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Regional Qualification Framework (RQF)

A way forward for Greater Mobility of SAARC Workers

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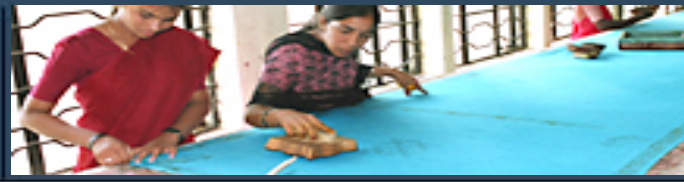
Decent Work Team for South Asia

Skills





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The Context....

□ 2030 Agenda –
**“Leave no one
behind”**





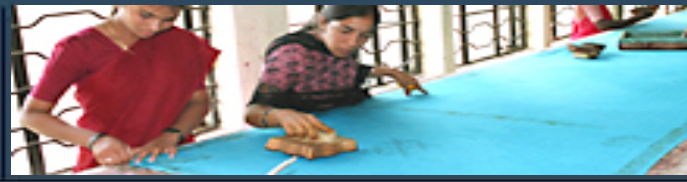
Basis to develop one for SAARC

◆ Kathmandu Declaration (November 2014)

“Education

- ◆ *17. The Heads of State or Government expressed their resolve to eliminating illiteracy from the region in line with the global goal of education for all and ensuring quality education in all institutions by reforming curricula, teaching methods and evaluation systems adequately supported by physical, technical and other facilities. The leaders agreed to promote regional cooperation in the field of vocational education and training. They directed their Education Ministers to develop a Regional Strategy for Enhancing the Quality of Education in order to raise the standards of South Asian educational institutions in order to better serve the youth in the region. ...”*





Basis to develop one for SAARC

❑ In May 2016, SAARC Action Plan on Labour Migration was developed to include.....

1. Development of a Framework for Skills Qualification

1.1. Developing a South Asian qualification reference framework and competency standards would facilitate harmonization of skills qualification at the regional level and also facilitate enhanced recognition of skills of migrant workers from South Asia in the destination countries.

1.2 Carry out mapping and review of existing qualifications frameworks, occupational standards and competency levels in South Asia and also that of major destination countries to support the development of relevant regional standards in priority trades for migrant workers from the region.

1.3 Member States would work towards recognition of their skills/qualifications by the destination countries. At the same time, they should strive towards arriving at a regional skills qualification framework which could be used as a reference for bilateral agreements, wherever possible, with destination countries or at regional and international consultative fora.





Some infographics on SAARC Migrant workers

PAKISTAN

UNSKILLED | 39%

General labour, farmers

SEMI-SKILLED | 16%

Cooks, waiters

SKILLED | 42%

Welders, masons

HIGHLY QUALIFIED | 3%

Doctors, engineers

NEPAL

UNSKILLED | 74%

General labour

SEMI-SKILLED | 12%

Masons, pipe fitters

SKILLED | 14%

Chefs, heavy equipment drivers

PROFESSIONALS | 0.2%

Doctors, engineers

BANGLADESH

LESS SKILLED | 40%

General labour, agriculture labour

SEMI-SKILLED | 16%

Masons, pipe fitters

SKILLED | 42%

Cooks, heavy equipment operators

OTHERS | 1.4%

PROFESSIONALS | 0.6%

Doctors, engineers

SRI LANKA

UNSKILLED | 29%

Agriculture labour, construction labour

SEMI-SKILLED | 1.84%

Assistant masons, assistant store keeper

DOMESTIC WORKERS | 37.8%

SKILLED | 31%

Welders, cooks

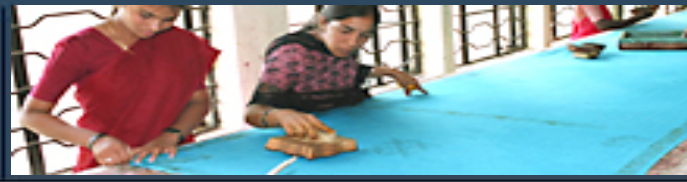
PROFESSIONALS | 2%

Doctors, engineers

Workers in Sri Lanka are grouped into 7 categories

Each country categorizes skills level differently, therefore it is difficult to draw comparisons across countries





What is a Qualification Framework

- Is an instrument for the development, classification and recognition competencies (Knowledge, Skills, and Attitudes -KSA) along an agreed sets of levels
- Basis for structuring existing and new **qualifications**
- Indicates the comparability of different **qualifications** and its progression

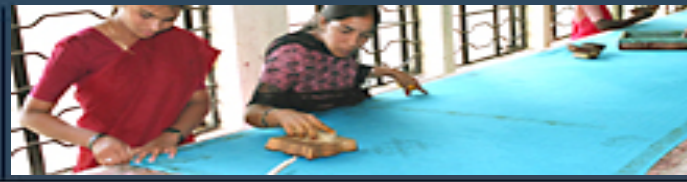




What are RQF expected to deliver?

- Improved understanding of education system
- Increased coherence and coordination
- Increased access, transfer and progression
- Greater recognition of skills and learning
- Increased mobility of learners and workers
- International recognition and alignment of qualifications
- Enhanced opportunities for lifelong learning
- Improved employability of workers, productivity of enterprises and inclusive economic growth

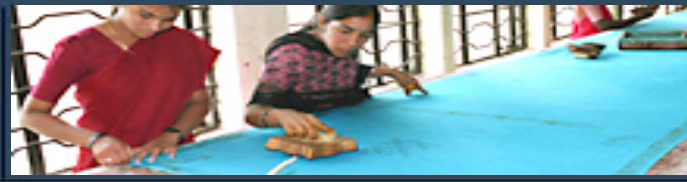




Existing Regional Frameworks

- ❑ European Union - EQF
- ❑ Association of South East Asian Nations - AQRF
- ❑ Caribbean Community - CARICOMQF
- ❑ Southern African Development Community - SADCQF
- ❑ Gulf Cooperation Council - GCCQF
- ❑ Commonwealth of Learning – Transnational Qualifications Framework (TNQF) for small island states





Next steps

- Determine the status of NQF in the member states ?
 - Describe and analyse frameworks, responsible bodies, agents, their interests, weaknesses, and strengths.
 - What kind of developmental activities are still needed

- Development of the RQF
 - How will RQF look like ? EQF ?
 - Governance structure
 - Code of practice to maintain commitment to the framework
 - Quality Assurance system
 - Advocacy Plan
 - M&E mechanism





New Definition of education ..

International Standard Classification of Education (ISCED) 2011

Formal education

NEW

‘Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system. Formal education programmes are thus recognized as such by the relevant national authorities. Formal education consists mainly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system..’

OLD

‘Education [that is institutionalized] that normally constitutes a continuous ladder of full-time education ... generally beginning at age 5-7 and continuing up to 20 or 25 years old.’





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SAARC Vision by 2030





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In closing, ILO is committed to support this initiative through its vision of

Decent Work for All

