

**AN EMPLOYER'S GUIDE ON**

# Recognition of Learning to Address Skills Gaps in The Workplace



International  
Labour  
Organization



Funded by the  
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## CREDITS

This toolkit was researched and written by Renee Grawitzky, Carmel Marock and Sally Field of Singizi Consulting Africa.

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## LIST OF ACRONYMS

<b>HR</b>	Human Resources
<b>ILO</b>	International Labour Organisation
<b>KPI</b>	Key Performance Indicator
<b>RPL</b>	Recognition of Prior Learning
<b>SADC</b>	Southern African Development Community
<b>SAMM</b>	Southern African Migration Project



# Introduction

The recognition of skills and/or qualifications is viewed as a key intervention to address the skills needs of employers. Skills recognition and an improvement in the portability of skills in the region are needed to ensure the integration of both local and foreign labour into labour markets. The International Labour Organisation (ILO) together with the European Union funded Southern African Migration Project (SAMM) are working with Southern African Development Community (SADC) countries to support the strengthening of systems to promote the recognition of migrant workers' skills and/or qualifications. This toolkit was developed as a practical guide to support the improved mobility of migrant workers as well as efforts to support the recognition of workers experience and skills more broadly. The toolkit applies to both countries of origin and destination. These toolkits are based on the principles and approaches outlined in the various global and regional frameworks.<sup>a</sup>

This section of the toolkit outlines the audience, aim, importance of the toolkit and a breakdown of the structure of the toolkit.

## ➤ What is the aim of the toolkit?

The aim of this toolkit is to:

- ▶ Provide an **approach for employers** to use for recognition of prior learning (whether formally recognised in another country or not) to address skills gaps in the workplace
- ▶ Assist employers to **navigate the complexities around recognition of skills and/or qualifications**
- ▶ Provide **resources to support employers** to manage these processes, and address skills gaps, in the workplace

## ➤ Who is the toolkit for?

The toolkit is aimed at **employers in Southern Africa, including Indian Ocean countries which form part of SADC**. Similar toolkits have been developed as part of this series – one for trade union officials and another for practitioners (individuals who work in employment services, whether public or private, both for profit and or not-for-profit institution) and provide advice to workers.

<sup>a</sup> There are numerous global and continental policy frameworks which guide labour migration and mobility in the region. They include amongst others: Global Compact for Safe Orderly and Regular Migration (GCM); SDG's goal 8 and 10; SADC Decent Work Programme 2013-2019 (2012); SADC Action Plan on Labour Migration (2013); SADC Labour Migration Policy Framework (2014); SADC Employment and Labour Protocol (Art. 3.f and Art.19) (2014); Africa's Agenda 2063; The 2014 African Union Commission's (AUC) Ouagadougou + 10 Declaration and Plan of Action on Employment, Poverty Eradication and Inclusive Development in Africa; The AU's Revised Migration Policy Framework for Africa and Plan of Action (2018-2030) and the AU's Free Movement of Persons Protocol or "Protocol to the Treaty establishing the African Economic Community relating to the Free Movement of Persons, Right of Residence and Right of Establishment"



## ➤ Why is this toolkit important?

Employers need to remain competitive and productive, but often face difficulties in sourcing appropriate skills in the workplace. Recognition of skills and qualifications is seen as one strategy to assist employers to meet their needs. Further, research shows that in many countries migrant workers, especially women, are over-represented in jobs that require skills and qualifications well below what they possess and a focus on recognition could enable migrants to compete on more equal terms with nationals in accessing employment.

This assertion – of the importance of a focus on recognition – is premised on the understanding that one way of enabling employers to access these skills is through ensuring the recognition of the skills of existing employees.

Another way of addressing the skills gap is to support the recognition of skills and/or qualifications of potential employees such that employers can source talent from elsewhere in the country as well as from other countries in the region.

This toolkit is intended to support these imperatives. It takes the following into account:

- ▶ views expressed by employers as part of a Community of Practice (facilitated by the ILO/ SAMM) that highlight the possibilities associated with using recognition of skills and qualifications processes to address skills gaps;
- ▶ research that found that employers often have difficulty in engaging the qualifications framework systems resulting in them not using recognition processes; and,
- ▶ that recognition of prior learning (RPL) policies and processes are not always in place (or are at different stages of readiness)<sup>b</sup>
- ▶ and capacity to conduct assessments may vary in different sectors and country contexts.

This toolkit acknowledges that recognition of prior learning cannot solve all challenges relating to addressing skills gaps and there is a need to also consider the role of relevant skills development programmes within a country to both further enable progression of existing employees and to create opportunities for new entrants.

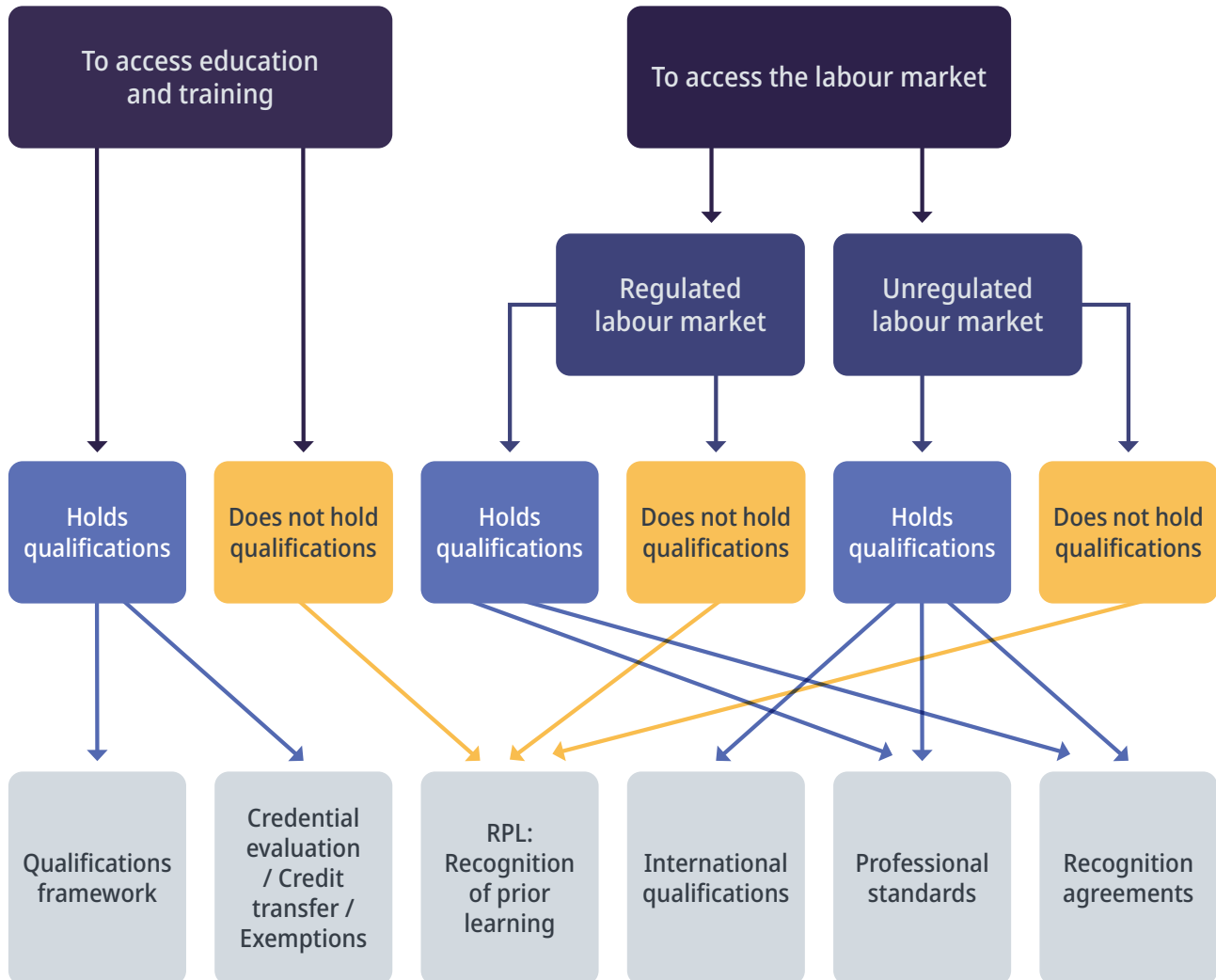
There is also the caveat that there are cases where the difficulties that migrants face in accessing employment – and especially in securing decent work – is not about the recognition of skills and qualifications but relate more to wider social, economic and political considerations.

<sup>b</sup> For example, some countries such as South Africa has a fairly well documented process for RPL which includes Artisan Recognition of Prior Learning (ARPL).



## ➤ What are the different forms of recognition?

There are a range of recognition processes depending on what is required. This includes:



## › What is the structure of the toolkit?

The toolkit provides a step-by-step process for **addressing skills gaps** that have been identified in your workplace in ways that also promotes access to fair recruitment and Decent Work. Identifying your skills gap relates to assessing what skills you require to get the work done, determining whether your current or potential employees have the required skills and where necessary to enable the recognition of prior learning. Each subsequent step will be detailed in this toolkit. The process is indicated in the diagram below. In addition to the process, a number of resources are provided.

### ▼ Process for exploring where recognition of learning is required to address your skills gap



# Addressing the skills gap: Considering qualifications and prior learning

We have identified five steps to consider in your approach to addressing skills gaps in the workplace.



**Skills gap** refers here to the difference between the skills that employers need in order for the workplace to function optimally, and the skills that their workforce (or a specific employee) currently has.



## STEP 1: Identify

**Identify:** What skills are required in your workplace?

You can find out what skills your workforce needs by thinking about the following:

- ▶ Identify your company's goals and objectives.
- ▶ Consider what skills are required to complete those objectives.
- ▶ Decide which jobs are directly responsible for achieving each goal (for example, sales reps need customer service skills more than the IT department).
- ▶ Based on the analysis of jobs, create a list of the skills you need and therefore want to measure. These should be as specific as possible. For example communication skills could be broken down into 'communication with internal team members', 'customer communication', 'written communication' etc.

Some definitions could help to clarify the differences between job, occupation, skill and skill level.

### JOB

A set of tasks and duties performed by one person in the workplace

### OCCUPATION

Set of jobs characterized by a high degree of similarity

### SKILL

Ability to carry out the tasks and duties of a job

### SKILL LEVEL

Complexity and range of tasks to be performed

The International Standards Classification of Occupations (ISCO) which was developed by the International Labour Organisation (ILO) provides a framework for analysing jobs





and identifying tasks and skills, categorising similar jobs into occupations. The aim of the ISCO is to provide a basis for international comparisons of occupational statistics between countries and to provide a conceptual model for the development of national occupational classifications. A link to the ISCO can be found in the resource section of this toolkit. It should be noted however, that some countries have developed their own occupational frameworks – many of them are based on the ISCO.



## STEP 2: Determine

**Determine:** Whether individuals require formal recognition to be allowed to fulfill a particular role in your company (linked to health and safety and other regulations)

Once you have identified the **skills you need in your workplace, its time to look for where you can secure these skills.** You also need to determine whether these **skills need to be formally recognised in order to fulfill a particular role in your company? And if so, against which qualifications.**

This recognises that some jobs may require individuals who have certain qualifications (and in some cases may also require professional registration). Typically these are for a specific industry role and the need for a qualification (and in some cases registration) could be an internal requirement or a regulatory requirement. This means that you need to determine whether you are focused on understanding whether an individual has the skills required for the job or if you need for these skills to be formally recognised in order to fulfil a particular role.



- ▶ **Certification:** *Certification are credentials that show skills and knowledge of a particular field. There may be a standard certification required for a particular role. Certifications are usually awarded by a third-party organisation that has a certain set of standards.*
- ▶ **Licensure:** *There are many sectors that have regulated positions that require licensure to protect the public. For example, doctors, lawyers and accountants all have licensing requirements to practice legally. Licenses are awarded by the local, state or federal government. They give you the legal authority to work in a particular occupation.*

**See Appendix 1:** Example list of jobs that require certification and licensure in the Resource section.





## STEP 3: Assess your employees' skills

**Assess internal capacity:** Do you have employees with some of these skills? Do you have employees with these skills but without formal qualifications to fit a role?

This step looks at whether there are **existing employees in the company who have some or all of the skills you are looking for but who do not yet have formal recognition for these skills** – so you need to know if there are any gaps that need to be addressed with training and/or whether they already have the competence to play a particular role or even to be awarded the qualification that may be required. This may take the form of a skills audit (or a training needs analysis). In some cases, where it appears that people have the skills, or partially have the skills, but no formal recognition there may be a need to implement an Recognition of Prior Learning (RPL) process and assessment to establish which skills they have – that can be recognised – and then determine if there are any gaps that need to be addressed, through a training intervention, prior to an award of a full or part qualification.

### ➤ What is an RPL process?

RPL is a key recognition mechanism to recognise individual's skills and/or experience. RPL processes involve identifying, mediating, assessing and acknowledging knowledge and skills acquired through formal, non-formal and informal (often on-the-job) learning.



#### **Recognition of Prior Learning (RPL)**

*is defined as a process whereby people's prior learning can be formally recognised in terms of registered standards regardless of where and how the learning was attained.*

If successful, an RPL candidate can receive recognition for their skills – through a certificate or even through being awarded a full qualification. The RPL process can also determine what additional training the individual may need to undertake in order to gain recognition. For this reason, if an individual does not attain recognition for the selected standard, then the assessor should **develop a learning plan** to address the gaps to enable the individual to attain the relevant qualification.

### ➤ What is the difference between recognition of learning and an RPL process?

The recognition of learning refers to all processes that allow for recognition, as referred to previously, including the verification of qualifications, credit accumulation and transfer, the recognition of qualifications through bilateral agreements and RPL. The RPL process focuses



on those individuals who do not have formal recognition and it therefore important to assess the skills and knowledge that an individual has against a particular set of standards (could be a part of full qualification). This may not necessarily lead to the award of a full qualification as sometimes individuals do not have all the skills or knowledge required. They may need further training before they can be awarded a qualification.

### ➤ How can RPL be done successfully?

Communication is the key to the success of this process. Ensure that the employee is comfortable during the initial process with the assessor/ training provider who is appointed to manage the RPL process.



*Employees who access RPL should know what the implications of the assessment are – both if they are successful and if they are not. Could it lead to further training, an increase in wages or even a promotion? Where migrants are being brought in to the company – will there be a skills transfer process? What form will this take and over what kind of duration? This may be more relevant for some roles than others.*

### ➤ Who can implement an RPL process?

Different systems for RPL exist in different countries. The process might be managed by an assessment centre or a training organisation (which could be inside or outside of the workplace). Critically these institutions must have the capacity to conduct assessments against the relevant standards and where required, be accredited to issue the qualification (or part qualification) to a successful candidate. In some cases, these assessment centres can be sector-specific, focusing on specific industries such as construction or tourism. This is often the case with occupations requiring licenses to practice. In some cases, the assessment process underpinning RPL can be split between different agencies. In some sectors, there are sector skills recognition processes that have their own specific characteristics and may be available to both nationals and migrants alike. Where you wish the RPL process to enable individual candidates to attain a qualification then there is a need to ensure that the capacity of the assessor extends to **the right to provide successful candidates with formal recognition** (against a qualification).



## ➤ What could you do as an employer?

1. Establish **who has the capacity to undertake an RPL assessment** of whether employees have the skills you require and determine what you will do if they have some but not all of the skills you require. It may be helpful to think through these questions:
  - ▶ Will they receive certification for those skills they have?
  - ▶ Is there budget for training to address any identified gaps?
2. **Inform employees of the opportunity to be assessed** and the options that may be in place if there are any gaps (as defined above). Employees would also need to be assured that there will be no negative implications if they do not have all the relevant skills.
3. **Support the assessment process** – whether this is being undertaken internally or externally and monitor the outcomes of this process and specifically determine whether any gaps that have been found can be addressed in the short-term through a specific skills training programme, whether this allows for the skills needs to be addressed or whether there is a need to look outside of the company.



## STEP 4: Explore in-country recruitment

**Explore in-country recruitment:** If there are no existing employees with skills, can you recruit from outside the company and within the country?

This step looks at **the need to recruit from outside the company – expanding the sourcing pool**

- 4.1 **Review relevant databases or platforms** to ascertain whether there are individuals who have the skills you require. You could possibly find this out from an employment service.
- 4.2 There may be individuals who are graduating from institutions with relevant qualifications but you are unsure whether they have all the skills you require and so you want an assessment process to determine if they have the requisite skills. Or there may be individuals with the right kind of experience and skills who have not attained the relevant formal qualification. Ideally, these **individuals should be assessed by an assessment agency against your requirements** or this may be built into your recruitment process. (As with the previous step you need to ascertain whether the capacity exists in your country to undertake the assessment of these employees as part of the public or private sectors or whether this is an area that you need to allocate resources to).



4.3 The individual is assessed as competent and where relevant is awarded the relevant qualification (or part qualification) and you can employ them without further training. Alternatively it may be possible to top-up their skills as part of your recruitment strategy using one or more of a diverse range of programmes to address any gaps. The interventions all focus on developing advanced job competence through repeated and varied applications, of knowledge and skills acquired in the education and training institution, within the workplace.



### APPRENTICESHIPS

Apprenticeships provide a formal learning programme covering a wide range of trades leading to a trade test so as to train new artisans and uplift existing workers.



### INTERNSHIPS

Internships would apply more often in the case of young people so that they are able to obtain the workplace experience that they require or in some cases is a condition for attaining a professional licence which entails closely supervised practicals.



### WORKPLACE INTEGRATED LEARNING TOWARDS A QUALIFICATION

This involves a substantial period of closely-supervised work experience which forms part of an institution-based vocational/occupational programme of study. This intervention can be a route towards a trade qualification or a route for a technician as a complete the practical component of their work required for national diploma.





## STEP 5: Explore external recruitment

**Explore external recruitment:** If the relevant skills do not exist in your country, can you recruit migrant workers? Are their skills recognized in your country?

This step looks at **if the relevant skills are not available in your country – recruiting migrant workers**.

If the specific skills are in short supply and are needed by the company to be competitive and productive, then you can recruit migrant workers.

**i**

### CRITICAL SKILLS LIST

*Some countries have developed lists (based on an analysis of the skills needs in a country) which stipulate where there is a shortage of particular skills. If a migrant worker has the skills and qualifications that are on such a list, then it is possible for the company to apply for the individual to receive a **critical skills visa**. The individual will usually have to have their qualifications recognised by an agency in the host country in order to determine whether they meet the requirements of the critical skill.*

*Research has found that the visa allocation process is driven largely by such lists which are informed by a national analysis of skills shortages. These are usually related to specifically designated sectors and occupations. Research in the region has found that these skills lists primarily focus on the need for foreign workers that are highly skilled. This means that generally the focus in SADC is more around university qualifications rather than Technical Vocational Education and Training (TVET) qualifications and there are fewer opportunities for migrants to access opportunities at these lower levels.*

### SKILLS IN DEMAND

*In some countries the work permits for lower-level skills – which may be in demand even whilst not scarce but because they are difficult to fill for a myriad of other reasons – are approved by one government department for example, department of labour and in other instances, permits for higher skills (professionals) is approved by another body/structure.*



As indicated throughout this document, the recognition of migrant skills and qualifications will be dependent on whether systems are in place to recognise skills and/or to verify qualifications (or part qualifications) that migrants may have achieved elsewhere.

- 5.1 Understand and **be clear about exactly what your skills needs are** (and be able to indicate where you have sought to access these skills locally). Within this context, there is a need to **establish whether there is an existing critical skills list** and/or occupations in high demand list in the country, whether there are any **bilateral agreements and the regulatory and institutional environment that guides the process of recognition/verification** against the different kinds of skills lists that may be in place.



*Bilateral agreements are formal agreements between countries to facilitate the migration of labour. This can take the form of a **Mutual Recognition Agreement (MRA)**, which generally provides a basis for the recognition of academic or professional qualifications such as accountants, architects, engineers, veterinarians, lawyers and pharmacists. They may though also take the form of an agreement which focuses on work permits for skills (including low level skills) that may be in demand even though they are not defined as scarce skills. This is often linked to particular sectors.*

- 5.2 Establish whether the individual has the skills and/or qualification that is on a list of scarce skills or skills in demand. **Ensure that the individual has all the relevant documentation** such as academic transcript, degree certificate, or training certificates if the individual completed a short course, log books (if any), industry awards, reference letters, performance appraisals etc.

It is noted that there are additional requirements that need to be met in terms of visas however these are not the focus of this guideline and so are not addressed here. It is important that these are clarified.

- 5.3 Specifically with respect to the recognition of the qualification: assist, either directly or with support from an agency, to **facilitate the submission of the application** for the recognition and/or verification of qualification to the relevant institution in your country. This is likely to involve a qualifications authority and may also require recognition from the relevant professional body.



**Observation about this process:**

Firstly, it is often suggested that employers require an individual with a combination of skills and experience that is not captured in these Lists. This requires an **active engagement in policy processes** to influence these lists.

Secondly, there are often **significant delays with the recognition process** – one reason for this is the absence of the original documents from the awarding institution. Assisting with this will streamline the process but be aware that that the outcome of the process could lead to either a full or partial recognition or no recognition at all.

Thirdly, its important to **communicate with workers** the skills that you require and how you are going to be addressing this. Contracting around skills transfer would also be important to ensure that employees are ready to support migrants to take up their roles in ways that maximise productivity.





## Resources

This section provides some **resources and organisations** that may be useful for you in your practice. It also provides some tools with example templates.

### ▶ Links to additional readings

This employer toolkit seeks to assist employers in thinking through their options around ensuring they have the right skills and providing an understanding of when recognition should apply. There are a number of resources which have been developed by the ILO which could compliment this guide. The resources listed below could assist employers in understanding the dynamics around the recognition of skills and qualifications but not necessarily thinking through your options.

- ▶ [International Standard Classification of Occupations \(ISCO\)<sup>c</sup>](#)
- ▶ [How to Facilitate the Recognition of Skills of Migrant Workers: Guide for Employment Services Providers<sup>d</sup>](#)
- ▶ [Training Employment Services Providers on How to Facilitate the Recognition of Skills of Migrant Workers: Facilitators notes<sup>e</sup>](#)
- ▶ [Guidelines for Recognizing the Skills of Returning Migrant Workers<sup>f</sup>](#)
- ▶ [Recognition of Prior Learning \(RPL\) Learning Package<sup>g</sup>](#)
- ▶ [Migrant Workers' Skills Portability in Africa at Regional Economic Community and Continental Level<sup>h</sup>](#)
- ▶ [Understanding the Potential Impact of Skills Recognition on Labour Markets<sup>i</sup>](#)
- ▶ [The Potential of Skills Development and Recognition for regulated Labour Mobility in the IGAD Region<sup>j</sup>](#)

### ▶ National Qualifications Authorities table

There are a range of organisations in the SADC region which you might want to contact in your particular country, for example, the national qualifications authority or your employer organisation might be able to assist you.

c <https://ilostat.ilo.org/resources/concepts-and-definitions/classification-occupation/>

d [https://www.ilo.org/global/topics/labour-migration/publications/WCMS\\_748721/lang--en/index.htm](https://www.ilo.org/global/topics/labour-migration/publications/WCMS_748721/lang--en/index.htm)

e [https://www.ilo.org/global/topics/labour-migration/publications/WCMS\\_748722/lang--en/index.htm](https://www.ilo.org/global/topics/labour-migration/publications/WCMS_748722/lang--en/index.htm)

f [https://www.ilo.org/wcmsp5/groups/public/---ed\\_protect/---protrav/---migrant/documents/publication/wcms\\_748721.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---migrant/documents/publication/wcms_748721.pdf)

g [https://www.ilo.org/skills/pubs/WCMS\\_626246/lang--en/index.htm](https://www.ilo.org/skills/pubs/WCMS_626246/lang--en/index.htm)

h [https://www.ilo.org/africa/areas-of-work/labour-migration/WCMS\\_731236/lang--en/index.htm](https://www.ilo.org/africa/areas-of-work/labour-migration/WCMS_731236/lang--en/index.htm)

i [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_532417.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_532417.pdf)

j [https://www.ilo.org/global/docs/WCMS\\_751801/lang--en/index.htm](https://www.ilo.org/global/docs/WCMS_751801/lang--en/index.htm)



## Qualification authorities and relevant Institutions of Higher Education

Country	Organisation	Contact person	Contact details/address
Angola	Ministry of Education	Antonio Viriato Neto Da Costa	viriatoneto@gmail.com (00244 222) 320582 / 320592 Av. Comandante Gika Luanda, República de Angola
	National Institute for Evaluation, Accreditation and Recognition of Higher Education Studies (INAAREES)	Dr Maria Madalena Chimpolo	gmaria3@yahoo.co.uk INAAREES statement emphasizes that requests for approval and recognition of higher education studies are made only online, via Government Electronic Public Services (SEPE). applicants must do so through the SEPE Portal <a href="https://www.sepe.gov.ao">https://www.sepe.gov.ao</a>
Botswana	Botswana Qualifications Authority	B. Mosimakoko Botoka M. Raboijane	bmosimakoko@bqa.org.bw braboijane@bqa.org.bw Community Centre, Unnamed Road, Gaborone, Botswana Tel: 267 365 7200
	Ministry of Tertiary Education, Research, Science and Technology of Botswana		Block 6 building, Government Enclave Gaborone South-East Botswana Tel: +267 365 5400
Democratic Republic of Congo (DRC)	Ministere De L'enseignement Superieur (Ministry of Higher and University Education)	Nkiama Ekisawa Constant	constant.nkiama@unikin.ac.cd Avenue des Forces Armées N.10 Kinshasa Tel:+243 (81) 521 5480
	Ministry of Primary Secondary and Technical Education		yvesmuzola@gmail.com B.P. 3163. Kinshasa-Gombé, Republic of Congo Tel: +243 99 84 74 603
Eswatini	Ministry of Labour and Social Security	Gcebile Dlamini	dlaminigt@gmail.com M48Q+JWR, Mhlambanyatsi Rd, Mbabane, Eswatini Tel: +268 2404 1971
	Ministry of Education and Training		Tel: +268 2404 2491
	Eswatini Higher Education Council	Dr. Loretta Mkhonta Gabsile Hlatshwayo	info@shec.org.sz Website: <a href="http://www.shec.org">www.shec.org</a> ESHEC Tender Board Eswatini Higher Education Council, First Floor, Lilunga House, Somhlolo Road, Mbabane Tel: 00268-24042278 / 24048119



Qualification authorities (Continued)			
Country	Organisation	Contact person	Contact details/address
<b>Ethiopia</b>	Makerere University Africa Leather and leather Products Institute (ALLPI)	Dr Abdel Rahim	abdelrahim@allpi.int
	Ministry of Education		2QM7+25J, Addis Ababa, Ethiopia <a href="https://moe.gov.et/ContactUs">https://moe.gov.et/ContactUs</a> Tel: +251 11 155 3133
	Ministry of Labour and Social Affairs		Kirkos Kifle Ketema, Wereda 8, Kazanchis. P.O.Box: 2056 Addis Ababa Tel: +251-11-551
	Higher Education Relevance and Quality Agency (HERQA)		Tel: +251 111 236 130
<b>Kenya</b>	Ministry of labour and social protection	Angela Mbaya	amba380@gmail.com info@labour.go.ke. Bishops Road, Social Security House PO Box 40326 – 00100 Nairobi Tel: +254 (020) 2729801/804
	Ministry of Higher Education, Science & Technology		Jogoo House 'B'; PO Box 9583 Nairobi Tel: +254 (20) 318 581
	Commission for University Education (CUE)		Red Hill Road, off Limuru Road, Gigiri, Nairobi Tel: +254 (20) 720 5000
	Kenyan National qualifications Authority		4th Floor, NACOSTI House, Waiyaki Way, Nairobi, Kenya Tel: +254 20 2100272
<b>Lesotho</b>	Council on Higher Education	Mrs Makotelo Teboho Motseko	mtmotseko@che.ac.ls 5 Bowker Road. Old Europa, Maseru, Lesotho Tel: +266 2231 3503. info@che.ac.ls.
	Council on Higher Education	Motlalepula Khotlo	khobotlom@che.ac.ls
	Minister of Education and Training		Constitution Rd, Maseru, Lesotho Tel: +266 2231 2686 korineuoe@gmail.com



Qualification authorities (Continued)			
Country	Organisation	Contact person	Contact details/address
Malawi	National Council for Higher Education	Dr Adamson Thengolose	<a href="mailto:athengolose@nche.ac.mw">athengolose@nche.ac.mw</a> <a href="mailto:info@nche.ac.mw">info@nche.ac.mw</a> Area 47 Msokera Street Next to Chitukuko Petroda Filling Station Private Bag B371 Lilongwe Tel: +265 1 755 884
	Technical, Entrepreneurial and Vocational Education and Training Authority	Modesto Ngomane	<a href="mailto:mgomani@tevetamw.com">mgomani@tevetamw.com</a> TEVETA House, Off Independence Drive, Lilongwe Tel: 265 1 775 211/ 01 724 894 Website: <a href="https://www.teveta.mw">https://www.teveta.mw</a>
	Ministry of Education, Science and Technology of Malawi		Capital Hill Circle, Private Bag 328 Lilongwe, Central Region Malawi Tel: +265 (1) 789 422
Mauritius	Mauritius Qualifications Authority	Robin Phoolchund Vijaye Ramchurn Rajoomar Ramchurun	<a href="mailto:rphoolchund@mqa.mu">rphoolchund@mqa.mu</a> <a href="mailto:rramchurun@mqa.mu">rramchurun@mqa.mu</a> <a href="mailto:vramchurn@mqa.mu">vramchurn@mqa.mu</a> Pont Fer, Phoenix <a href="mailto:office@mqa.mu">office@mqa.mu</a> Tel: 230 686 1400
	Mauritius Institute for Training and Development	Mr Sayadaly Maudarbocus	<a href="mailto:smaudarbocus@mitd.mu">smaudarbocus@mitd.mu</a> MITD House Pont Fer Phoenix Tel: 230 601 8000 +230 698 4200
	Higher Education Commission	Professor Mohee	<a href="mailto:commissioneroffice@hec.mu">commissioneroffice@hec.mu</a> / <a href="mailto:Contact@hec.mu">Contact@hec.mu</a> 4th Floor, HEC Building, Reduit 80835, Mauritius Tel: +230 467 8800
Mozambique	National Authority for Professional Education	Dr. Maria Ida Alvarinho	<a href="mailto:i.alvarinho@anep.gov.mz">i.alvarinho@anep.gov.mz</a>
	National Council for Evaluation and Quality Assurance of Higher Education	Prof. Ana Nhampule	<a href="mailto:ananhampule@yahoo.com.br">ananhampule@yahoo.com.br</a>
	Ministry of Education and Human Development)		Avenida 24 de Julho, no 167 Maputo Maputo Cidade Mozambique Tel:+258 (21) 490 677
Madagascar	Ministry of Higher Education and Scientific Research		B.P. 247 Antananarivo 101 Antananarivo Madagascar Tel:+261 (20) 222 1302



Qualification authorities (Continued)			
Country	Organisation	Contact person	Contact details/address
Namibia	Namibian Qualifications Authority	Mr. Gertze	Franz.Gertze@namqa.org Bismarck Street, Windhoek, Namibia Private Bag 13247, Windhoek 9000 Khomas Region Tel: +264 (61) 384 100
	Namibian Qualifications Authority	Asnath K. Kaperu Leana Van Wyk Harmoni Beukes	Asnath.Kaperu@namqa.org Leana.Van.Wyk@namqa.org Harmoni.Beukes@namqa.org
	National Training Authority	Virginia Kaimu	vkaimu@nta.com.na NTA Building, Rand Street, Khomasdal, Windhoek Tel: 264 61 279 551
	Ministry of Education, Arts and Culture of Namibia		Government Office Park (Luther Street) Private Bag 13186, Windhoek Khomas Region Tel: +264 (61) 293 3111
	National Council for Higher Education of Namibia (NCHE)		08 Newton Street, Philadelphia House No. 6 Windhoek Khomas Region Namibia Tel:+264 (61) 307 012
Seychelles	Seychelles Qualification Authority	Fiona Ernesta / Joan Amade	ceosqa@email.sc Mont Fleuri, PO Box 1017 Victoria, Mahe Seychelles Tel: 248 283068
	Tertiary Education Commission	Mr. Jean Michel Domingue CEO	ceo@tec.edu.sc Ma Joie, Mahe Seychelles Tel:4610944
	University of Seychelles	Ms. Joëlle Perreau	Marie-Cecile.Adela@unisey.ac.sc pa.vc@unisey.ac.sc Anse Royale, Seychelles Tel: +248 4381250
	Ministry of Education		PO Box 48 Mont Fleuri Seychelles Tel: +248 283 283



Qualification authorities (Continued)			
Country	Organisation	Contact person	Contact details/address
South Africa	South African Qualifications Authority	Mpho Mudau Kim Snyders Navin Vasudev	<a href="mailto:MMudau@saqa.co.za">MMudau@saqa.co.za</a> <a href="mailto:KSnyders@saqa.co.za">KSnyders@saqa.co.za</a> <a href="mailto:nvasudev@saqa.co.za">nvasudev@saqa.co.za</a> SAQA House, 1067 Arcadia St, Hatfield, Pretoria, Tel: 012 431 5000
	Council on Higher Education of South Africa (CHE)		Persequor Technopark, Brummeria, Quintin Brand Street 1, PO Box 13354, Pretoria, 0126, Tel:+27 (12) 349 3840
	Quality Control for Trades and Occupation South Africa	Marco Mac Farlane	<a href="mailto:MacFarlane.M@qcto.org.za">MacFarlane.M@qcto.org.za</a> 256 Glyn Street, Hatfield, Pretoria, 0083 Tel: 012 003 1800
	Department of Higher Education and Training		123 Francis Baard Street Pretoria, 0001 +27 (12) 312 5911
Tanzania	National Council for Technical and Vocational Education and Training		<a href="mailto:rutayuga@nacte.go.tz">rutayuga@nacte.go.tz</a> <a href="mailto:bgeuzye@tea.or.tz">bgeuzye@tea.or.tz</a> <a href="mailto:info@nacte.go.tz">info@nacte.go.tz</a> NSSF Building, 3rd Floor, Mwangosi Road, 41110 Kilimani, P O Box 17007, Dodoma Tel: +255 26 2323121
	Ministry of Education, Science and Technology		Block 10, College of Business Studies and Law, University of Dodoma; PO Box 10, Dodoma Tel: +255 (26) 296 3533
	Tanzania Commission for Universities (TCU)		Mlimani Tower, Sam Nujoma Road, Opposite Mlimani City; PO Box 6562, Dar es Salaam Tel: +255 (22) 277 2657
Zambia	Zambia Qualifications Authority	Mirriam Chiyaba Modest Hamalabbi Fidelis Cheelo	<a href="mailto:mirriam.chiyaba@zaqa.gov.zm">mirriam.chiyaba@zaqa.gov.zm</a> <a href="mailto:modest.hamalabbi@zaqa.gov.zm">modest.hamalabbi@zaqa.gov.zm</a> <a href="mailto:fidelis.cheelo@zaqa.gov.zm">fidelis.cheelo@zaqa.gov.zm</a> Plot 126a/B, Kudu Rd, Lusaka Tel: +260 211 843 050
	Higher Education Authority	Prof Stephen Simukanga	<a href="mailto:stephen.simukanga@hea.org.zm">stephen.simukanga@hea.org.zm</a> ; <a href="mailto:stephensimukanga@gmail.com">stephensimukanga@gmail.com</a> PO Box 50795, Ridgeway Dedan Kimathi Road, Mukuba Pension House Lusaka, 10101 Tel: +260 950 470444



Qualification authorities (Continued)			
Country	Organisation	Contact person	Contact details/address
Zambia	Technical Education Vocational and Entrepreneurship Authority	Cleophas Takaiza	<a href="mailto:ctakaiza@teveta.org.zm">ctakaiza@teveta.org.zm</a> , <a href="mailto:ctakaiza@yahoo.com">ctakaiza@yahoo.com</a> <a href="mailto:teveta@teveta.org.zm">teveta@teveta.org.zm</a> or <a href="mailto:enquiries@teveta.org.zm">enquiries@teveta.org.zm</a> Private Bag RW 16X, Birdcage Walk, Longacres, Lusaka Tel: +260211253331-4 / +260211253211
	Ministry of Higher Education of Zambia		CMaxwell House, Los Angeles Boulevard PO Box 50464, Lusaka, 10101 Tel: +260 252 911
Zimbabwe	Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development	Wisdom Simon Mtisi	<a href="mailto:hungweyacho@gmail.com">hungweyacho@gmail.com</a> Government Composite Building, Block F, 5th Floor Cnr Samora Machel Avenue/ 4th Street, Harare Tel: +263 (4) 796 440
	Ministry of Public Service, Labour and Social Welfare	Grace Kanyayi	<a href="mailto:gkanyayi@gmail.com">gkanyayi@gmail.com</a> A5, Simon Muzenda St, Harare, Zimbabwe Tel: +263 4 774 560 Tel: +263 775216105
	Women University in Africa	Wyckliff Sonono	<a href="mailto:sononow@gmail.com">sononow@gmail.com</a>
	Zimbabwe Council for Higher Education (ZIMCHE)	Prof. Regis Chireshe	<a href="mailto:rchireshe@zimche.ac.zw">rchireshe@zimche.ac.zw</a> 21 J.M. Nkomo Road, Hatfield Harare Tel: +263 (4) 571 163



## ▼ Employer organisations in SADC

Country	Organisation	Contact person	Contact details/address
<b>Angola</b>	Angolan Chamber of Commerce and Industry	Jose Pedro Tondela	Josetondela7@gmail.com tiago.gomes@cciAngola.com
<b>Botswana / SADC</b>	SADC Private Sector Forum (SPSF)	Eileen Van Der Est	eileen@bb.org.bw
<b>Botswana</b>	Botswana Business	Norman Moleele	nmoleele@bb.org.bw
	Employers Organisation-Botswana	Thato Hobona	thatohobona@gmail.com
<b>DRC</b>	Federation des Entreprises du Congo	Patricia Veringa-Gieskes	pgieskes@rdcjobfactory.net
<b>Eswatini</b>	Federation of Eswatini Business Community (FESBC)	Tanya Fyfe	info@fesbc.net
	Business Eswatini	Nathi Dlamini	ceo@business-eswatini.co.sz
		Nozipho Msibi	msibinozipho@yahoo.com noziphom@business-eswatini.co.sz
<b>Kenya</b>	Federation of Kenya employers	Jacqueline mungo	fkehq@fke-Kenya.org
<b>Lesotho</b>	Lesotho Employers Federation	Adv Lindiwe Sephomolo	lindiwe@aleb.org.ls
	Association of Lesotho Employers and Business	Hlalele Tsolo	hlalele@aleb.org
<b>Mauritius</b>	Business Mauritius	M. Pradeep Dursun	p.dursun@businessMauritius.org
<b>Madagascar</b>	Groupement des Entreprises de Madagascar (GEM)	Noro Andriamamonjarison Béatrice Chan Ching Yiu	andriamamonjarison@hermes-conseils.mg kingdeermadagascar@yahoo.com hanitra.ratsirahonana@gmail.com
<b>Malawi</b>	Employers Consultative Association of Malawi (ECAM)	George Khaki/ Emmanuel Magomero	khaki.g@ecammw.com Magomero.e@ecammw.com
<b>Mozambique</b>	Business Associations Confederation of Mozambique (CTA)	Claudia do Carmo Pinto Eduardo Sengo	cpinto@cta.org.mz esengo@cta.org.mz
<b>Namibia</b>	Namibian Employers' Federation	Helene Ochs	nefsecgen@nef.com.na enquiries@nef.com.na









Employer organisations in SADC			
Country	Organisation	Contact person	Contact details/address
<b>South Africa</b>	Business Unity South Africa (BUSA)	Cas Coovadia Siobhan Leyden Sanelisiwe Jantjies Andile Kuzwayo	<a href="mailto:Cas.Coovadia@busa.org.za">Cas.Coovadia@busa.org.za</a> <a href="mailto:slc@leyden85.co.za">slc@leyden85.co.za</a> <a href="mailto:Sanelisiwe.Jantjies@busa.org.za">Sanelisiwe.Jantjies@busa.org.za</a> <a href="mailto:Andile.Kuzwayo@busa.org.za">Andile.Kuzwayo@busa.org.za</a>
<b>Seychelles</b>	Seychelles chamber of commerce and Industry (SCCI)	Oliver Bastienne	<a href="mailto:Oliver@acm.sc">Oliver@acm.sc</a>
	General Employer Trade Union of Seychelles (GETUS)	Mr Jules Baker Mr Monnaie	<a href="mailto:info@getus.sc">info@getus.sc</a> <a href="mailto:chairman@getus.sc">chairman@getus.sc</a> <a href="mailto:vicechairman@getus.sc">vicechairman@getus.sc</a> <a href="mailto:secretary@getus.sc">secretary@getus.sc</a>
<b>Tanzania</b>	Association of Tanzanian Employers	Dr. Aggrey Mlimuka	<a href="mailto:amlimuka@gmail.com">amlimuka@gmail.com</a>
<b>Zambia</b>	Zambian Federation of Employers	Harrington Chibanda	<a href="mailto:zfe@zamnet.zm">zfe@zamnet.zm</a> <a href="mailto:chibs19@yahoo.com">chibs19@yahoo.com</a>
<b>Zimbabwe</b>	Employers Confederation of Zimbabwe	Nester Mukwehwa	<a href="mailto:nmukwehwa@emcoz.co.zw">nmukwehwa@emcoz.co.zw</a>



## ➤ APPENDIX 1: Examples of jobs that require Certification and Licenses

The following jobs tend to require certification:

 <b>COMPUTER SCIENCE / ENGINEERING</b> <ul style="list-style-type: none"> <li>▶ Network administrator</li> <li>▶ Network engineer</li> <li>▶ Programmer</li> <li>▶ Web developer</li> </ul>	 <b>HEALTHCARE</b> <ul style="list-style-type: none"> <li>▶ Clinical lab technician</li> <li>▶ Dental assistant</li> <li>▶ Diagnostic medical sonographer</li> <li>▶ Surgical technologist</li> </ul>	 <b>MANAGEMENT</b> <ul style="list-style-type: none"> <li>▶ Human resource manager</li> <li>▶ Public relations manager</li> </ul>	 <b>TRADE</b> <ul style="list-style-type: none"> <li>▶ Car mechanic</li> <li>▶ Machinist</li> <li>▶ Welder</li> </ul>
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The following jobs tend to require licensure:

COMMUNITY AND SOCIAL SERVICES	EDUCATION	HEALTHCARE	FINANCE	LEGAL	PERSONAL CARE AND SERVICES	TRADE
<ul style="list-style-type: none"> <li>▶ Social worker</li> <li>▶ School bus driver</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher</li> </ul>	<ul style="list-style-type: none"> <li>▶ Paramedic</li> <li>▶ Nurse</li> <li>▶ Doctor</li> <li>▶ Pharmacist</li> <li>▶ Dentist</li> <li>▶ Veterinarian</li> </ul>	<ul style="list-style-type: none"> <li>▶ Accountant</li> <li>▶ Auditor</li> <li>▶ Personal financial advisor</li> <li>▶ Real estate agent</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lawyer</li> <li>▶ Private investigator</li> </ul>	<ul style="list-style-type: none"> <li>▶ Personal trainer</li> <li>▶ Travel agent</li> <li>▶ Funeral attendant</li> </ul>	<ul style="list-style-type: none"> <li>▶ Electrician</li> <li>▶ Plumber</li> <li>▶ Pipefitter</li> </ul>



## ➤ **TOOL 1: Skills Matrix – Identifying recruitment needs, RPL and training priorities**

Building a skills matrix is an effective method for assessing, monitoring and developing team members' skills. It allows you to measure current skill levels and to identify areas for improvement. This can help you to ensure that your team members possess the skills that they need to fulfill their roles and identify skills gaps that need to be filled.

A skills matrix is a grid that helps you to audit and record the skills of members of a team or jobs that need to be filled, with the skills needed. Skills matrices are tables, with people's names or posts set in rows down one side, and a selection of relevant skills heading the columns along the top.

At the points where each row and column intersect, a number or color indicates each individual's skill level for that particular task. You can see **an example of a skills matrix** below, which uses both a color-coded and a numbered system. Follow these steps to complete a Skills Matrix:

### **1. Identify the skills needed for your roles**

Look at job descriptions, speak to HR departments and recruiters to understand industry norms. Speak to expert performers to find out about the skills they need to fulfill their jobs. Break tasks and activities into skills and cluster the skills into groups e.g technical skills, leadership skills.

### **2. List people and job titles**

Enter the names of each team member and their job title down the left-hand side of the table. Include unfilled posts.

### **3. Choose your coding system**

Your coding system needs to show each person's level of competence and be based on your team's overall requirements. You could use numbers to indicate skill level – or colours.

### **4. Measure and record levels of performance**

The more reliable data you have about the skills that your employees have – or don't have – the more accurate the matrix will be. There are a number of ways to get these data. It is best to get information from many sources such as interviews with employees themselves, observation, feedback from managers, peers and clients. Try to be consistent, fair and objective as you measure each person against a skill.

### **5. Analyse the Matrix**

Look for gaps and try to understand where there is potential to align people with skills to different roles or where skills training is necessary. You may need to consider recruiting additional employees to fill a skills gap. In the example spreadsheet below, there are



no expert social media skills in the team. The posts of Software Engineer and Admin Supervisor are unfilled.

## 6. Make the Matrix a living document

Review the Matrix with your team and get feedback. Use the Matrix to draw up capacity development plans for your employees. Review, revise and update the Matrix on a regular basis.

### ✔ TOOL 1:

You can use a [Skills Matrix template](#) (Tool 1 on the following page) to identify recruitment needs, RPL and training priorities. For example, the unfilled post of Software engineer needs to be recruited from outside the workplace. Employee A has HR experience but no certification. She has the necessary skills and needs to be supported through an RPL process to gain certification. She would then qualify for the Admin Supervisor role.



## TOOL 1: Skills Matrix template

TEAM: Administration								MANAGER:				DATE:		
ADMINISTRATION SKILLS								COMMUNICATION SKILLS						
Team	Job	Computer skills	Next steps	Using spreadsheets	Next steps	HR	Next steps	Writing ability	Next steps	Customer relations skills	Next steps	Social media skills	Next steps	Individual score
Unfilled post	Software engineer	Requires Certification in Software Engineering with experience of Java software	Recruit for qualified candidate			N/A		N/A				N/A		
Unfilled post	Admin supervisor					Requires HR certification	Employee A to be supported through RPL process to obtain HR certification							
Employee A	Co-ordinator	2		2		N/A	N/A	2		2	Discuss mentoring in customer relation skills for C, E and F	1	Attend webinar on social media training	12
Employee B	Adminstrator	2		2	Discuss mentoring C & D in use of spreadsheets	N/A	N/A	1	Attend writing training webinar	2		1	Attend webinar on social media training	9
Employee C	Adminstrator	2		1	Mentoring from B	N/A	N/A	1	Attend writing training webinar	1	In-house mentoring	0		6
Employee D	Adminstrator	1	Enrol for computer skills course	1	Mentoring from B	N/A	N/A	2		2		0		7
Employee E	Assistant	1	Enrol for computer skills course	0	Enrol in basic Excel training	N/A	N/A	1	Attend writing training webinar	1	In-house mentoring	1	Attend webinar on social media training	5
Employee F	Trainee	1	Enrol for computer skills course	0	Enrol in basic Excel training	N/A	N/A	0	Attend writing training webinar	0	In-house mentoring	1	Attend webinar on social media training	2
<b>TASK SCORE</b>		<b>9/12</b>		<b>6/12</b>		<b>6/12</b>		<b>7/12</b>		<b>8/12</b>		<b>5/12</b>		
<b># PEOPLE REQUIRED TO HAVE THIS SKILL</b>		<b>6</b>		<b>6</b>		<b>4</b>		<b>6</b>		<b>6</b>		<b>3</b>		

■ 0 = no skill (orange)  
 ■ 1 = learned (yellow)  
 ■ 2 = expert (green)  
  N/A = not applicable to this role (no colour)



## References

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