

GFMD 2020

The Future of Human Mobility: Innovative Partnerships for Sustainable Development

Skilling Migrants for Employment

This report comprises two sets of materials aimed at supporting the development of a background paper for the round table discussion on ‘Skilling Migrants for Employment’ at the UAE-hosted GFMD Summit in January 2021: (1) A **Thematic Note** prepared to facilitate the GFMD Regional Consultations, which took place between May-July 2020, co-hosted by the African Union (AU), the Regional Conference on Migration (RCM or Puebla Process), and the Organization for Economic Cooperation and Development (OECD); and (2) a **Summary of main findings** that emerged from the GFMD Regional Consultations. Initiatives and tools shared by stakeholders have been summarized in Annex 1.

Part I | Thematic Note for the GFMD Regional Consultations on ‘Skilling Migrants for Employment’

Background and Issue Statement

The world is changing before our eyes. The digital revolution has radically affected our way of living and our way of working. *‘Disruption is the new norm’*.¹ Today, amid the COVID-19 crisis, we are confronted with a new set of questions. The challenge is significant: we will have to work with existing data and question ourselves as the new reality unfolds and our understanding of it evolves.

Experts estimate that, in the US alone, there will be 24 million more pensioners by 2030, while the workforce will grow by only 3 million persons. In Europe, while labour demand regularly increases by almost 1 percent annually, labour supply only grows by about 0.3 percent.² It is further estimated that, globally, 1 in 7 jobs will disappear and 1 in 3 will experience significant change.³ Labour migration is one of the mechanisms to address the mismatch between labour market supply and demand. However, unlike in financial or goods markets, labour market optimization is not a straight-forward adjustment process. The regulation of labour markets entails consideration of human factors and social dynamics. In the age of automation, digitalisation, competition for talent and innovation, skills play a crucial role in the search for productivity and are an essential means to achieve better development outcomes, enhance career development and personal growth.⁴ How to identify needed skills? How to ensure best skills matching? How to train or upgrade skills of workers for employment to the benefit of individuals and society? And who should bear the responsibility - and costs – for skills development? These are some of the questions at the core of the debate.⁵

¹ The motto *‘Disruption is the new norm’* is often used to refer to the transformative effects of technology not only on business and work, but also on culture and society broadly, the advent of the so-called fourth industrial revolution, and its impact on most aspects of life, including the future of work. Before the covid-19 pandemic emerged, a significant evolution of labour markets was forecast [over the next 10 years](#), with great uncertainty about the jobs of the future.

² Maes/Kamer van Koophandel, West-Vlaanderen, 2020.

³ OECD, The Future of Work, Employment Outlook, 2019.

⁴ Read more, for instance, on the IOM PROMISE project tackling poverty reduction through safer and more skilled labour migration: <https://www.iom.int/news/un-migration-agency-partners-seek-poverty-reduction-through-safer-more-skilled-labour-migration>

⁵ IOM Link It Skills Profiling Tool supports both migrants and employers to understand the challenges on both sides to foster long-term integration: <https://eea.iom.int/LINK-IT>

Today, we need to add to these questions a new one: how will the COVID-19 crisis affect human mobility and impact labour markets and labour migration? And for those of us who are part of this process, there is a directly pertinent question to address: what can the GFMD multi-stakeholder community do to contribute to this debate? The GFMD has a unique constituency: national and local governments, business, civil society and youth. There is no similar setting at the global level focusing on migration and development. This consultation process initiated by the GFMD Chair, focused strongly on partnerships, provides a unique opportunity to reflect on some of the key challenges of our times and devise proposals for the way forward.

A look at the Policy Debate on Skilling for Employment and Partnerships on Skills-Based Mobility

The need to find a more effective approach to incorporating considerations on skills into migration governance is not new. Calls for closer partnerships on skilling migrants and linking efforts in this field to existing mobility schemes through multi-stakeholder approaches have been increasing over the last few years, culminating in the inclusion of skills partnerships in the Global Compact for Safe, Orderly and Regular Migration. This thematic area has also been prioritised by the International Organization for Migration (IOM), International Labour Organisation (ILO), UN Educational, Scientific and Cultural Organization (UNESCO), International Organization of Employers (IoE) and International Trade Union Confederation (ITUC). These five organizations have formed the Global Skills Partnership for Migration to ensure a cooperative and holistic approach and support to all stakeholders. The aim is to establish effective skills recognition systems, consider the needs of employers, relieve the burden of skills development from origin countries, empower migrants and better support members of their families. Further, the aim of this initiative is to improve and modernize training and educational systems and benefit origin and destination communities, including through creating more balanced, resilient, and well managed labour markets on both sides.⁶

To progress in such partnerships, a better understanding of five determining issues is needed on how to: 1) map labour market skills gaps; 2) harmonise skills recognition frameworks to enable portability of qualifications between countries of origin and destination; 3) prepare migrants for successful migration journeys through training and certification; 4) facilitate student mobility; and 5) create opportunities and incentives for upskilling and in-work certification for lower-skilled migrant workers. Exploration of these issues can help identify important steps that need to be considered and can lead to a better understanding of the skills and mobility nexus, improving cooperation and policy solutions for origin and destination states.⁷

The discussion, however, needs to start with a clear understanding of what skills are, how they can be categorized and how they relate to qualifications. What skills composition is needed for each qualification and how may this differ depending on the employers, migration corridors and industry involved? Many employers list key skills they would like to see employees have, such as problem-solving capacity, critical thinking, innovativeness, knowledge of foreign languages. Soft skills are becoming particularly important: networking, punctuality, social interaction, good communication. Many require computer skills even for jobs which previously had no relation to the digital sphere.

Health workforce shortages have become painfully apparent in the response to the pandemic, highlighting the importance of health worker mobility as one of the coping mechanisms for such gaps. What skills are in demand, considering changes in the globalized labour market, changing nature of work and relations between stakeholders, especially in times of crisis and acute needs?⁸

⁶ See [Global Skills Partnerships for Migration](#).

⁷ IOM has identified eight pre-requisites for effective skills mobility partnerships. See Annex 1 for details.

⁸ See IOM COVID-19 Guidance for Employers and Labour Recruiters: <https://iris.iom.int/covid-19-crisis-response>

Existing frameworks categorize skills at the global, regional, national and industry levels, and often divide between lower and higher skills. It is important to note, however, that such categorization does not equate with or attest to the quality of the skills in fulfilling a certain job. It has become apparent during the current COVID-19 crisis that higher and lower skilled workers may be equally important. In many countries, the need for qualified healthcare professionals (doctors, nurses, laboratory technicians, radiologists, etc.) has been as strong as for related health and lower skilled support staff (such as care workers and hospital cleaners). The crisis has also demonstrated how affected mobility schemes may threaten the functioning of entire industries. For instance, many states dependent on foreign agricultural workers had to set up emergency mobility schemes to address potential food shortages and proper functioning of the agricultural sector. This highlighted clearly that not any worker can be employed in agriculture and how relative the concept of higher and lower skilled work is.

Skills and qualification frameworks and recognition systems are set up to support employers, on the one hand, and to protect local labour markets, on the other. Partnership among employers and different types of training and educational institutions is key in this field. Both in origin and destination countries, stakeholders in the educational sector include formal and informal educational institutions, technical or vocational education and training centres, employer training and skills development programmes; national and regional certification institutions, which are often linked to local educational systems; and professional boards or associations. On the government side, partners include line ministries (labour, foreign affairs, health, economic development, education, interior, immigration, migration, etc.), state certification institutions and local authorities. Trade unions also play a key role, as do migrant associations and non-governmental organizations working in rights protection, representing migrants' interests, or advocating for skills recognition and decent work. Employers such as multinational corporations, as well as small and medium-sized enterprises and their networks, national or local industry associations; chambers of commerce or trade; local, regional and national professional associations and boards; recruiters and recruitment agencies and their networks all have critical roles to play. Communities of origin and destination, and diaspora communities and organizations, are also important stakeholders.⁹

This highlights the multi-stakeholder nature of skills-based migration and cooperation, not only at the national but also at the cross-sectoral levels between and among different constellations of actors.

Discussion Questions

1. *Mapping labour market skills gaps in consultation with relevant stakeholders.* This set of questions is intended to focus on the importance of effective labour market information systems, and comprehensive data collection and analysis mechanisms to identify gaps and suitable measures to address them. Mechanisms that can bring stakeholders together and provide an opportunity for cooperation are crucial. Hence, discussing examples of existing national and/or inter-governmental skills-based labour mobility schemes in different regions, based on existing data collection and analysis, is key. What infrastructures in countries of origin and destination are in place or need to be put in place? How can we best support these initiatives and ensure labour market-driven skills development, categorisation, recognition, and retention? Who are the different actors and what are their roles in design and implementation of such schemes and initiatives?

2. *Harmonising skills recognition frameworks to enable portability of qualifications between countries of origin and destination.* This is one of the starting points for establishing effective migrant skilling systems and partnerships in skills-based mobility. National systems require maturity to start

⁹ See more on essential pre-requisites for skills mobility partnerships: <https://eea.iom.int/publications/skills-mobility-partnerships-towards-global-approach-skills-development-and-labour>

the process of harmonization with counterparts at origin or destination involving all stakeholders. What are the main impediments to the formulation of national skills categorisation, development, and recognition systems? How can industry-specific and regional systems help? In addition, the role and training pathways for soft skills need to be considered for better integration into destination labour markets. To what extent are these policies part of long and medium-term national employment strategies and regional cooperation schemes? Importantly, how can cooperation systems between states with the involvement of other stakeholders be established? Where to start, and how to progress? How to use immigration-related systems such as visa and work permits to facilitate skills-based migration? Are there good examples?

3. *Preparing migrants for successful migration journeys through training and certification.* What data and sources are needed for informed decisions in migrant skilling programmes and how to match supply and demand bringing all partners together? How to ensure a more active role and contribution to skilling from stakeholders at destination and, globally, from supply chain actors and multinational corporations? What examples exist of training and certification systems that are integrated into labour mobility schemes? At the same time, what safeguards need to be built-in to protect and empower migrants, ensuring their rights, well-being and access to services and procedures (e.g. further training, upskilling, recognition, and certification of skills acquired on the job)? Do these initiatives consider the needs of returning migrants in terms of their re-integration in their home labour markets? How can these initiatives be linked to the implementation of the Global Compact for Migration and the Sustainable Development Goals?

4. *Facilitating student mobility* may become an integral part of labour mobility systems that allow for learning and improving ways to establish qualifications and skills recognition systems. How can skills-based migration and inter-state partnerships be linked with student mobility schemes? What is the role of social partners, non-governmental actors, education and training institutions, employers and the private sector in the development and monitoring of student mobility schemes? How could various actors be involved in effective cooperation and ensure sectoral policy coherence (e.g., development policy, youth, education, employment, health, etc.)?

5. *Affording opportunities and incentives for upskilling and in-work certification to lower-skilled migrant workers.* This contributes not only to upgrading the skills level of migrant workers, but also allows employers to increase their productivity and efficiency. Multi-stakeholder skills mobility partnerships are also essential in this field. Discussion to identify examples at national and more importantly at bilateral or regional levels could be very beneficial in this field. What steps may be taken to design, develop and start implementing related upskilling and in-work certification projects in the nearest future and report on their progress to the Friends of the Forum and at the next Summits as regional good practice that can be replicated?

Part II | GFMD 2020 Regional Consultations Summary

The thematic area ‘Skilling Migrants for Employment’ was discussed within the GFMD Regional Consultations hosted by the African Union, the Regional Conference on Migration (Puebla Process), and the Organization for Economic Cooperation and Development (OECD) together with the UAE GFMD Chair. A total of 124 participants took part in the break-out sessions devoted to this thematic area, including national governments, cities and local/regional governments, civil society, diaspora groups, the private sector, trade unions, employers’ organizations, youth representatives, academia, the GFMD mechanisms, UN organizations, regional and sub-regional organizations, and other GFMD observers. There was active engagement and participation by all stakeholders throughout the break-out sessions devoted to this topic.

The regional consultations focused on 5 focus areas:

1. Mapping labour market skills gaps in consultation with all relevant stakeholders.
2. Harmonising skills recognition frameworks to enable portability of qualifications between countries of origin and destination.
3. Preparing migrants for successful migration journeys through training and certification.
4. Facilitating student mobility as an integral part of labour mobility systems.
5. Affording opportunities and incentives for upskilling and in-work certification to lower-skilled migrant workers.

The section below summarizes the main findings that emerged from the regional consultations, highlighting priorities and challenges that appear to be shared across regions. Textboxes 1-3 below provide an overview of some specific points that pertain to each individual region. The initiatives and tools that have been shared by stakeholders that participated in the consultation process have been compiled in Annex 1.

1. Mapping available skill and labour market needs, both in countries of origin and destination, is essential as is the need for dynamic mapping systems capable of keeping up with the constantly changing features of labour markets.
2. Linking education/training structures and mechanisms with labour market needs both in origin and destination countries is necessary, as is policy coherence between education and migration policies. The informal sector presents specific challenges, including *inter alia* difficulties in mapping skills and recognition of skills. It is important to facilitate the transition from informality to the formal economy.
3. Many stakeholders pointed to the challenge of how to ensure that adequate infrastructure and labour market information systems (LMIS) are in place to map skills capacities and labour market needs. Infrastructure is often either not in place or inadequate and in need of upgrading through stronger partnerships. Systems need to be agile and interact with one another to be effective.
4. Upskilling opportunities while at work are vital not only for migrants, but also for employers. It is important to ensure that skills are recognized and, where possible, further enhanced not only in destination countries, but also to foster re-integration of migrants who are returning to their country of origin or migrating to another destination.
5. Skills are needed at all levels. There are gaps both at lower and higher skills levels, contrary to what is often debated in public discourse. COVID-19 highlighted it clearly: it is important to acknowledge that essential skills are not only higher skills. There is a need for doctors and nurses, but also for janitors, supply personnel, security personnel, and many other occupations to make our societies safe and well-functioning. Discussions focused also on the importance of technical or hard skills, and the increasing centrality and demand by employers for soft skills, e.g. interpersonal skills, communication skills, inter-cultural skills, and problem-solving. Another important area of discussion focused on digital skills and how they have acquired particular importance, including in jobs that are not IT-related. IT skills disparities between countries and regions are profound.
6. There is a continuing challenge with respect to skills recognition and skills harmonization across countries. This is an area where dedicated work is needed to avoid the phenomena of de-skilling and skills mismatch which, in addition to related policy, legislation and procedures, will require active cooperation with the private sector.

7. Each of the above-mentioned areas (e.g. to map, plan, implement) require the engagement of all stakeholders: national governments, local governments, employers and the wider private sector, trade unions, youth, education/training institutions, civil society, diaspora, UN partners, as well as the regional economic commissions in the case of Africa, or other regional or sub-regional cooperation platforms, for programs to be successful.
8. Bilateral and multilateral agreements are essential to underpin the work on skills within and across regions. Agreements and frameworks that establish standards require not only strong technical cooperation among governments, but also an alignment of interests with other stakeholders. While there are many schemes in place, there are also multiple barriers to their effective implementation. Skills Mobility Partnerships (SMPs) are an innovative mechanism for sharing the benefits of mobility for both countries of origin and destination, as well as migrant workers themselves, that can be built upon (see Textbox 1 and Annex 1).
9. There is clear recognition that protection of the rights and well-being of migrants is essential for success. Avenues for access to protection mechanisms, including remedies and compensation, need to be ensured.

Textbox 1 | GFMD - African Union Regional Consultations

- Demographics: By 2050, Africa is projected to make up to 25% of the potential global labour force (mostly through youth). Access to adequate jobs, skilling and labour mobility are therefore key areas of concern.
- Migration specificities: Most migration takes place within the continent and not towards other regions. Hence, the centrality of the intra-regional dimension, and the importance of regional and sub-regional free movement agreements, as well as the mechanisms to bring them into effect, to make sure that skills can be made available where they are needed.
- Impact of the COVID-19 pandemic: Concerns over the impact of COVID-19 on health, economic prospects, jobs, and on human mobility are coupled with emerging concerns about an upsurge of xenophobia and discrimination. Well-planned and well-managed labour migration policies are and will be ever more needed to mitigate these concerns and meet the challenges they pose.

Textbox 2 | GFMD- Regional Conference on Migration (RCM/Puebla Process) Regional Consultations

- There are some long-term sub-regional migration corridors, not only affecting RCM countries but in Latin America more broadly. These are due to significant wealth inequalities as well as skills gaps, for instance from Central America to Mexico and North America (US and Canada) and from the Caribbean to North America and the UK. Specific sectors are involved (e.g. domestic work, nursing, agricultural, etc.).
- The current COVID-19 crisis has not changed these pre-existing dynamics but has underscored how important it is that migration takes place through safe, regular, and orderly channels and the need to enhance those channels.
- There is a striking disconnect between much of the public narrative around migration and the actual reality of migration in the region, with a widespread perception that migration is about single men migrating irregularly, while the reality is of more complex demographics, with many women in the picture and many migrants travelling through regular channels. This disconnect underscores the importance of work to curb negative and prejudicial attitudes towards migrants.
- ❖ The importance of sub-regional entities such as CARICOM and MERCOSUR with respect to the skilling of migrants was mentioned extensively throughout the consultations.

Textbox 3 | GFMD- OECD Development Centre Regional Consultations

- COVID-19 has had a profound impact in Europe: in the area of health, on the labour markets, and on migration. Significant skills gaps remain an issue and will continue to be so.
- While there is a clear need for more capacity to manage migration in a regular, safe and orderly manner, many stakeholders stressed how difficult this is in practice e.g. to map needs and to put in place the mechanisms to address them.
- To make skills-based migration effective, there is a need for integration strategies that go well beyond the specifics of the qualifications of the individual (language skills, social skills, cultural skills, etc.). This requires a systematic multi-stakeholder approach, without which skills-based migration will not be effective.
- Words matter - the narrative around migration issues is often politically charged. A casual use of language and expressions (e.g. referring to migration as 'overwhelming') creates a negative perception that can generate discrimination.

Textbox 4 - Skills Mobility Partnerships (SMPs)

Skills Mobility Partnerships (SMPs) aim to mobilise different stakeholders and expertise, and establish cooperation platforms at national, bilateral and multilateral levels to effectively manage mobility, skills supply and demand in line with labour market needs of cooperating states. In 2018, the International Labour Organization (ILO), the International Organization for Migration (IOM), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Employers Organization (IOE), and the International Trade Union Confederation (ITUC) launched a Skills Mobility Partnership (SMP) aimed at mobilizing the technical expertise of the five organizations to support governments, employers, workers, their organizations, educational institutions, training providers, and other stakeholders to develop and recognize the skills of migrant workers, with a particular focus on women and youth, and low- and medium-skilled migrants.

The need for a Global Skills Partnership on migration has been recognized in the Global Compact for Safe, Orderly and Regular Migration (GCM).

- Objectives 5 and 18 of the GCM speak to the issue of investing in skills development and facilitating recognition of skills, qualifications, and competences, calling for the establishment of skills partnerships.

Skills partnerships respond to Goals 4, 8 and 10 of the Sustainable Development Goals

- Goal 8.8 calls on Member States to “protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment”.
- Goal 4.3 calls for “equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.”
- Goal 4.4 calls for increasing “the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.”
- Goal 4.7 promotes education and training for “sustainable development, (...) a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”
- Goal 10.7 stresses that “orderly, safe, regular and responsible migration and mobility of people including through the implementation of planned and well-managed migration policies” should be facilitated to reduce inequality between countries.

Annex 1 – Skilling Migrants for Employment

Collection of practices and tools¹⁰

1) Practices and toolkits shared by national governments and local/regional governments during the GFMD Regional Consultations

a) Chile

[AGEST Job fairs for Venezuelan refugees](#): The national federation of the private sector in Chile (AGEST) was invited by the state-operated training and employment agency (SENCE) to conduct job fairs and streamline job application processes to reduce the risk of refugees joining informal markets and provide options to access the formal sector.

b) Mexico

Bilateral Labour Migration Agreements (BLMAs) facilitate labour migration governance and are concluded to overcome skills shortages and gaps, for example the Canada-Mexico BLMA.

c) Sri Lanka

[Skills Passport](#): A tripartite venture introduced by the Tertiary and Vocational Educational Commission (TVEC) of the Ministry of Skills Development, Employment and Labour Relations with the Employers' Federation of Ceylon (EFC) and the International Labour Organization (ILO) is designed to support the successful reintegration of workers returning to Sri Lanka.

d) Nakawa (Kampala), Uganda

The [Refugees Act of 2006](#) provides access to educational systems as well as recognition of foreign certificates and diplomas. Several programs have been implemented in the country with the help of UN agencies including IOM.

2) Practices and toolkits shared by civil society organizations and the private sector

a) Egypt

The Federation of Egyptian Industries (FEI): IOM and the FEI are collaborating on labour mobility and human development, including employability of youth to enhance the welfare of Egyptian society and migrants.¹¹

b) France

[Test your selfie - Évaluez qui vous êtes au travail](#): A free application by Cap Emploi Orne to evaluate soft skills for a work environment.

c) Italy

¹⁰ This Annex includes resources shared by participants during the break-out sessions devoted to the topic 'Skilling Migrants for Employment' of the GFMD Regional Consultations co-hosted by the African Union, the Regional Conference on Migration (RCM - Puebla Process), and the Organization for Economic Cooperation and Development (OECD). It also includes resources shared through the African Union [Technical Paper](#) that was prepared prior to the Regional Consultations (April 2020). The paper is available in English and French.

¹¹ <https://egypt.iom.int/en/news/iom-and-fei-sign-cooperation-framework>

- i) [B.E.S.T. - Buone pratiche, scambi di esperienze e training per l'interculturalità](#) (Best practices, exchange of experiences and training on inter-cultural practices) - An initiative of CoNNGI (Coordinamento Nazionale Nuove Generazioni Italiane), an umbrella of associations, and the social cooperative Dedalus, aimed at empowering young people with a migratory background for civic activism and participatory approaches in policy-making.
 - ii) [Italia Africa Business Week \(IABW\)](#): An annual economic and commercial forum that aims to promote knowledge-sharing between the African and Italian economic, commercial, and financial sectors and promotes building of partnerships and networks to accelerate economic growth on both continents.
- d) Global
- i) [The Seedstars Migration Challenge Startup Competition](#): A contest promoted by Seedstars and the International Organization of Employers (IOE) aimed to reward solution-oriented, innovative startups in the field of human resources, fin-tech, civic-tech and ed-tech, whose products respond to the needs of the labour market and help improve migration management. In 2020, the competition is open for startups that have created products helping to match skills shortages in the labor market with qualified regular migrants, supporting governments, employers, and migrants throughout the process to promote skills mobility. BAG Innovation, a startup based in Rwanda, won the Migration Challenge Startup Competition at the Twelfth GFMD in 2019. INMI, a startup from Chile that aims to integrate refugees through job placements, was also a runner up at the competition held at the Quito GFMD.
 - ii) [Voice of Young Refugees in Europe](#): A network of young refugees and organizations in Europe providing capacity building and training on project management, effective communication, presentation, and critical thinking skills for young refugees to enable them to achieve their potential.

3) Practices, toolkits, and publications shared by international organizations

- a) Food and Agriculture Organization (FAO)

Reintegration of young migrants back into their countries of origin requires coordination between several organizations. In Cameroon, Gambia and [Kenya](#), FAO has partnered with IOM to build the skills and knowledge of young migrants to facilitate both migration as well as return and reintegration, specifically in areas of agriculture and rural development.
- b) International Labour Organization (ILO)
 - i) Webpage: [Skills and Migration](#)
 - ii) Policy Brief: [Skills for migration and employment](#)
 - iii) [Centro Interamericano para el Desarrollo del Conocimiento en la Formación Profesional \(CINTERFOR\)](#): Established in 1963, CINTERFOR is a specialized centre of ILO that focuses on knowledge management and development of human resources, including skills development, development of partnerships and promotes South-South cooperation.
- c) International Organization for Migration (IOM)
 - i) [COVID-19: Guidance for employers and business to enhance migrant worker protection during the current health crisis](#)
 - ii) [COVID-19: Guidance for labour recruiters to enhance migrant worker protection during the current health crisis](#)
 - iii) [Skills Mobility Partnerships \(SMPs\)](#): Bilateral and multilateral agreements concluded between states with a focus on labour mobility and changing demographics aimed at

addressing skills development from a global perspective. The IOM publication highlights eight prerequisites for sustainable skills mobility partnerships.

- iv) [MATCH - Hiring African Talents](#): This initiative matches highly skilled African talents, specifically from Senegal and Nigeria, with companies in Belgium, Italy, the Netherlands, and Luxembourg.
 - v) [PROMISE - Poverty Reduction through Safe Migration, Skills Development and Enhanced Job Placement in Cambodia, Lao PDR, Myanmar and Thailand](#): This project aims to provide migrant workers from Cambodia, Myanmar and Lao PDR better employment opportunities and conditions in Thailand through skills development and protection, contributing to poverty reduction in their communities of origin.
 - vi) [LINK-IT](#): A skills profiling tool that can support skills mapping initiatives. This project aims at facilitating better integration of Syrian refugees resettled to the UK, Germany, Portugal, and Romania. The project involves pre-departure skill profiling, post-arrival integration support and information sharing with host communities to support mutual learning and exchange.
 - vii) Comprehensive Information and Orientation Programme ([CIOP](#)) - An innovative project focusing on strengthening labour market integration and protection of migrant workers. This initiative operationalizes a management system for tailored and coordinated orientation services for migrant workers.
 - viii) IOM is about to launch a project aimed at developing specific policy recommendations, guidance, and methodologies for effective management of skills-based mobility through SMPs and their prerequisites (webpage under development).
- d) United Nations Major Group for Children and Youth (UNMGCY)

Policy Brief: Youth Consultations in Africa for the AU-GFMD Regional Meeting

- e) Multiple organizations
- i) [Global Skills Partnership](#): An initiative launched by ILO, IOM, UNESCO, IOE and ITUC to bring together the technical expertise of these organizations and support stakeholders such as governments, employers, workers, education and training institutions to maximize the benefits of migration for countries of origin and countries of destination.
 - ii) ILO and IOE: Guide for Employers on Labour Migration Governance for Africa (*under development*)
 - iii) ILO, IOM and GIZ: [Towards a Holistic Approach to Labour Migration Governance and Labour Mobility in North Africa \(THAMM\)](#): The project aims to strengthen migrant protection throughout the process of migration. It also examines practices and develops new strategies with respect to skills development and recognition.
 - iv) AU, ILO, IOM and UNECA: [Joint Programme on Labour Migration Governance for Development and Integration in Africa](#) - The programme aims to enhance the framework of labour mobility for better integration and development in Africa, including with the aim to address skills shortages and recognition of qualifications.

4) Practices, toolkits, and publications shared by Regional Organizations

- a) African Union Commission (AUC)
- i) [Skills Initiative for Africa \(SIFA\)](#): An initiative supported by the German government to fund projects aiming to develop the skills of youth in several countries to enhance their employability.

- ii) [One Million By 2021](#): Launched in 2019, this initiative focuses on encouraging investment in the future of African Youth in the four core areas of Education, Employment, Entrepreneurship and Engagement and create opportunities for one million youth.
- b) Council of Europe (CoE)

[European Qualifications Passport for Refugees](#): A document that contains an assessment of the person's higher educational qualifications based on available documents and interviews and information on prior work experience and language proficiency. It can be used as a reliable document in employment applications and further studies.

- c) Common Market for Eastern and Southern Africa ([COMESA](#))

Several member states under the COMESA umbrella are negotiating agreements for the exchange of skills.

- d) Eastern African Community (EAC)

[East African Qualifications Framework for Higher Education](#): The framework aims to integrate the educational and training systems in the EAC and provide comparability and recognition of qualifications.

- e) Economic Community of West African States (ECOWAS)

[ECOWAS Regional Qualification framework](#) (*under development*): ECOWAS and UNESCO are working together to reform the qualification systems in ECOWAS countries and establish a regional skills and qualifications recognition framework.

- f) Organisation for Economic Co-operation and Development (OECD)

- i) [Skills for Jobs Database](#): The database provides an OECD country-level analysis of demand and supply for skills, in order to address skill imbalances in the labour market.

- ii) [Making Integration Work: Assessment and Recognition of Foreign Qualifications](#): This OECD publication looks at best practices and policy challenges in the integration practices adopted by OECD countries.

- g) Southern African Development Community (SADC)

[The Southern African Development Community Qualifications Framework \(SADCQF\)](#): A regional qualification framework, the SADCQF aims to enhance regional integration in the fields of education and training by promoting regional standards and recognition of qualifications.