Pathways to opportunity: Making RVA inclusive for migrants and refugees

July 2024

Concept note

An online capacity-building course on the recognition, validation and accreditation of prior learning (RVA) for migrants and refugees, targeted at key stakeholders in Latin America and the Caribbean (LAC)

Background

The **UNESCO Institute for Lifelong Learning (UIL)** works to promote the recognition, validation and accreditation (RVA)[1] of formal, non-formal and informal learning through conducting extensive research, fostering knowledge exchange and developing tailored capacity-building activities.

In the framework of the Institute's focus on inclusive lifelong learning opportunities, it has recently carried out a research project with the overarching aim of supporting countries in developing RVA policies, mechanisms and operating systems to identify and recognise the knowledge, skills, competences and qualifications of migrants and refugees, to enhance their employment and education prospects, as well as their active engagement in society. This led to the development of an online course, titled 'Skillsets in Transit: Recognizing prior learning for migrants and refugees,' which assisted national-level policymakers across UNESCO Member States in building competences to support the development and implementation of RVA policies and practices that meet the needs of these groups. The course was launched in June 2023 and counted on the engagement of participants from 13 African and Asian countries.

The **International Labour Organization's Inter-American Centre for Knowledge Development in Vocational Training (ILO-Cinterfor)** seeks to foster vocational training in Latin America, the Caribbean, Spain, Portugal and Cape Verde. Via its coordination of a network that counts on 66 entities in 29 countries – including professional and vocational training and education institutions, ministries of work and education, and social actors – the organization offers professional training and human resource development opportunities.

In recent years, ILO-Cinterfor has worked on a series of projects related to competency certification and the recognition of prior learning. In the framework of its efforts to enhance education as well as technical/professional training, in May and June of 2023, the organization offered an online course titled 'Certificación de competencias y Reconocimiento de Aprendizajes Previos' in which participants from 13 LAC countries participated.

Against this backdrop, ILO-Cinterfor, with the financial and technical support of the Lazos Project, and UIL are developing **a collaborative online learning offering**, to equip key stakeholders in LAC countries with the tools to build systems for recognizing prior learning that are inclusive of migrants and refugees.

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[1] In Latin America and the Caribbean, the concept "Certification of competencies" and "Recognition of Prior Learning - RAP" are also used. For the purpose of this course, the term RVA (that encompasses the other concepts) will be used.

Aims

The aims of this online course are to:

- **explore** the fundamental principles, mechanisms and current experiences of RVA in the LAC region, as well as other regions, while examining how far such systems are inclusive of migrants and refugees at present, in the framework of lifelong learning policy development and qualification systems (LO1);
- **encourage** learners to envision what inclusive RVA for migrants and refugees may look like in their country contexts moving forward, in light of future trends (LO 2);
- **equip** participants to develop and strengthen RVA policies, strategies and practices in their countries in ways that are inclusive of migrants and refugees, by unpacking key challenges, opportunities and cases of effective practice (LO 3).

Course participants

This course is targeted at two main groups: national-level policymakers and practitioners involved in efforts to advance lifelong learning and skills development in Latin America and the Caribbean. Namely, representatives from ministries of labour and education in the LAC region, who are responsible for the design of policies, improvement plans, monitoring and evaluation tools and strategies to foster the recognition of prior learning, will have the opportunity to benefit from this capacity-building offering. Directors, professionals and practitioners at vocational training institutions, organizations specialized in the certification of competences and employment service personnel will also be able to engage in the course, to examine how policy and practice interact, identify bottlenecks in practical terms and exchange ideas on how to deal with those, while improving their efforts. Those dealing with migration policy are additionally invited to engage in the course.

The course will be available in **English** and **Spanish.**

Structure

The course will consist of four modules covering the essential building blocks to make RVA for migrants and refugees a reality in LAC contexts. Its structure is as follows.

The following elements will be covered in each module.

	Module title	Details
1	**Understanding RVA**	**Key elements:** ● 1.1 Key concepts I: formal, non-formal and informal learning ● 1.2 Key concepts II: RVA and its elements ● 1.3 Migrants and refugees as diverse groups ● 1.4 The benefits of RVA ● 1.5 Common challenges
2	**Pathways to opportunity through RVA: Building blocks**	**Key elements:** ● 2.1 Certification systems, learning outcomes and National Qualifications Frameworks ● 2.2 Legislative cohesion: education, employment and migration ● 2.3 Regional initiatives
3	**Skills without borders: Assessment methodologies for recognising competencies**	**Key elements:** ● 3.1 Assessment methods – Authenticity and flexibility ● 3.2 Culturally-informed assessment ● 3.3 Quality assurance ● 3.4 Digital technologies and AI in assessment and competency profiling ● 3.5 Electronic Certification and Validation Tools ● 3.6 Micro-Credentials and Digital Badging
4	**4Es for inclusion: Constructing an equitable, ethical and evidence-based RVA ecosystem**	**Key elements:** ● 4.1 Equitable access: Outreach, guidance and funding ● 4.2 Ethics and integrity in RVA design and implementation ● 4.3 Evidence, monitoring and evaluation ● 4.4 Building Ecosystems: stakeholder involvement and interinstitutional collaboration ● 4.5 Staff profiles and professional development

Modality and activities

Learners will cover each module at their own pace through an **online learning platform**, the UIL Learning Hub, largely via self-directed study.

During each module, participants will be given access to:

● custom-made lesson texts and selected publications.
● video recordings with analysis from those conducting good practices and leading experts in the field.
● a quiz.
● live sessions, discussion fora, and reflective questions that set learners up to consider how RVA for migrants and refugees may be advanced in their countries and will help to develop participants' understanding of the topics covered by the programme.

Duration and commitment

The course will last for **five weeks**, from **8 July to 9 August 2024.**

A weekly dedication of 4 hours is expected, which includes 1 hour per week in a live session, reading time, analysis of the materials on the platform and completion of assignments.

The modules are organized as follows:

In **Week 1 (8-14 July),** Module 1 will be studied.

In **Week 2 (15-21 July),** Module 2 will be covered.

Module 3 will be divided into two parts, across **Weeks 3 and 4 (22-28 July and 29 July - 4 August).**

The last module of the course, Module 4, will be covered in **Week 5 (5-9 August).**

Expected outcomes

The fundamental expected outcome for all learners is that they develop a knowledge base to support future efforts to strengthen **RVA systems that are inclusive of migrants and refugees from a lifelong learning perspective** in their respective contexts. It is hoped that participants will go on to use the competences they acquire to inform future collaborative efforts with UIL and ILO-Cinterfor to **develop and implement more inclusive RVA processes and systems that cater to the needs of all learners.**

Registration

Registration will be open **until 28 June 2024, or until 90 places are filled**. You are kindly invited to complete and submit the course registration form here.

Registration link: https://forms.gle/vLVVn4cud7iLkjuP9

Organizers

International Labour Organization's Inter-American Centre for Knowledge Development in Vocational Training (ILO-Cinterfor) and UNESCO Institute for Lifelong Learning (UIL)

Working languages

Spanish and English

Dates and online platform

Dates: 8 July – 9 August 2024

Online platform: UIL Learning Hub - https://learninghub.uil.unesco.org/

Further information

Further information regarding this offering can be found by contacting Katie Jones at k.jones@unesco.org and/or Fernando Vargas at vargas@ilo.org

Contacts

Mr Fernando Vargas
Skills development specialist
ILO/CINTERFOR
Email: vargas@ilo.org

Ms Katie Jones
Consultant
UNESCO Institute for Lifelong Learning
Email: k.jones@unesco.org

UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to **"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.