it depends on which level of qualification is to be assessed if full assessment, or on which units you assess and the method you used.

Based on what we have learnt: we need at least two months for guiding the candidates, evidence check, development of assessment methods then, the assessment itself doesn't take much time. The result is normally announced during the last day of the assessment.

So, you can imagine how much time we should need. Anyway, the time is just indicative.

Thanks and hope this is helpful.

R

From **Cambodia**



Moderator (Ashwani Aggarwal) Robin Phoolchund • 4 days ago

Dear Robin: You have raised an important aspect of RPL. To start with, please share your experience from Mauritius on the time taken. Also, please share if time required varies with the type of occupation and qualification.



SkillsforEmployment Mod • 5 days ago

The following comment was posted by **Khalil of UNESCO**:

Nous travaillons à l'**IIEP-Pôle de Dakar à travers sa Plateforme d'Expertise en Formation Professionnelle** (Pefop: <https://pefop.iiep.unesco.org>... sur la conception et l'expérimentation d'un dispositif de VAE dans 3 pays africains.

La principale finalité de la VAE est certainement de garantir l'accès des personnes exclus du système formel de formation/éducation aux diplômes/certificats par le biais d'une catégorisation dans le

marché du travail. c'est donc un outil d'équité vis-à-vis des personnes qui n'ont pas eu l'opportunité d'intégrer durablement le dispositif d'éducation et de formation formel. De plus la reconnaissance de la compétence est une garantie d'une rémunération conséquente et valorisante des personnes qui mettent cette compétence au service des employeurs.

A travers la VAE, La qualification et la certification auront en effet des effets bénéfiques sur le respect de la législation en vigueur, ainsi que sur l'amélioration de la qualité du travail réalisé par les participants au dispositif, avec un impact sur la productivité et la compétitivité des entreprises.

Etant donnée que la VAE se base sur les mêmes référentiels utilisés pour la certification post-formation (référentiel métiers, référentiel compétences) cela accorde au dispositif une certaine crédibilité qui permettra une mobilité internationale particulièrement lorsqu'il s'agit de référentiels semblables pour des métiers semblables dans une région (exemple l'Afrique subsaharienne, la région méditerranéenne, ...).

Dans ce sens, la VAE en tant que dispositif de validation des compétences et donc de reconnaissance de ces compétences devrait être un vecteur de perfectionnement des actifs en situation d'emploi et d'intégration des actifs sans emploi.



SkillsforEmployment Mod SkillsforEmployment • 5 days ago

Unofficial translation:

We work at the **IPE-Pôle de Dakar through its Platform of Expertise in Professional Training** (Pefop: <https://pefop.iiep.unesco.org> ... on the design and experimentation of a device of VAE in **three African** countries.

The main purpose of the VAE is certainly to guarantee access for those excluded from the formal education / training system for diplomas / certificates through categorization in the labour market. It is therefore a tool of equity for those who have not had the opportunity to integrate the formal education and training system on a long-term basis. Moreover, the recognition of competence is a guarantee of a substantial and rewarding remuneration for those who put this competence at the service of employers.

Through the VAE, qualification and certification will have beneficial effects on compliance with the legislation in force, as well as on improving the quality of the work carried out by the participants in the scheme, with an impact on productivity and competitiveness of enterprises.

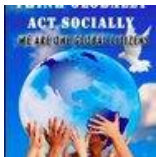
Given that the VAE is based on the same standards used for post-training certification (trade repository, competent repository) this gives the device a certain credibility that will allow international mobility especially when it comes to similar repositories for trades in a region (eg sub-Saharan Africa, the Mediterranean region, etc.).

In this sense, the VAE as a device for validating competences and, therefore, recognition of these competences should be a vector for the improvement of employment assets and the integration of unemployed workers.



Moderator (Ashwani Aggarwal) SkillsforEmployment • 4 days ago

Thanks Khalil for elaborating the benefits of RPL.



Dr.PriyaPrabhakar • 5 days ago

Skill - is not a generalised set of qualities marked as necessary by the world for its framework. Skill, by its definition, is the ability of an individual to something well. Its the recognition we give to the individuality of the global populace. Today access to information and knowledge resources are wide and open. Recognition of learning can be given to people based on the Right to Education policy formulated by UN under article 26 of Universal Declaration of Human Rights.

Here, we need to realise the true meaning of education, the freedom and what's being aimed as education through the guidelines of UDHR. Clause (ii) of Article 26 of UDHR states that the process of education should be directed to the full development of HUMAN PERSONALITY.

Here, personality is not the etiquette, manners or a standardised format expected pattern of socialisation. Personality, here means the unique ability that's blessed to an individual as his/her individual ability to do and be the best at something that makes them special in their own way, enabling them their dignity and self-worth.

Therefore, education of an individual is not in memorising the set syllabus but in nurturing their individual ability to a productive form that lets them contribute social, economic and environmental progress to the world with it which in turn would enable them with their individual progress and prosperity.

So, the clause (ii) of Article 26 in full states that education shall be directed towards the full development of human personality and to the strengthening of respect for human rights and

fundamental freedoms. Education shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

If analysed the connective link between the factors aimed through this clause, education needs to be focused on nurturing the individual skills owned by every individual as their originality that makes them a complete being who is sovereign, holistic, self-reliant, responsible, and progressive whose place, success, prosperity and progress is assured for his/her own ability that makes him/her respect the fundamental freedom, human rights by becoming more inclusive towards others.

Recognition here should be to what an individual has for the betterment of the world and shouldn't be to how far an individual is able to meet up with our design officiated as the procedures and practices of the system. Quality of a system is not in the stipulates or design we enable to it through our uniform or average frameworks, quality of a system is in the environment where everyone constituting the system is able to be themselves in giving away their 100% to the system individually.

Now which is quality,

(a) setting the system to 100% and enabling it a functional design that cumulates 0-50% of all in it to attain the set 100%?

Or

(b) Liberating the environment free where everyone in the system contribute their 100% that takes total progress of the system to above 100%?

Fundamentals set as the guideline for democratic and free governance such as, the United Nations Charter, Universal Declaration of Human Rights, UNESCO's constitution, UNU charter, Constitution of every nation guides every government and facilitating organisation to orient and regulate their functioning and facilitations in such a way that the world is enabled with progressive freedom to place their individuality for the world's and their individual progress and prosperity.

The world's practise, perspectives and facilitations should have changed during its transition from monarchic rule to democratic governance. Is freedom just the state of being ruled by the nationals? Isn't freedom about having autonomy that lets facilitators or governance to include the individuality of its populace for its progress? Isn't freedom about individuals having the space in accessing and designing their own life opportunities well in line with the guidelines enabled to them through the fundamentals for their individual ability without being imposed by the general design officiated by the government restricting their freedom and pruning their individual identity? Isn't confining the entire functioning of the state and world within the officiating of government without giving space to individual space for people to design their life and living a way of enslavement, modern slavery or something that is anti-freedom in nature?

Is democracy just the right to vote or the right to choose who amongst the contenders needs to win? Isn't democracy the responsibility to participate in orienting the governance in line with the adopted

fundamentals an in claiming opportunities needed to enable the nation and the world with holistic progress and prosperity through the individuality of the populace? Don't we have fundamental duties to be fulfilled? Human rights, fundamentals rights and freedom are not powers to dominate one over the other, they are all the provisions enabled to every single individual to access opportunities and facilities from the government with due conviction and justification to fulfil the fundamental duties assigned to individual citizens through their individual ability.

The world has two ways:

(a) Reality - Establishing the functioning, activities and facilitations of the world as principled by the fundamentals - "Constitution" "universal declaration of human rights", enabling people with freedom that's granted to them as right to life and development. Where all our efforts and resources invested will stand justified eternally as they are founded on the provisions guidelines to us through papers.

(b) Practicality - Establishing the functioning, activities and facilitations of the world as decided by a councils, boards, panels, parties enabling stereotypic opportunities to the entire world that's being accepted or favoured by majority as possible and right. Here, the responsibility is to be borne by all in the human community as its our decision to go by the majority that is neither mandated nor validated by any provisions in papers. This means of functioning is purely based on the support we take of precedence where after transforming into democratic form, following precedence eventually goes unfair, unauthorised and invalid.

We need to choose between the two, one will help us to reform, enabling progress and prosperity by resolving all existing social, environmental and economic problems by recognising everyone in the global populace with success, inclusion, self-worth, value and dignity. While, the other will makes us scuffle within the circle we officiate for ourselves that doesn't allow us to resolve anything holistically and fruitfully making us be alarmed with one or the other problem in different gradations and variations.

Boards, Panels, Councils will also have their due place in the realm of reality too, but here, they will not decide on what's accepted, legal or allowed and what's not, that draws boundary limits confining the moving space of the populace, instead they will guide everyone in getting facilitated with their claim progressively that wouldn't harm or hurt the freedom of others and the stability of the world as principled or guided by the principles and provisions of the adopted fundamentals. That is, no individual who approaches the government with opportunity to progress will be turned down, if their claims are not progressive and is in a way that hurts or harms the freedom enabled to others or is in a way that is against the purpose or principles aimed through the fundamentals, the boards, panels and councils will use their expertise in guiding the world on how their claims, individually can be personalised legally that it fits to the guidelines outlined as freedom by the fundamentals. As regulating the freedom to fit into the purpose, principles aimed and factors aimed through the preambles are also a guideline made to the people through the fundamentals.

Clause (ii) and (iii) of article 29 and Article 30 of the Universal declaration of Human Rights states that

(ii) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(iii) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

So, having discussed and analysed in detail, it is obvious that between the two we ought to choose reality as our foundation. By, this, RPL has to recognise individual's individuality as their education. It cannot force individual to substantiate their ability to meet up with the stipulates it has set the system with, be it with respect to syllabus, time period, examining parameters or their presence in a stipulated place (school, classroom, training centres, etc.). Governments or facilitating organisations, institutions can have a structured formats or process that will guide individual who aren't sovereign enough to identify their individual ability or who aren't sovereign enough to nurture their skill with the free and open resources available all around the world, even then, the facilitators cannot force their decision onto the individual but guide them in finding their individuality and help them in becoming sovereign individual. Recognising sovereign individuals with the presentation they make as their individual skill will enable us the space, time and focus needed to concentrate on dependent individuals, individually in training them to be responsible and sovereign individual.

Policies that government already have like 100 days job guarantee schemes can be furthered by including them with job opportunities with the skills they have gained through the 100 days of work, rather than just letting them free by just including them with 100 days of work. How could the skills trained be put in use for the productivity of the world and for the productivity of the individual is also the duty of the government and true success to the 100 days job guarantee scheme is in this increase in productivity percentage of the populace and not just in showing high number of people being enrolled into the scheme. Bringing the populace into accountability through the scheme where they can get attached with the government in claiming for job opportunities and in furthering their skills got through the 100 days of job where they can equip themselves for better work opportunities would be more purposeful than just including the populace for 100 days.

Other schemes like NEET, SWAYAM, FIP (Faculty Induction Programme) can be made available for individuals to access with what they have as their individual contributions and works than

stipulating schemes with required criteria that excludes people who have unique and individual credentials that differ from the stipulated list of must's and should's. Then recognising individuals with predefined criteria set on practicality, recognise them for the skill they present as their individuality through a research project or dissertation aimed at resolving an existing social or environmental problem that focused on enabling progress and prosperity to the world without putting them through struggles or delays for not being in the way or format we have officiated or generalised for the world as routine or common.

Also, recognition enabled to people through different medium of opportunities must hold equal importance and value, since because we did not officiate recognition to their means or medium learning, it cannot be categorised as informal learning because they by the papers are granted with freedom and quality is not what we set the world through our formulates but the richness enabled by the diverse and multidimensional approach people take for their individuality.

Schemes listed above are some examples of right to education and RPL schemes from the place I reside, other places may have different schemes or same schemes in different names but the approach outlined fits all, universally.

Governments of all nations has various different schemes for development and progress but the design of access and stipulates they assign to it doesn't benefit the beneficiaries, instead its again directed to normalcy that deprives the purpose of freedom and facilitation aimed through them. Hence, I would say, its not the schemes that sets people to exclusion but the pattern and format we assign the working and facilitation of the scheme that sets exclusion. When we could include all for what they have to contribute for the world without imposing formats and filters, inclusion will be basic and eventual.

IN SHORT, CONCENTRATING ON WHAT IS PROVISIONED TO GLOBAL CITIZENS THROUGH PAPERS IS MORE APPROPRIATE AND LEGIT THAN FORMULATING THE WORLD WITH OUR OWN DESIGN ON AVERAGE AND FOR PRACTICALITY (the approval and acceptance of majority). ENABLE PEOPLE THE FREEDOM THEY ARE VESTED WITH, GOVERNANCE TODAY IS NOT ABOUT CONTROLLING PEOPLE WITHIN THE BOUNDARY DRAWN BUT FACILITATING AND REGULATING PEOPLE WITH FREEDOM TO ACCESS OPPORTUNITIES WITH THE RESOURCES OF THE WORLD IN ENABLING GLOBAL PROGRESS AND PROSPERITY.

see more



SkillsforEmployment Mod • 5 days ago

Thank you, Laura, for your invitation to the group to share their good practice examples on how they have included disadvantaged groups in their RPL systems. We would be quite keen to receive inputs

and experiences on this particular point. In addition, thanks for drawing attention to the list of resources on RPL available on the right hand margin of this discussion page and highlighted below with direct links to the items:

1. How to facilitate the recognition of skills of migrant workers: Guide for employment services providers, <http://www.skillsforemployment.org>...

This guide draws on good practices and interesting initiatives from around the globe to demonstrate ways employment service providers can make better use of Recognition of Prior Learning systems in their countries to the benefit of migrant workers and refugees.

2. Understanding the potential impact of skills recognition systems on labour markets: Research report, <http://www.skillsforemployment.org>...

Provides analytical research on the labour market impact of skills recognition systems, in particular, in matching skills and jobs.

Page 88 of this publication contains a full list of case studies on recognition systems from approximately 12 countries.

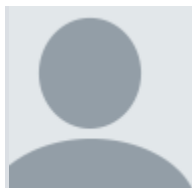
3. Strengthening skills recognition systems: Recommendations for key stakeholders, <http://www.skillsforemployment.org>...

The ILO has prepared this set of Recommendations on strengthening skills recognition systems, as countries seek strategies to enhance the employability of workers and the productivity of enterprises. The ILO conducted extensive research and case study analysis of the potential impact of such systems on labour markets, leading to the identification of lessons learned, good practices and key messages. They have been elaborated in this publication to provide guidance to key stakeholders, in particular ILO constituents, in the design implementation and or upgrading of skills recognition systems.

4. Recognition of prior learning: Key success factors and the building blocks of an effective system, <http://www.skillsforemployment.org>...

This paper has been produced, taking into account experiences of many countries around the world, with the aim of building the capacity of policy makers and social partners to establish an effective, successful RPL system. The paper suggests 12 key success factors or building blocks of an effective RPL system.

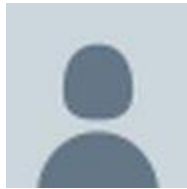
Best,
Jeannette



Rajcoomar Ramchurun • 5 days ago

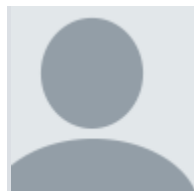
Greetings from Mauritius.

The concept of RPL is appealing and attractive but its process very often is repelling for the candidate. How can we streamline the RPL processes and at same time not jeopardising on its quality. How can RPL system be implemented from this perspective?



albert Rajcoomar Ramchurun • 4 days ago

Thanks, Rajcoomar, for this relevant question. It is the issue that might need more discussion at country level through social dialogue. The overall agreement is that the complex the process is, the chances that RPL candidates will either drop out or be intimidated. On the other hand, the process must maintain standards that are acceptable by the stakeholders in the country. So constant dialogue and consultations with the objective of finding a common workable ground is key. It will also depend on the vision of the country, i.e. why they do RPL and to whom.



Évelyne • 5 days ago

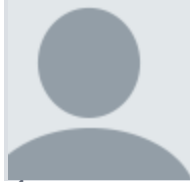
Les présentations de ce matin sont très enrichissante. Dans notre contexte, nous faisons un peu le système français. Mais nous avons encore du chemin à parcourir. Votre aide nous serait vraiment bénéfique.



SkillsforEmployment  Évelyne • 5 days ago

Unofficial translation:

The presentations delivered at this morning's workshop are very rewarding. In our context, we are doing a little bit of the French system. But we still have a long way to go. Your help would really benefit us.



Évelyne SkillsforEmployment • 4 days ago

Pour ce qui est de la contribution des différentes parties prenantes, je pense que chaque partie devrait s'investir dans le processus de développement et de mise en place de la VAE. Pour l'instant au Cameroun, l'État à travers son budget, prévoit une enveloppe qui sera utilisée pour une session de VAE. Cela se fait dans les domaines où le besoin se fait sentir et qui ont un référentiel homologué. Le prestataire qui est sélectionné en fonction de ses compétences mènera sous la supervision du MINEFOP la session pour un nombre bien limité.

Le véritable problème que nous rencontrons à la fin de l'évaluation est la certification. Quel certificat leur sera délivré et pour en faire quoi ? Les certificats sont délivrés dans le système classique de formation. Mais la Certification dans le domaine de la VAE reste un challenge pour nous



SkillsforEmployment Mod Évelyne • 4 days ago

Unofficial translation:

As far as the contribution of the different stakeholders is concerned, I think that each party should be involved in the development and implementation of VAE. For now in **Cameroon**, the State through its budget, provides an envelope that will be used for a session of VAE. This is done in areas where the need arises and which have an approved reference frame. The provider who is selected according to his / her competences will lead the session for a limited number under the supervision of the MINEFOP.

The real problem we encounter at the end of the assessment is certification. What certificate will be issued and to do what? Certificates are issued in the standard training system. But Certification in the field of VAE remains a challenge for us.



laura • 5 days ago

I find this on line discussion on RPL very interesting. I am particularly interested in reaching out to the most disadvantaged groups. You will see in the background reading for this discussion a guide on RPL for migrants and refugees, developed by the ILO. I would like to hear from others who have good practice examples on how they have included disadvantaged groups in their RPL systems.



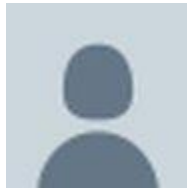
SkillsforEmployment Mod laura • 5 days ago

Unofficial translation:

The challenges facing our country are enormous at this time. We want to train enough Cameroonians in the VAE process. To maximize the importance and necessity of lifelong learning. This could raise the economic level of the country.

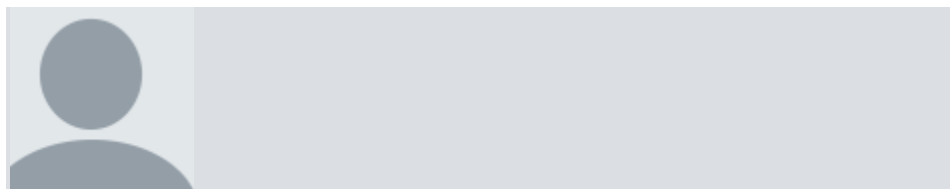
But as I said earlier, there is a sharp lack of financial and human resources to do this.

Our complaint once again is to accompany us in setting up a national certification framework and this will make more credible and efficient the system of VAE that we have been trying for nearly 4 years.



albert SkillsforEmployment • 5 days ago

Thank You, Évelyne, once again, for your active participation and sharing Cameroon's challenge that prevent implementation (of RPL). My colleague, Jeannette, has shared some of the tools from ILO that you can read and help you in some of these areas. With regards to ILO support, normally Cameroon social partners can officially write to the ILO office covering your country to start the discussions on possible ILO support.



Évelyne albert • 4 days ago

Merci beaucoup m. Albert pour l'orientation. Dès mon retour au Cameroun, je prendrais toutes les dispositions possibles pour vous formuler notre demande de soutien. Merci une fois de plus pour cette opportunité.

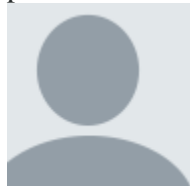


Évelyne • 5 days ago

Les défis de notre pays sont énormes en ce moment. Nous voulons former suffisamment de camerounais dans le processus de VAE. Vulgariser au maximum l'importance et la nécessité de la formation tout au long de la vie. Ceci pourrait relever le niveau économique du pays.

Mais comme je l'ai dit plus haut, il y a un manque criard de moyens financiers et humains pour ce faire.

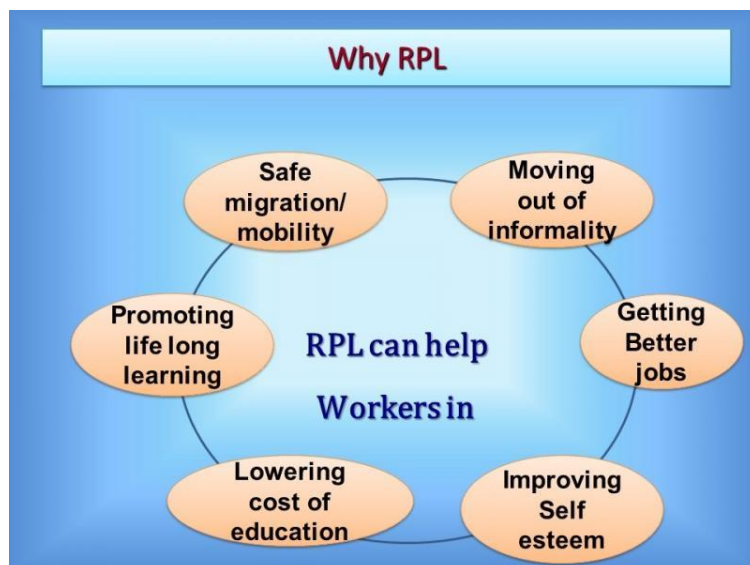
Notre doléance une fois de plus est de nous accompagner dans la mise en place d'un cadre national de certification et ceci rendra plus crédible et efficient le système de VAE que nous essayons depuis près de 4 ans.



Moderator (Ashwani Aggarwal) • 5 days ago

During the ongoing international workshop on RPL, participants discussed "why is RPL important" using the method of Role Play- where they assumed themselves to be either representing Government, Employers or Workers. Accordingly, they reflected and debated their views and finally agreed that RPL benefits all. They also recommended that these benefits needs to be shared equitably.

The potential benefits of the RPL as per the ILO guide "RPL-Key success factors and building blocks of an effective system" and also as per the participants can be:



see more



Zachary Kansiime • 6 days ago

Dear Team,

I am Zachary Kansiime from **Uganda**. I am very glad to be part of this discussion, because i think it is a very pertinent area that needs attention in many developing Countries. I would wish to share my experiences as per the guiding questions.

RPL in Uganda

Uganda has been undergoing several key reforms in the TVET subsector among which was the Establishment of the Uganda Vocational Qualification Framework (UVQF) by law in 2008. Further Pilot Projects followed to support the operationalisation of the Vocational Qualification Framework such as the "Workers Pas" providing partial and full qualifications as per entry level. Further reforms continued be rolled out such as the BTVET Strategic Plan Dubbed Skilling Uganda under the Ministry of Education in 2012/2013. I happened to work with Ministry of Education to support the roll out of a lot of recommended reforms in this Skilling Uganda Plan. RPL was a key aspect to be strengthened which was under the purview of the DIT.

Several Industries strongly appreciated the introduction of the RPL in tandem with the Workers PAS which recognised the existing competencies among several trainees/workers. This was a milestone achieved in our Country.

RPL Implementation Challenges

There has been effort to Establish RPL in Uganda, however several Challenges still exist as pointed

out below

- Inadequate guiding structures to Fully Operationalise RPL as stipulated in the BTVET law
- Limited awareness to all key stakeholders about RPL
- Limited Funding to Operationalise all these reforms - RPL

RPL - what to offer to Migrant Workers/ Refugees

I strongly believe that with well established and clear structures of RPL in a country, there would be proper utilisation of competent and skilled migrant workers. Some of them have great potential which has not yet been tapped into due to unclear structures and existing career Paths. It would be very ideal when a TVET qualification Framework is clear and flexible to cater for all the people in need of a qualification and its clear relation with the General Education Qualification Framework. In my view RPL would Benefit migrant workers in many ways as shared below

- Recognition of their Skills & Competencies for any trade
- Continuation of their Career
- Recognising of Equivalent Qualification
- Identification of Capacity Gaps needed to be filled

How to Build Trust around assessments offered via RPL

Assessments offered via RPL require agreed assessment standards which have been fully agreed upon by all the key involved stakeholders such as the Industry/industry practitioners & standards setting bodies (DIT for TVET Sector in Uganda). Shared below are some of the areas i think would be pertinent,

- Having Accredited & Certified Assessors
- Involvement of Private sector players/industries/industry associations
- High Levels of Integrity among the Assessors & Verifiers
- Having Quality Assurance Mechanisms in place

Cost - Sharing Mechanisms

The issue of costs involved in RPL are very important to consider, as this hinders many potential candidates/trainees to take part of this due to the costs of assessment. I think in this case the Government should spearhead this by subsidizing all the costs involved. A Pilot Skills Development Fund (SDF) is being rolled out by the SSU - Project in Uganda, However if this is nationally embraced it can be used as a basket contributed to by employers, Government & Development partners to support skills Development of among which is RPL.

- Public Private Partnerships could be one key area especially in establishing Assessment Centres. Some industries could come on board in this area to provide required upto date equipment's & Practitioners to support the RPL Systems
- Subsidies & Waivers for Compliant industries (Policy required for this)

Also to consider are the costs for gap filling of the Capacity Gaps identified or required in order to receive a recognised Qualification. This area can be explored further how to subdivide the related costs for the third party.

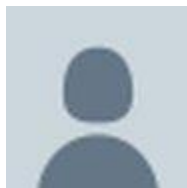
Roles of Education & Training Providers in RPL

Training Providers play an important part in RPL by taking on several roles to support the systems. These are not limited to:

- Provide Skills Gap Filling that will lead to a recognised Qualification
- Increase awareness of RPL to potential/ Possible Candidates
- Support RPL Candidates to Pursue their career by exempting them from the units they possess competencies
- Participate in Standards Generation of RPL
- Provide a Platform for further Education & Training
- Identify the countries Priority sectors, develop related bridged gap filling modules required by the workforce to meet the existing demand.

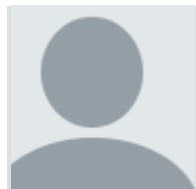
Once again, I am grateful to join the discussion. Zachary Kansiime is currently working with the Ministry of Gender, Labour & Social Development as a Skills Development Officer.

see more



albert Zachary Kansiime • 5 days ago

Thank you, Kansiime, for sharing very rich information from Uganda. I hope other countries participating in these discussions will learn a lot from Uganda's experience.



Évelyne • 6 days ago

Merci une fois de plus de l'opportunité que vous nous avez offert de participer à cet important atelier fort enrichissant et au cours duquel nous avons compris comment plusieurs pays sont suffisamment avancés dans le processus de la VAE. Dans notre pays, nous avons un problème d'accompagnement efficace et efficient dans ce processus de mise en place.

Nous avons dans les années antérieures des experts en la matière qui sont venus nous enseigner les concepts et le processus d'évaluation et de certification. Mais le problème de bonnes pratiques restent posées au niveau des parties prenantes.

Serait-il possible de nous accompagner dans l'élaboration définitive d'un système de RPL efficace et efficient ?



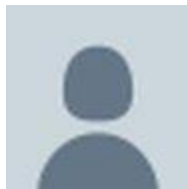
SkillsforEmployment Mod Évelyne • 6 days ago

Unofficial translation:

Thank you again for the opportunity you have given us to participate in this important and very enriching workshop, during which we understood how several countries are sufficiently advanced in the VAE process. In our country, we have an effective and efficient coaching problem in this implementation process.

We have in the past years experts in the field who have come to teach us the concepts and the process of evaluation and certification. But the problem of good practice remains at stakeholder level.

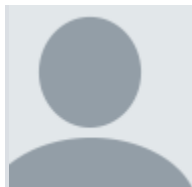
Would it be possible to accompany us in the final development of an efficient and effective RPL system?



albert SkillsforEmployment • 6 days ago

Dear Evelyn,

Thank you for sharing one of the key challenges of implementing RPL. This is common in many countries where RPL is implemented. It is very important that people who do implement RPL are properly trained and briefed on the processes and meaning. The ILO's role is to provide technical support. Perhaps you should link with ILO Skills specialists in your region, **Dakar**. Alternatively, we can chat together with ILO team here at the training for more guidance and support to Cameroon.



Évelyne • 6 days ago

Pour construire la confiance autour des évaluations offertes via RPL, il faut une crédibilité du système. Ceci suppose un consensus entre les parties prenantes, instaurer une démarche qualité au sein du système (avoir des standards et l'œil de la tierce partie pour juger le système).



SkillsforEmployment Mod Évelyne • 6 days ago

Unofficial translation:

To build trust around the assessments offered through RPL, it takes credibility of the system. This requires consensus among the stakeholders, introducing a quality approach within the system (having standards and the eye of the third party to judge the system).



Moderator (Ashwani Aggarwal) • 6 days ago

During the International RPL workshop organised by the ILO in Johannesburg from 25-29 Sept, participants opine that RPL contributes to the participation of marginalized groups in the knowledge-based economy.



Moderator (Ashwani Aggarwal) • 6 days ago

Chile has a target to cover 100,000 persons under RPL during this year.

Tanzania has a target to cover 450,000 persons under RPL in next 10 years.

India has a target to cover 4 million persons under RPL by 2020.



Alexis Hoya Moderator (Ashwani Aggarwal) • 5 days ago

Dear all,

These ambitions show that you are not alone and in ways possible, every country is conscious about the benefits. I wish I could see a longer list of countries which must

certainly exist. Next, RPL allows all social actors to come/work necessarily together for this common ground. Again, the challenge is how to fund these exercises. Thru national/sector training funds?



SkillsforEmployment Mod • 6 days ago

Dear Ashwani and Albert,

The following contribution was received **from Mr. Bachu Mubarak of Uganda** in response to E-Discussion questions posted:

Question 1. How has your country used RPL systems and what results and lessons have emerged from its use?

Serious approach to RPL was introduced in 2010 in Uganda when I was working for Swisscontact. The Idea was my PhD project nonetheless I managed to convince my Program Manager by then (Eng. Ralph Rothe) that we could try that idea as a project. He was very interested since we were implementing Non Formal Skills training but without actual recognition. The challenge met was – we had no budget for it, and therefore we resorted into writing proposals both to EU and WB/ESLP under Private Sector Foundation Uganda (PSFU).

Good enough both proposal were funded and we started implementing (RPL) Validation of Non formal and Informal Learning through a qualification framework we named ‘WorkersPAS’. The results were very successful as we involved many stakeholders as possible including Ministry of education, (Federation of Uganda Employers, Trade Unions, Private Sector, Directorate of Industrial Training, UGAPRIVI, Technical and Vocational training providers Youth Organizations, Cultural leaders, etc). The system was accepted by government and recognized by the Ministry of Education, however during the pilot, we requested the Ministry to delegate the mandate of managing the WorkersPAS to the Association of Uganda Private Vocational institution (UGAPRIVI) which was granted, and UGAPRIVI did a commendable job, over 200,000 WorkersPAS have been issued. (See the famous launch of WorkersPAS EU + WB/ESLP/PSFU).

(News clipping: Ministry recongises informal training.)

As the project came to an end, and UGAPRIVI handed over to Directorate of Industrial Training (DIT), things have gone down, why? - No funds to manage the process!

Lesson learnt

‘Uganda is a good case where a pilot becomes very successful and scaling up becomes a failure,

therefore it is a country of pilot projects without scaling up- Reason mainly during pilot we use donor funds and when it gets to scaling up using government funds ALWAYS NO BUDGET! Allocated.

Question 2. What challenges has your country experienced in the implementation of RPL systems?

The biggest challenge the country experienced is the lack of funds to manage the process. The youths and employers do reorganize the WorkersPAS but access has remained very expensive and there is no capacity in terms manpower at DIT to manage the WorkersPAS and also create out reach.

Question 3. Recognition systems can be used to promote more inclusive and sustainable economic growth that benefits everyone. In your view, what potential benefits do RPL systems offer migrant workers/refugees?

Naturally, it would be very difficult and it would take very long time for youth refugees to integrate into Uganda education system. The potential benefits to use RPL systems offer migrant workers/refugees is very enormous, for example in Uganda currently we have more than half million youth's refugees from South Sudan, Congo and Burundi. Belgium Technical Cooperation (BTC/CTB) through the EU Emergency Trust Fund for stability and addressing the root causes of irregular migration and displaced persons in Africa – horn of Africa window are addressing the Skills Development Component, the project emphasizes the use of RPL systems (WorkersPAS) as a qualification for all trainees since it easy to acquire.

Question 4. How can we build trust around the assessments offered via RPL?

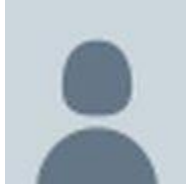
Confidence, Credibility and legitimacy must be based on the inclusion of the relevant stakeholders' at all appropriate levels. The social and professional credibility of validation reflects the inclusion and commitment of relevant stakeholders. Credibility is also closely linked to the (above) issues of confidence and impartiality.

Confidence is a necessary pre-requisite for successful development and implementation of validation of non-formal and informal learning. Everybody involved must be able to make his or her own informed judgments of the approach in question. This requires well-defined standards; clear information on how assessments are conducted and on which basis conclusions are drawn; clear information about the purpose of validation and how the results will be used; and, clear and accessible information on conditions for validation, for example time and cost involved as well as support/guidance provided.

Bachu Mubarak is an independent TVET Consultant and the Author of WorkersPAS in Uganda.



see more



albert SkillsforEmployment • 6 days ago

Thanks, Bachu, for your detailed sharing of Uganda's experience with RPL. I take note of the sustainability aspect mentioning lack of reliable funding and the predicament of countries to fail moving from Pilot to institutionalized sustainable implementation. I think that Uganda's experience in assessing and recognizing migrant workers is very unique in the African context. We would like to hear more about these outcomes.

Another relevant question would be why successful pilots end up not being sustainable. Could it be partly that the pilot programmes do not work on building lasting systems?



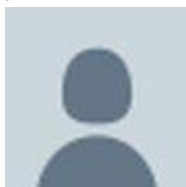
Mustak Ally • 6 days ago

Dear Ashwani

Firstly, thank you for the opportunity to attend this workshop on a very relevant and important topic. My question is related to the issue of balancing productivity and efficiency in an employer organization versus carrying out RPL of individuals.

How does one strike a balance between sending employees for RPL assessment and "top-up" training against ensuring that the company remains productive and profitable?

Thank you



albert Mustak Ally • 6 days ago

Thanks, Mustak. The question you are raising is very pertinent among all employers and in many cases even the workers too who sometimes fail to take RPL processes because of very busy work schedule.

One of the strategies that can be used by companies is through social dialogue to agree on a better timing and flexible arrangements that do not harm production. It could be/may be that workers go for RPL in a shift arrangement to allow for production to continue, etc... Allowing workers to have their skills formally recognized is an aspect of promoting lifelong learning. It is also beneficial to workers as well as the companies have we have seen in the discussions today at the workshop, #ILO.RPL2017.

In some countries, RPL assessment is done on site when the workers are actually working real time. For example construction workers, or mechanics etc. What can be done is to discuss with RPL facilitators and assessors to explore if this is feasible in your context. We will be glad to hear how other countries are handling this challenge!



Évelyne Renée huitkeu epse ndj • 6 days ago

Le **Cameroun** depuis 4 ans expérimente la VAE dans les domaines du secrétariat, de la mécanique auto, de la restauration. Les résultats escomptés ne sont pas encore visibles parce que la mise en place du système légal de VAE sur le plan national nécessite la contribution de tous les secteurs éducatifs, y compris les ordres professionnels de toutes les branches. Ceci nécessiter une mobilisation des ressources humaines et financières.

L'enseignement qui a émergé de son utilisation est la nécessité de prendre en compte tous secteurs (éducation de base, secondaires, supérieur et Formation professionnelle) pour une meilleure compréhension et valorisation de la VAE.

Nous pouvons avoir comme défis du Cameroun dans la mise en oeuvre des systèmes RPL : la mise en place d'un CNC/Q, qui pourra intégrer le RPL dans les niveaux de classifications et créer ainsi des passerelles, la validation d'un cadre légal de VAE. Il faut noter que (Loi sur la formation professionnelle) est dans le circuit gouvernemental et attend son adoption. Cette loi a mis en exergue toutes les formes de formations et d'évaluation.

Pour construire la confiance autour des évaluations via RPL, il faudrait qu'il ait un centre unique et national de validations. Il doit être reconnu sur le plan national et international. Par exemple on sait que le BEPC est aux enseignements secondaires ...)



SkillsforEmployment Mod Évelyne Renée huitkeu epse ndj • 6 days ago

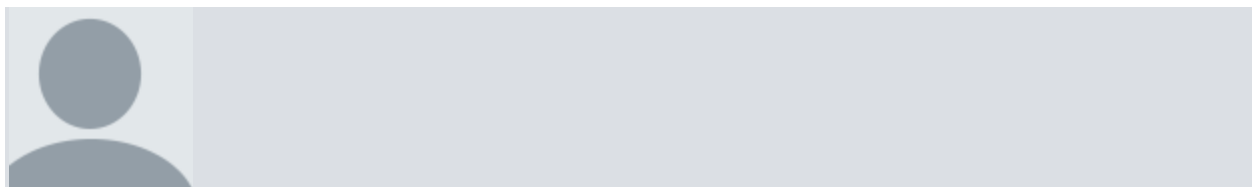
The following is an unofficial translation of the post submitted by Évelyne Renée:

Cameroon has been experiencing the VAE for four years in the fields of secretarial work, auto mechanics and catering. The expected results are not yet visible because the implementation of the national legal framework of VAE requires the contribution of all educational sectors, including the professional orders of all branches. This requires the mobilization of human and financial resources.

The teaching that has emerged from its use is the need to take into account all sectors (basic education, secondary education, higher education and vocational training) for a better understanding and valorisation of the VAE.

We can have as Cameroon challenges in the implementation of RPL systems the following: the implementation of a CNC / Q, which can integrate the RPL into the classification levels and thus create bridges, the validation of a legal framework of VAE. It should be noted that (Vocational Training Act) is in the government circuit and is awaiting its adoption. This law highlighted all forms of training and evaluation.

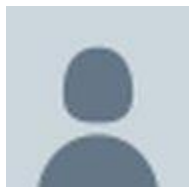
To build trust around RPL assessments, it would need to have a single, national validation center. It must be recognized nationally and internationally. For example, we know that the BEPC is in secondary education ...)



Kanae • 6 days ago

I am very interested in RPL experiences from other countries and look forward to learning from them on this website.

Thank you.



albert Kanae • 6 days ago

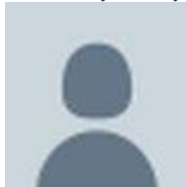
Thanks, Kanae, keep following the posts submitted over the coming days and I am sure you will learn a lot.



Chhiv • 6 days ago

Dear colleagues,

Have you seen any study on the impact of RPL? Thank and appreciate your assistance.



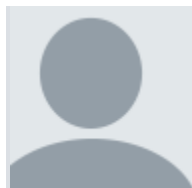
albert Chhiv • 6 days ago

Dear Chhiv,

Thank you for this very relevant questions. Many people are asking this same question.

In our discussion yesterday at the workshop, #ILO.RPL2017, the issue of market relevance for RPL was raised. I have to say that first few countries have conducted such studies, there are other few countries who have conducted assessments on pilot programmes. For example, **Tanzania** has done a pilot programme and successfully assessed more than 1000 people. Anecdotal reports are indicating that some beneficiaries have achieved formal registration from their professional bodies by submitting their RPL certificates, some have received permanent contracts upon submitting their RPL certificates. Others have their salaries adjusted because they were now considered qualified workers upon receiving their RPL certificates.

But, these numbers are from very small survey and a more robust data on the real impact is indeed needed. So we encourage countries to share if they had done some impact studies.



Chhiv albert • 4 days ago

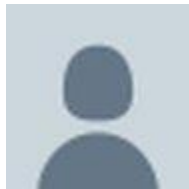
Thank you for your inputs.



Chhiv • 6 days ago

RPL is a process and a tool to address the skills gap. Could anyone of you share the experiences regarding the intervention of the government to support the implementation?

It is sure that without its strong commitment, RPL cannot be implemented with success.



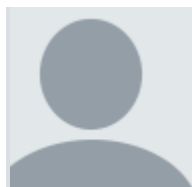
albert Chhiv • 6 days ago

Dear Chhiv,

I agree with your observation that RPL is a process. I want to share **the case of Tanzania** where the Government is currently supporting RPL through the Training Levy fund. This backing has seen RPL expanded countrywide. The Government's support means RPL is now recognized in major national policy document such as in national skills development strategy and the employment policy. It also means that efforts are underway to create a permanent scheme within the Tanzanian vocational system. Moreover, there is focused attention on capacity building for more RPL assessors, inclusion of more partners and institutions to offer RPL services. But as you rightly said, it is a process and some things are being worked out.

We would like to hear more examples from countries where governments are giving support for RPL, including what have been the results.

Albert



Chhiv albert • 6 days ago

Thank you very much for your input . Training levy is an important tool to promote skills. In my country, this initiative used to be introduced and many challenges came out: the consistency with taxation, revenue collection of the government, sustainability model

Any way, it's widely recognized as an effective instrument.

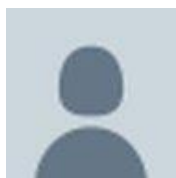
Thank you.



Bachu Mubarak • 7 days ago

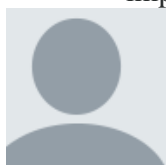
Dear Ashwani Aggarwal,

This is Bachu Mubarak. Thanks so much to have brought up this topic. I together with my colleague developed in Uganda RPL- which we convinced EU + World Bank/Private Sector Foundation to pilot the financing of the project in 2011. This project code named Validation of Non-formal and informal Learning, introduced certification process through a 'WorkersPAS', which was introduced to the Ministry of Education and accepted and now it is a formal qualification for all the non- formal training in Uganda. The story is long, but should you need details am willing to share with you. My email is bachi@email.com and, yes, Ashwani we worked together sometime back.



albert Bachu Mubarak • 7 days ago

Thanks, Bachu. I am Albert Okal, I appreciate your sharing Uganda efforts. Has Uganda implemented workers PAS in large numbers? If yes, what is the experience of Uganda in implementation? What is the outcome?



G S Sethi • 7 days ago

25th Sept. 2017

c

Deputy Director General (Retired)
Ministry of Labour & Employment
Govt. of India

Hello Ashwani,

I am happy to note that ILO has started e-discussion on RPL, which is very relevant and timely at this juncture, especially for developing and growing economies.

I have some general comments to make, which I hope are fairly related to the questions raised in this e-discussion process.

RPL has been on the move in the sense that it has been the focus of skill development policy in a number of countries in recent years, for several apparent reasons, major ones being its flexible, efficient and inclusive approach to train and secure better job opportunities for those who have been deprived of formally recognized skills especially in their formative years.

In India, RPL has aroused special interest for two reasons. Firstly, India aims to skill 500 million people by 2022, a large proportion of whom will necessarily be those who are already working. Secondly, a large proportion of workforce in India is employed in informal economy, and RPL is basically meant to capture the latent skills of these very people, who have previously been excluded for one reason or the other in getting formally skill trained and certified.

As is evident in nearly every country, the concept of RPL has, however, not been that easy to implement in practice. Those who been in forefront in the process know that successful implementation calls for strong regulatory environment in the first instance.

A true system of RPL requires some kind of framework against which to map individuals' skills, with agreed standards and a shared system of recognised credit for learning; without such a framework, it is difficult to articulate skill levels in any meaningful way that can allow employers and training providers to assess an individual's suitability for employment or further training.

India is in the process of developing these frameworks.

There are quite a **few other challenges**, as evidenced from limited application of RPL in India and efforts are on to meet these challenges, given the massive target that India intends achieving in the not-too-distant future.

- Time and resource constraint – RPL calls for time commitment from learners. This to a great extent (especially in case of construction workers) is being met by establishing skill training facilities at work place of desirous learners. This has met a fair amount of success.
- Time span between registration and recognition and accruing benefit – The less the time span here, better the results. Liberal use of IT (for example, online assessment, certification etc.) can be of great help, and this is what is being resorted to in India as well.
- Making expectations realistic - The professed benefit should reach the beneficiaries. This has not been easy to obtain, especially in countries (like India) suffering from high unemployment rates.

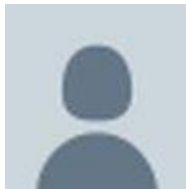
There is much more to the down side than what has been exemplified above. Still there is no question of going back. The RPL concept is being vigorously followed, not only at the national level, but by

quite a few forward looking organizations of their own, at least to meet local and regional needs. One such organisation looked deeply into the process of design and delivery of RPL and identified a range of expertise required to put it successfully on the ground – general industry expertise, trade / sector specific expertise, assessment design expertise, quality assurance expertise, advice, guidance and counselling expertise, etc.

Whatever may be the stumbling blocks, RPL is here not only to stay but grow as well. India, like many others, is presently going through this phase.

Regards

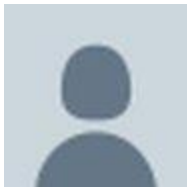
G S Sethi



albert G S Sethi • 7 days ago

Thank You, Mr. Sethi, for the detailed description of the situation in India. This is very useful information for others to learn about the realities of implementing RPL, more concretely, the ambitious targets and the capacities plus the conducive environment in which an effective RPL systems needs to grow. You indicate that in India RPL also involves some kind of training and then certifications follows. Is this true? During our discussion today, it was pointed out that perhaps the focus should be on recognizing and certifying the competencies for those who are already competent! What are your thoughts on this?

You also made a very important point that cost effective assessment approaches such using online assessment and certifications means can help reduce the time and financial costs. In addition, you highlighted the labour market outcomes of the RPL. Can you shed more light on what is the challenge with respect to this? Does it mean stakeholders don't trust RPL or is it because the economy is not generating enough opportunities to absorb people? In your view, could RPL promote self-employment opportunities?



albert • 7 days ago

Thank you, Ashwani for the welcoming post identifying questions that we'd like to examine in our Discussion this week. I would also like to thank Ginger and Rod for their opening posts.



Moderator (Ashwani Aggarwal) • 10 days ago

Welcome to E-Discussion on RPL

I am Ashwani Aggarwal, ILO Senior Skills and Employability Specialist. I welcome you to E-Discussion on Recognition of Prior Learning (RPL) and I, together with Albert Okal will moderate the discussions.

Due to a lack of appropriate qualifications, a large proportion of people face severe disadvantage in getting decent jobs, migrating to other regions and accessing further education, even though they might have the necessary knowledge and skills. The RPL process can help such persons acquire a formal qualification that matches their knowledge and skills, and thus contribute to improving employability, mobility, lifelong learning, social inclusion and self-esteem. International Labour Standards and International Labour Conferences (ILC) have emphasized the importance of RPL and recommended establishing the systems for RPL:

In view of the importance of RPL, most countries have initiated steps in establishing an RPL system, but many are facing challenges to successful implementation. There is a need to share knowledge on what works and what does not work. Therefore, let us start by discussing the following issues concerning RPL:

1. What is RPL?
2. Why is RPL important?
3. What are the challenges in implementing RPL?
4. What are the building blocks for establishing a successful RPL system?

I invite ILO constituents, colleagues, academia and other experts to actively share their experiences and also respond to the queries of others by sharing examples. So, let us start by discussing the first two issues mentioned above.

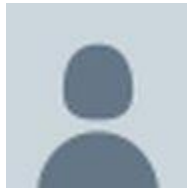
Please feel free to make as many contributions as you wish in English, French or Spanish.



Ginger Stone Moderator (Ashwani Aggarwal) • 8 days ago

Affording credits to individuals. Typically: A person doesn't meet the University entry points needed, but has vast experience related to the course they want to study, and the

individual has attended informal training before. We need to be in a position to take such information into recognition. We need to have systems in place that acknowledges the skills and knowledge the individual has managed to attain.



albert Ginger Stone • 7 days ago

Thank you, Ginger. The point you are making resonates well with people in many countries especially in Sub-Sahara Africa where many lack formal training but acquired skills and experience through other forms of training. They form the bulk of the skills pool in these countries. Creating systems to accommodate them will expand inclusive tendencies.

Maybe we can share country experiences in their efforts to establish such systems. What have been your experiences in this regard?



Rod Murray • 10 days ago

Just for starters

Topic #4 is the fundamental question. Without "market" acceptance and trust, no qualification is really worth more than localised value - and that can even be very limited.

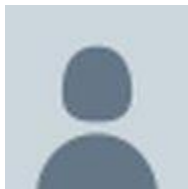
Without clear, recognisable, measurable and accepted performance standards, there can be no mutual recognition of skills.

The standards are most likely, but not exclusively, to be competency oriented.

Therefore, without such widely accepted performance criteria and standards there cannot be broad mutual recognition.

Additional to this, it is also fundamental that there must be a reliable and recognised system of quality assurance.

None of all this comes cheaply or easily. There are NO short-cuts!



albert Rod Murray • 8 days ago

Thanks, Rod for mentioning some of the fundamental building blocks. You make a good point on market acceptance or otherwise relevance. This is crucial and closely linked to

question number 2 on why countries should embark on RPL.-- what is the experience of countries on the aspect of market acceptance?

END

APPENDIX B: Country experiences in the development of RPL systems

The following table details country-based information that is relevant to the Recognition of Prior Learning, as raised by E-Discussion participants. What is detailed in this table is therefore solely a reflection of the contributions made by e-discussants and may not necessarily be a reflection of what exists in reality. As noted in many country examples, RPL has been used in a limited capacity, and in some country cases, its use is still an ‘ideal’ to be realized. Every step taken or intended to be taken towards the development of RPL systems is nevertheless seen as being of vital importance. As recognised by one participant, “*whatever may be the stumbling blocks, RPL is here not only to stay but grow as well.*”

Country	Contributor	Good Practices/“Successes”	(Expected) Challenges/ “Next Steps”
India <i>*RPL Target: To cover 4 million persons under RPL by 2020</i>	G S Sethi	<ul style="list-style-type: none"> -India is in the process of developing a frameworks to map an individual’s skills against agreed standards, and a a shared system of recognised credit for learning -Establishing skill training facilities at the work places of those desiring of learning, and using information technology such as online assessments and certification as a time saving measures 	<ul style="list-style-type: none"> -Time and resources required for RPL on the part of learners -Making expectations associated with RPL realistic -Time span between registration and recognition, and accruing benefit
Sri Lanka	Ramalingam Sivapragasam	<ul style="list-style-type: none"> -Certification of up to 1700 skilled workers under ILO-supported RPL project -Issuing of certification through a central system which is accessible to prospective employees who would be able to verify the authenticity of the certification. 	<ul style="list-style-type: none"> -Sub-optimal use of RPL systems especially in rural areas
Bangladesh	Tanjel Ahsan	<ul style="list-style-type: none"> -STEP project supported BTEB in the certification of 9,689 workers through RPL as at February 2016 -ILO’s BSEP (Bangladesh Skills for 	<ul style="list-style-type: none"> -RPL is not yet well known to industry workers, employers and TVET providers. -Costing of RPL is still challenge to

		<i>Employment and Productivity)</i> <i>Project is supporting [the] BTEB (Bangladesh Technical Education Board) in the certification of 2,500 industry workers through RPL.</i>	industry workers -Lack of coordination among TVET stakeholders -Lack of willingness to follow policy guidelines on TVET by concerned government organizations, TVET providers, development partners
<i>Uganda</i>	Bachu Mubarak Zachary Kansiime	-Introduced “WorkersPAS” which is now a formal qualification for all the non-formal training in Uganda.	-Funding to increase access in the use of “WorkersPas”, manage “WorkersPas” and conduct outreach activities -Inadequate guiding structures to Fully Operationalise RPL as stipulated in the BTVET law -Limited awareness to all key stakeholders about RPL
<i>Tanzania</i> <i>*RPL Target:</i> <i>To cover 450,000 persons under RPL in next 10 years</i>	Moderator: Albert	-Based on anecdotal reports beneficiaries of RPL have received the following after the submission of their RPL certificates: formal registration from professional bodies, permanent contracts, and adjusted salaries -Government involvement in supporting RPL through the Training Levy Fund through which RPL has expanded and gained more recognition.	-Need for robust data on the impact of RPL -Creation of a permanent RPL scheme within the Tanzanian vocational system. -Building the capacity of more RPL assessors and including more partners and institutions in the offering of RPL services
<i>Cameroon</i>	Évelyne Renée	-Use of RPL for four years in the field of secretarial work, auto mechanics and catering. -The establishment of budget	-Creation of legal framework for RPL -Extension of the fields and sectors covered by RPL

		provisions for RPL support by the government of Uganda	-The integration of RPL into the classification levels of CNC/Q -Understanding the dynamics behind RPL certification and issuing RPL certification
<i>Malawi</i>	Dr. Godfrey Kafere	-National guidelines on RPL developed and validated. Piloting has now commenced in one sector of construction	
<i>South Africa</i>	Moderator - Ashwani Aggarwal; CEO, South African Qualification Authority	-Development of new SAQA National Policy for the Implementation of RPL after consulting with Quality Councils and assisted by RPL Reference Group -Development and implementation of RPL: There are over 20 sectoral/organisational RPL cases -Building of RPL databases and networks	
<i>Mauritius</i>	Rajcoomar Ramchurun	-Commencement of new RPL scheme in the tourism and construction sectors through which individuals will be equipped up to level 6 (diploma level) in the TVET strand	
<i>Jordan</i>	Emad Malkawi	-In 2016, 4889 workers graduated with an RPL certificate.	
<i>Chile</i> <i>*RPL Target: to cover 100,000 persons under RPL during this year (2017)</i>	Moderator - Ashwani Aggarwal		

APPENDIX C: Reference documents and material cited in the E-discussion

Case studies and good practices/ Research Papers and Syntheses
How to facilitate the recognition of skills of migrant workers: Guide for employment services providers: http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_192700
Understanding the potential impact of skills recognition systems on labour markets: Research report: http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_192696
Strengthening skills recognition systems: Recommendations for key stakeholders: http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_186512
Recognition of prior learning: Key success factors and the building blocks of an effective system: http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_142654