DOCUMENTATION
Workshop on Recognition of Prior Learning (RPL) Digital Tools

12th – 13th November 2019

ILO Dar es Salaam, Kazi House Maktaba Street, Tanzania

Workshop Objectives

- Understanding Kenyan/Tanzanian RPL-related national and institutional contexts

- Developing a project proposal for the following digital tools:
  - Assessment: Developing an online database of validated assessment tasks/tests
  - Application and Validation: Developing a transparent online RPL application and validation processes
  - Matching: Online platform that can link RPL graduates with potential wage or self-employment opportunities available.

Please also refer to concept note

Participants List

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12th Nov	Session	Facilitator
	Session 1: Welcome and introductions	
Morning	Welcome, workshop purpose and objectives	Albert
	Getting to know each other and experiences with RPL: "what do we bring to the table?"	Sabine
	Session 2: Exchange of Experiences I	
Morning	Setting the context: Short introduction of the RPL process in Tanzania - experiences, lessons learnt, bottlenecks; ILO perspective	Albert
	RPL in Kenya – similarities and differences to the Tanzanian model / Kenya National Qualifications Authority	Dr. Juma
	Skills Initiative for Africa (SIFA)	Sabine
	ArcSkills: Example of Skills Assessment and Matching Platform	Peter
	iHub: Grading of existing matching platforms	Hildah
	Technology and how it could help: transparency, time & costs, reliability	Laura
	Session 3: Group Work I	
Afternoon	First brainstorming on tool development in 2 groups: - Stakeholder perspective (what is needed) - Existing models - Process/next steps/possible task - Budget lines	All
13th Nov	**Session 4: Exchange of Experiences II**	
Morning	The National Industrial Training Authority (NITA), Kenya	Stephen O.
	E4D Matching Good Practices (KaziConnect)	Ahwad
	Session 5: Group Work II	
Morning	Further proposal development with input from group discussion	All
	Group work presentation and next steps	All
	Joint Lunch and farewell	

RPL in Kenya and Tanzania

Tanzania - Context and Status

- Growth in migration flows and transition from informal to formal economy = demand to establish, assess and revise RPL systems across different regions.

- Definition of RPL: **Process of identifying, documenting, assessing and certifying** non-formal, informal learning and uncertified formal **learning outcomes** against standards used in formal education and training.

- The Government of Tanzania has adopted the RPL system which was developed by VETA (supported by ILO) and which is now funded from the Skills Development Levy (SDL); the Government has made a decision to use only RPL certified artisans in major public investment projects.

- 5,000 informal apprentices have been assessed; 40,000 to be assessed until 2021 (under the 5-year development programme)

- Competencies are aggregated into **modules of employable skills** (MES) reflecting work specialization and practice in the labour market.

- Tools currently used (*also refer to provided documents*):
  - Application stage
    Competency claim checklist – RPL candidate fill the form to declare modules in which he or she is competent in
    Portfolio of evidence includes pictures, testimonials, certificates, contracts, appreciation letter etc. (if available)
  - Just before assessment: competency profile of a candidate
  - During assessment:
    Assessment item checklist
    Gaps identification form

- How can we use a digital interface to increase transparency, improve quality, reduce costs, reduce time, link certified candidates to job opportunities?

RPL in Kenya and Tanzania

Kenya - Context and Status

- 80% of employment is in the informal sector.

- **RPL is within the legal framework**; prior learning has been taken into account in universities for a while.

- KNQF is well developed and established to make progression possible; there are national standards for qualifications that cater for all **10 levels of the KNQF**; foreign qualifications can be allocated as well.

- **Consultation processes on the RPL framework** are ongoing; many national stakeholders are involved.

- What is needed: Policy support for Kenya; promotion and marketing.

- **Budget situation is good**: allocation of funds from the government for RPL unproblematic.

Good examples
Skills Assessment and Matching Platforms

- ArcSkills
  - Skills analysis conducted in a corporate context
  - 197 workers assessed in theory, technical skills, soft skills (also called "supportive skills/cross-cutting skills" in Tanzanian RPL context)
  - Online Matching Platform: ArcConnect

- iHub
  - Grading system for digital apps and platforms based on fair work principles
  - Platform itself must be the "employer"

- KaziConnect (E4D)
  - Online matching platform: http://kaziconnect.co.tz/
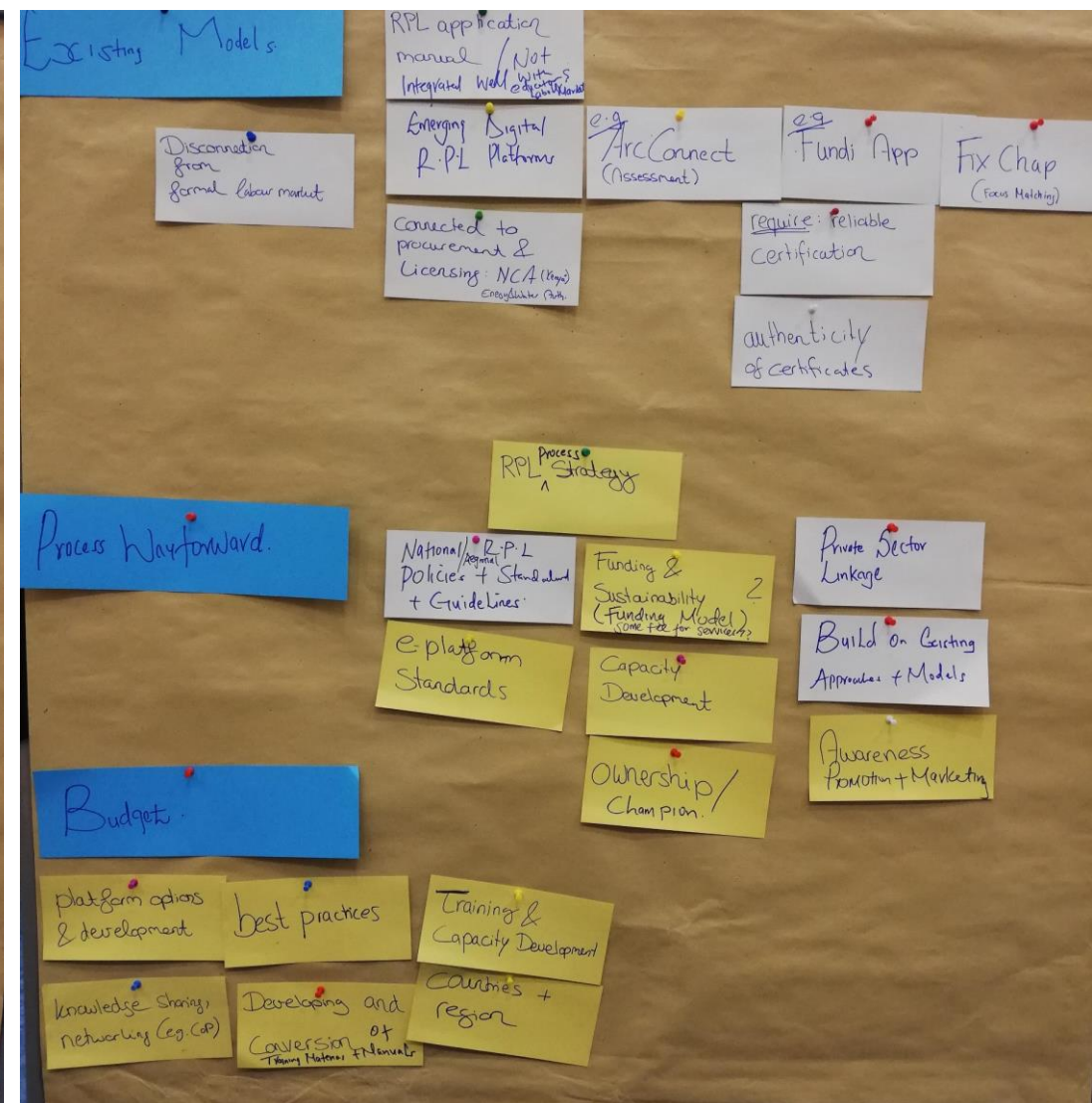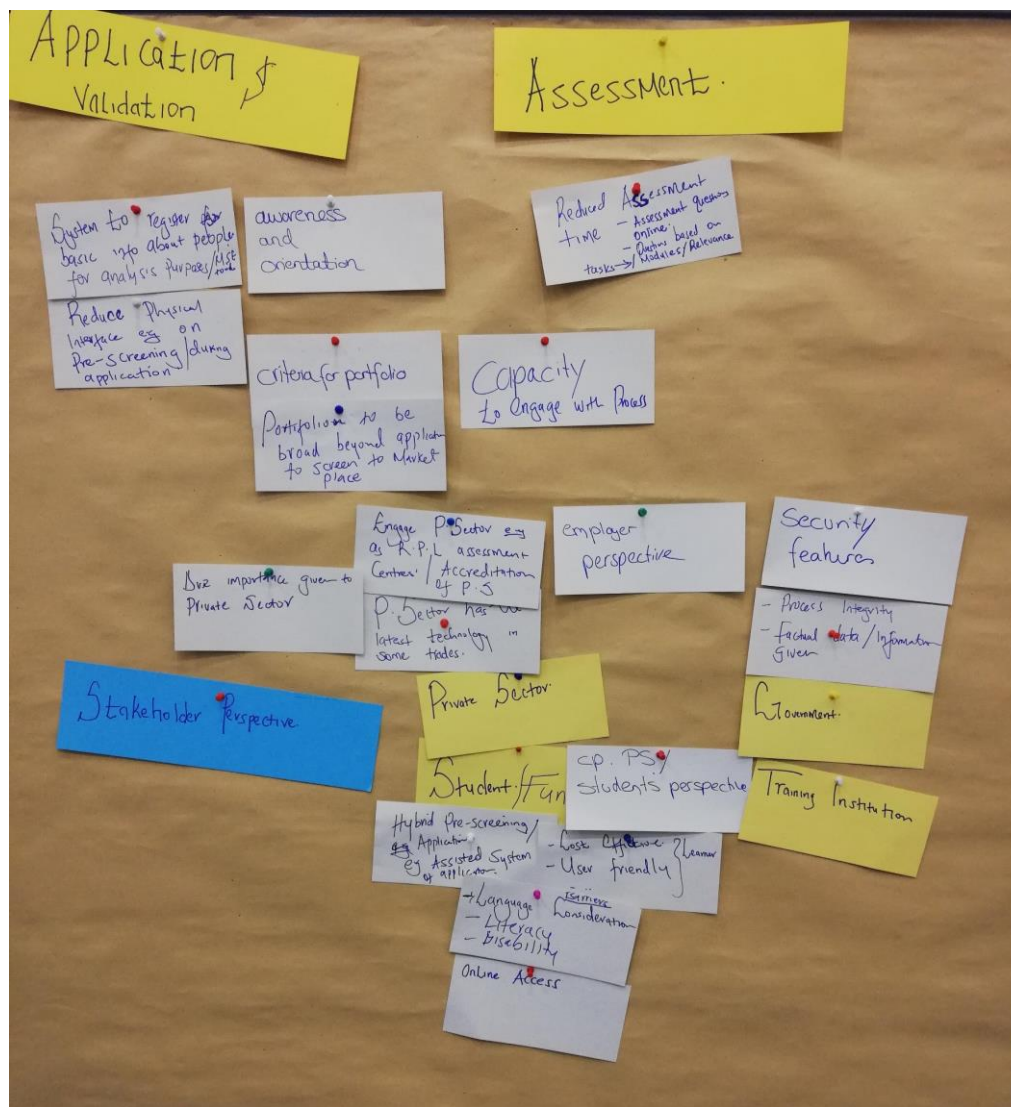
Group Work: Application&Validation, Assessment Tools

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An efficient digital **Application and Validation tool** should:

- allow an applicant to register smoothly; make information collection and analysis (e.g. for tracer studies) possible

- reduce physical interfaces - especially for pre-screenings and application procedures

- clearly define and communicate criteria for the portfolio the applicant is requested to submit

- allow for the possibility to upload a broad portfolio to be used beyond application, also for market place/matching platform

An efficient digital **Assessment tool** (e.g. database) should:

- reduce the time for developing and validating assessment tasks through online database of questions which are based on tasks, modules, relevance

Both the application and validation as well as the assessment tool will need to be introduced in a structured way: **Capacity building**, orientation and awareness raising

Group Work: Application&Validation, Assessment Tools

From the **stakeholders' perspective**

- The **private sector** with their latest technologies should be engaged in assessments, e.g. as accredited RPL assessment centres

- **Security features** of the application and validation tool to guarantee integrity of data/information/certificates is a relevant aspect for governments and the private sector

- **Hybrid/assisted systems** (digital/face-to-face) must be offered for application and pre-assessment purposes to guarantee an inclusive approach (Possible barriers are Illiteracy, language, no internet access, disability

- The competency standards should be aligned with **licencing requirements** such that RPL certificates are used as a basis to award licences (e.g. National Construction Authority Kenya, Energy and Water Utilities Regulatory Authority Tanzania)

- **Existing matching platforms** require reliable certification/authenticity of certificates must be traceable (e.g. this need was clearly expressed by FixChap)

Group Work: Application&Validation, Assessment Tools

Critical Questions for Way Forward

- How does a holistic RPL strategy look like?

- How does a sustainable funding model look like? Will fees for services be collected?

- Which national RPL standards/guidelines/policies are in place and how can they be further developed, also raised to a regional level?

- Which existing approaches and models are in place that can be built on?

- Can we put e-platform standards in place?

- How do we strengthen/initiate the necessary private sector linkages?

- How do we implement the necessary capacity building, awareness raising and marketing on all institutional levels?

- Who takes the ownership?

Possible budget lines

- Research on platform/existing models/best practices + Knowledge sharing/networking

- Platform/database development

- Development and conversion of existing hard copy material (Digitization)

- Training and Capacity Development
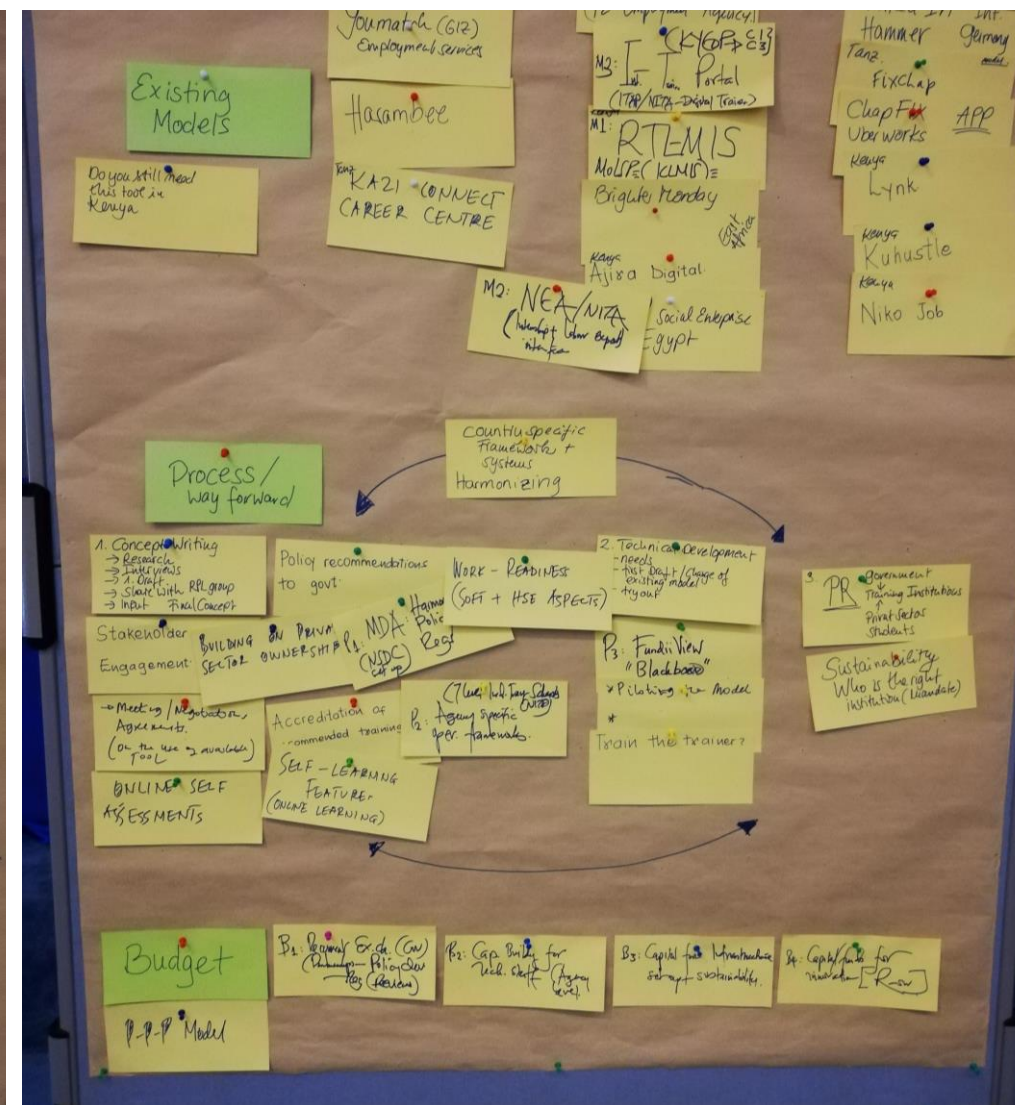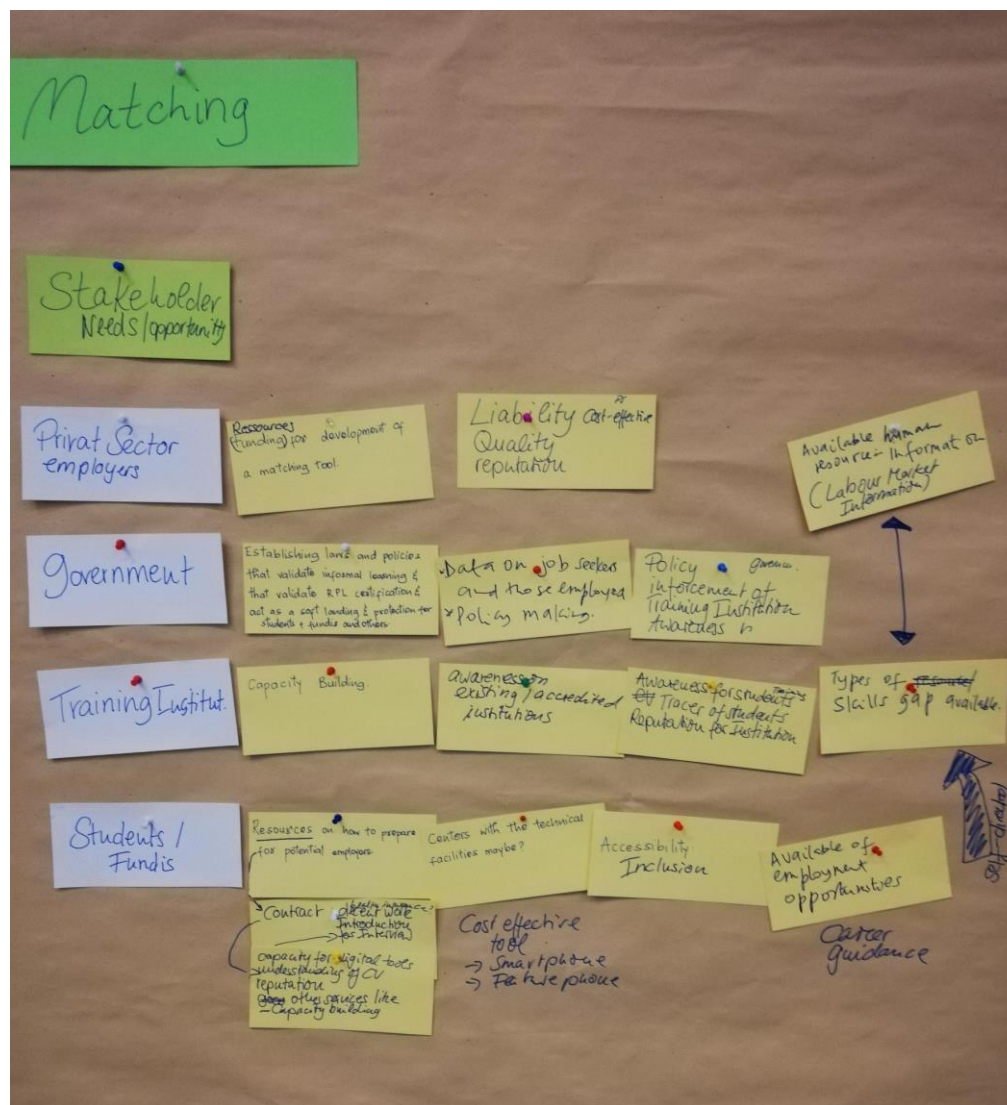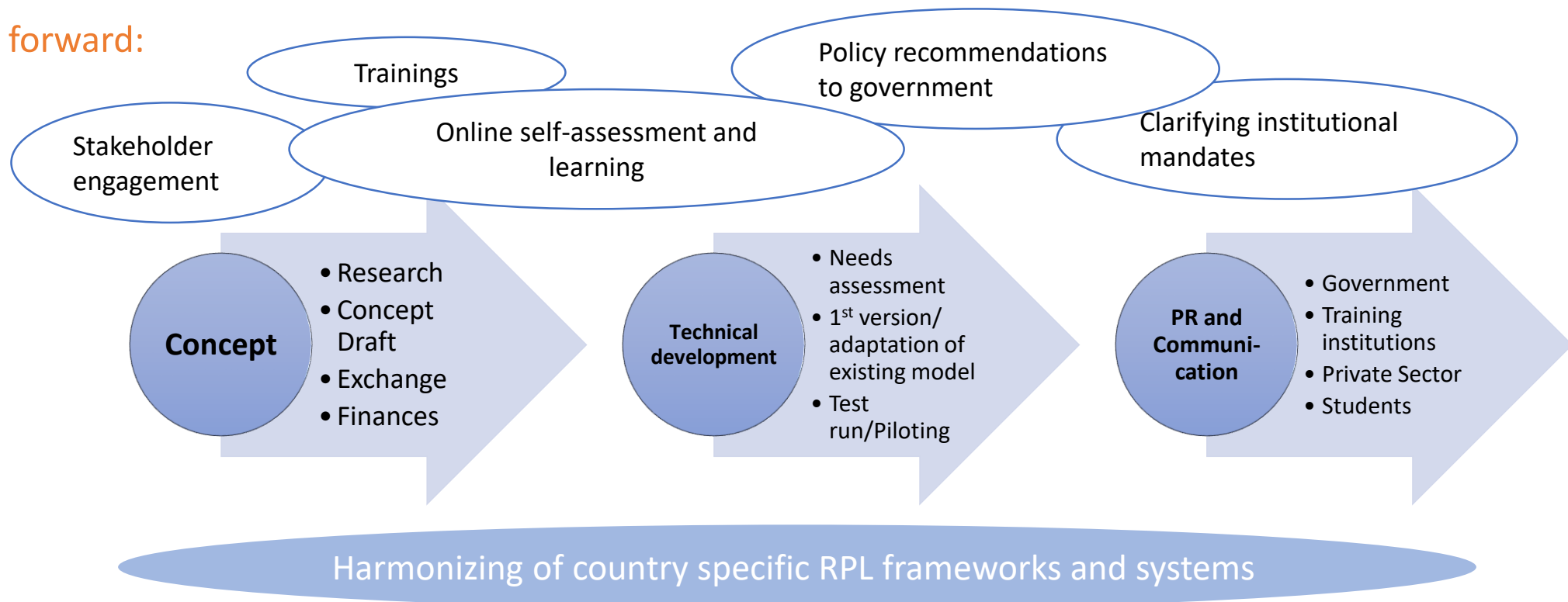
Group Work: Matching Tool

Group Work: Matching Tool

From the **stakeholders' perspective:** needs and opportunities

- Employers expect reliability, cost-effectiveness, high quality, good reputation

- Governments have the power to establish laws and policies that validate informal learning and RPL certification = protection for applicants; they would also benefit from data on job seekers and labour market information

- Training institutions need capacity building and awareness of existing accredited institutions; they have the role to make their students aware of the matching tool, at the same time they benefit from being able to trace their students and raise their own reputation; information on existing skills gap can be derived

- Students/Fundis expect information on availability of employment opportunities, resources on how to prepare for potential employers including knowledge relating to employment/serive contracts and what their rights are; they demand accessibility and inclusion

Group Work: Matching Tool

Existing models: Please refer to picture of pin board

Way forward:

Trainings

Stakeholder engagement

Online self-assessment and learning

Policy recommendations to government

Clarifying institutional mandates

Concept
- Research
- Concept Draft
- Exchange
- Finances

Technical development
- Needs assessment
- 1st version/ adaptation of existing model
- Test run/Piloting

PR and Communi-cation
- Government
- Training institutions
- Private Sector
- Students

Harmonizing of country specific RPL frameworks and systems

Group Work: Matching Tool

Possible Budget Lines

- Funding models must be a PPP solution

- Capacity Building

- Infrastructure

- Innovation

- Policy Development

Next Steps

Conduct mappings:

- RPL in African countries: actors (public and private; institutions and individuals), policies and frameworks, standards and guidelines, practices, formats and approaches

  ➡ What are the benefits, challenges and lessons learnt?

- Digital tools used in the RPL process steps Application, Validation, Assessment and also in Matching (Africa-wide/internationally)

  ➡ What exists already, is useful, could be replicated in/adapted to other African countries?

Next Steps

What?	Who?	Time
Workshop documentation + next steps	Laura	shared **by 22nd November**
Mapping: Where is RPL today? Research on Status quo in Kenya/in Africa	Dr. Juma, Albert, Sabine, Laura Brewer (ILO)	Concept finalized and shared **by end of November**
Set up ASPYEE CoP on RPL; sharing of existing documents from TZ, KE, SA	Sabine	Access information shared **by mid-December**
Expert support on RPL policy for Kenya	Sabine, Laura Brewer (ILO)	As soon as possible
Mapping: Digital tools used in RPL processes worldwide	Hildah	GIZ service contract to be drawn up as soon as possible (Laura/Stephen); **first quarter 2020** for mapping (?)
Digital solution to be developed for RPL on national/regional level	Stephen G., Stephen O. and Peter (Kenya), Albert and VETA (TZ)	After outcome of Hildahs research; **second quarter of 2020** (?)
Country Working Groups on RPL and digital solutions established	?	?

Remarks

"Whatever we're doing in our country, we're doing it for the rest of Africa as well."

"The RPL processes should be enforced by the government and supported by the private sector."

"Digitalized RPL processes must connect to existing systems and structures."

Publications

https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_625895.pdf

https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_626246.pdf

Asante sana!

Thank you very much!

https://www.nepad.org/skillsportalforyouth
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