

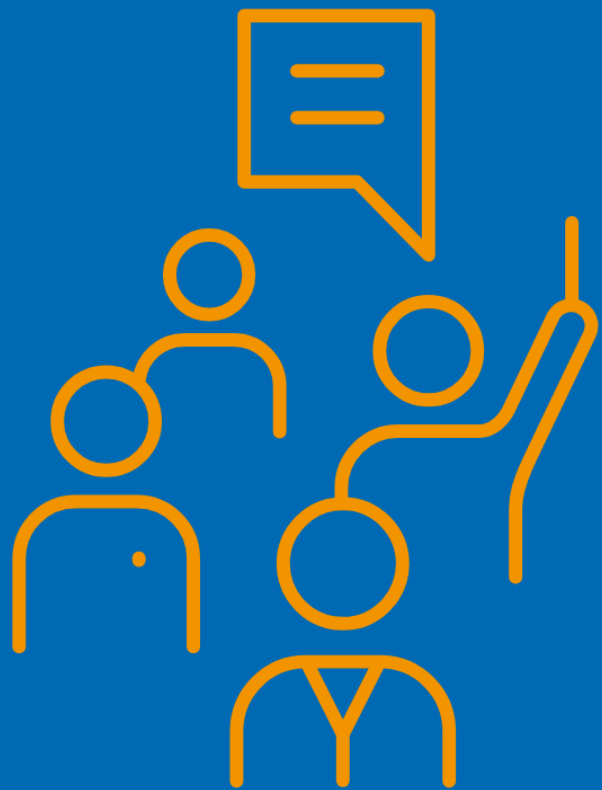


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Institute for
Lifelong Learning

Skillsets in transit: Recognizing prior learning for migrants and refugees

19 June – 7 July 2023



Concept note

An interactive online course for key stakeholders and representatives of UNESCO Member States

Background

This online course, *Skillsets in transit: recognizing prior learning for migrants and refugees*, is the third component of the UNESCO Institute for Lifelong Learning's (UIL) research project on RVA for migrants and refugees, which also includes a literature review and thematic research report. The project aims to support countries in developing RVA policies, mechanisms and operating systems that identify the skills, competences and qualifications members of such groups possess, to enhance their employment and education prospects as well as their active engagement in society.

Hosted on UIL's Learning Hub, this online course aims to help learners build competences that support the development and implementation of RVA policies and practices that are inclusive of all groups, including migrants and refugees. It is important to note that the learning outcomes of the course are relevant to developing RVA systems and processes that are accessible to both marginalized communities and the wider population. To illustrate how this may be achieved in a practical sense and in consideration of increased international mobility, the course does, however, have a focus on migrants and refugees.

Focus on migrants and refugees

There has been a renewed concern for the extent to which education systems and the world of work are inclusive of migrants and refugees. One of the biggest challenges facing such groups is the non-recognition of their previously acquired competences within their host countries due to a lack of inclusive systems to support the recognition, validation and accreditation of prior learning, also known as RVA.

However, many migrants and refugees still seek to have their existing competences recognized to respond to identified skills gaps; pursue further educational opportunities; boost their prospects in the labour market; upskill/reskill and enhance their personal development.

Ultimately, RVA can be used as a tool for socio-economic and educational inclusion, as well as the empowerment of its beneficiaries. In a practical sense, it can open up working and learning opportunities. This can support the integration of people on the move into host societies. As such, RVA may offer a rare source of inclusion in otherwise closed-off educational, socio-economic, political and cultural environments in which many migrants and refugees find themselves.

Course aims

The aims of this course are to:

- enable participants to strengthen RVA in their countries by building understanding, awareness, skills and competences for developing and implementing RVA policies and practices that are inclusive of migrants and refugees;

- share promising case studies of RVA policies and practices that are inclusive of marginalized populations.

To meet these aims, participants will learn facts and definitions (Learning Outcome 1), understand concepts and constructs (Learning Outcome 2), apply newfound knowledge to their country context (Learning Outcome 3) and analyse the extent to which lessons can be learned in consideration of their country context (Learning Outcome 4).

Course audience

The course seeks to support policy-makers, funders, programme providers and practitioners interested in the utility of RVA for marginalized groups in the development of:

- national policy approaches for inclusive RVA and country readiness;
- assessment practices for inclusive RVA;
- inclusive RVA outreach and pre/post candidate support.

It will initially be available in English, with French and Spanish versions or modules potentially to follow.

Entry requirements:

- Some understanding of skills assessment and/or current involvement in the subject matter.
- English language proficiency.

Course content

The course will be divided into three modules. Within each module, participants will explore several success factors that contribute to making inclusive RVA a reality, particularly where migrants and refugees are concerned.

The following success factors will be covered in each module:

Course Structure	
<p>Week 1</p> <p>Module 1: National policy approaches for inclusive RVA and country readiness</p>	<ul style="list-style-type: none"> ○ Success factor 1.1 – Legislative cohesion. ○ Success factor 1.2 – Synergy between RVA and migration policy. ○ Success factor 1.3 – Regional labour mobility initiatives. ○ Success factor 1.4 – Evidence-based policy-making. ○ Success factor 1.5 – Collaborative multi-stakeholder buy-in. ○ Success factor 1.6 – Linkage to the labour market, education and training systems. ○ Success factor 1.7 – Sustainable and adequate funding. ○ Success factor 1.8 – National qualifications framework. ○ Success factor 1.9 – Competency-based RVA system.
<p>Week 2</p> <p>Module 2: Assessment practices for inclusive RVA</p>	<ul style="list-style-type: none"> ○ Success factor 2.1 – Culturally informed assessment. ○ Success factor 2.2 – Quality-assured, flexible assessment. ○ Success factor 2.3 – Technology-enabled, learner-centric assessment. ○ Success factor 2.4 – Assessment linked to the labour market. ○ Success factor 2.5 – Accessible assessment for illiterate groups. ○ Success factor 2.6 – Trained and certified staff.

<p style="text-align: center; color: #c00000; font-weight: bold;">Week 3</p> <p style="color: #c00000; font-weight: bold;">Module 3: Inclusive RVA outreach and pre/post candidate support</p>	<ul style="list-style-type: none"> ○ Success factor 3.1 – RVA outreach. ○ Success factor 3.2 – Pre and post RVA career guidance and vounselling. ○ Success factor 3.3 – Skills gap training.
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Modality and activities

Learners will cover one module per week through an **online learning platform**, largely via self-directed study.

Each module will be structured into lessons that include a number of activities for each success factor. During each module, participants will:

- **read** the module glossary.
- **read** written materials related to the success factors in the module.
- **watch** videos on the success factors.
- **apply** their knowledge through responding to discussion questions and activities.
- **apply** their knowledge by completing the quiz and module matrix.
- **reflect** on how the success factors in a given module could be applied or strengthened in their country context moving forward.

In the final week of the course, participants will also submit a **final proposal assignment**, bringing together all they have learned in a practical way.

To complement self-directed learning, there will be **three live sessions** throughout the course. On the first day of Week 1, participants will attend an introductory live session (Live Session 1) that will offer a space for introduction, support onboarding and introduce Module 1. Live Session 2 will be a mid-way check-in event, with content discussion included. Finally, Live Session 3 will be our closing event at the end of Week 3. This will offer a space for participants to share their work on the final proposal as well as for content discussion as we close the course.

Course schedule

In the week before the course officially launches, participants will engage in a **preparatory phase (12-18 June)**. During this phase, learners will review the course handbook and schedule, while having a chance to familiarize themselves with the online learning platform and introduce themselves. They will submit the pre-course survey, providing information about themselves (including, if possible, a picture for publication), RVA in their countries, challenges and plans, as well as a quote as to why this course is important to them. This information will also be used for the promotion of the course.

In **Week 1 (19–23 June)**, following our course launch on Thursday 15 June, participants will cover Module 1, in which they will unpack what is required for national policy approaches that underpin inclusive RVA and explore some of the key building blocks that underpin RVA country readiness. A series of activities, including pre-recorded lectures and individual tasks, will be made available for participants to undertake for around 1–2 hours every day. These will reflect the success factors featured in this concept note for Module 1.

During **Week 2 (26 June–30 June)** participants will cover Module 2. In doing so, participants will learn how to ensure assessment practices for RVA are both inclusive and effective. They will engage with a variety of independent learning activities similar to those featured in Module 1 and join a live check-in session.

Finally, in **Week 3 (3 July–7 July)**, Module 3 will focus on inclusive RVA outreach and pre/post candidate support. During the final part of the course, learners will also complete a final proposal assignment and attend the closing live plenary session on 6 July.

Course Schedule	
Week 1	Live session 1 (19 June) Self-study for Module 1: National policy approaches for inclusive RVA and country readiness
Week 2	Live session 2 (26 June) Self-study for Module 2: Assessment practices for inclusive RVA
Week 3	Live session 3 (3 July) Self-study for Module 3: Inclusive RVA outreach and pre/post candidate support

Assessment

Participants will be assessed based on:

- participation (in live sessions and discussion forums);
- completion of each module’s matrix (and the final general matrix);
- completion of each short module quiz;
- completion of the final proposal assignment.

Participants are strongly encouraged to complete the activities included for each success factor, although this will not form a central part of assessment.

Expected outcomes

In each module, learners will work towards achieving four learning outcomes centred on:

- **knowing** key definitions and facts (Learning Outcome 1).
- **understanding** the success factors and related concepts (Learning Outcome 2).
- **applying** success factors (SFs) to their country context (focusing on the extent to which the SF is already in action in the country and why) (Learning Outcome 3).
- **analysing and reflecting** on how and to what extent success factors may be implemented in their country context moving forward (focusing on future action to enhance the implementation of SFs in the learner’s country context in a practical sense) (Learning Outcome 4).

The fundamental expected outcome for all learners is that **RVA systems are strengthened from a lifelong learning perspective**. It is hoped that participants will go on to use the competences acquired in this course to **develop and implement more inclusive RVA processes and systems that cater to the needs of all learners, including migrants and refugees**.

Organizer

UNESCO Institute for Lifelong Learning (UIL)

Working language

English

Dates and online platform

Dates: 19 June – 7 July 2023

Online platform: learninghub.uil.unesco.org

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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.

