

PRACTICE EXCHANGE AND COOPERATION AS THE KEYSTONES OF DEVELOPMENT OF RPL IN EUROPE

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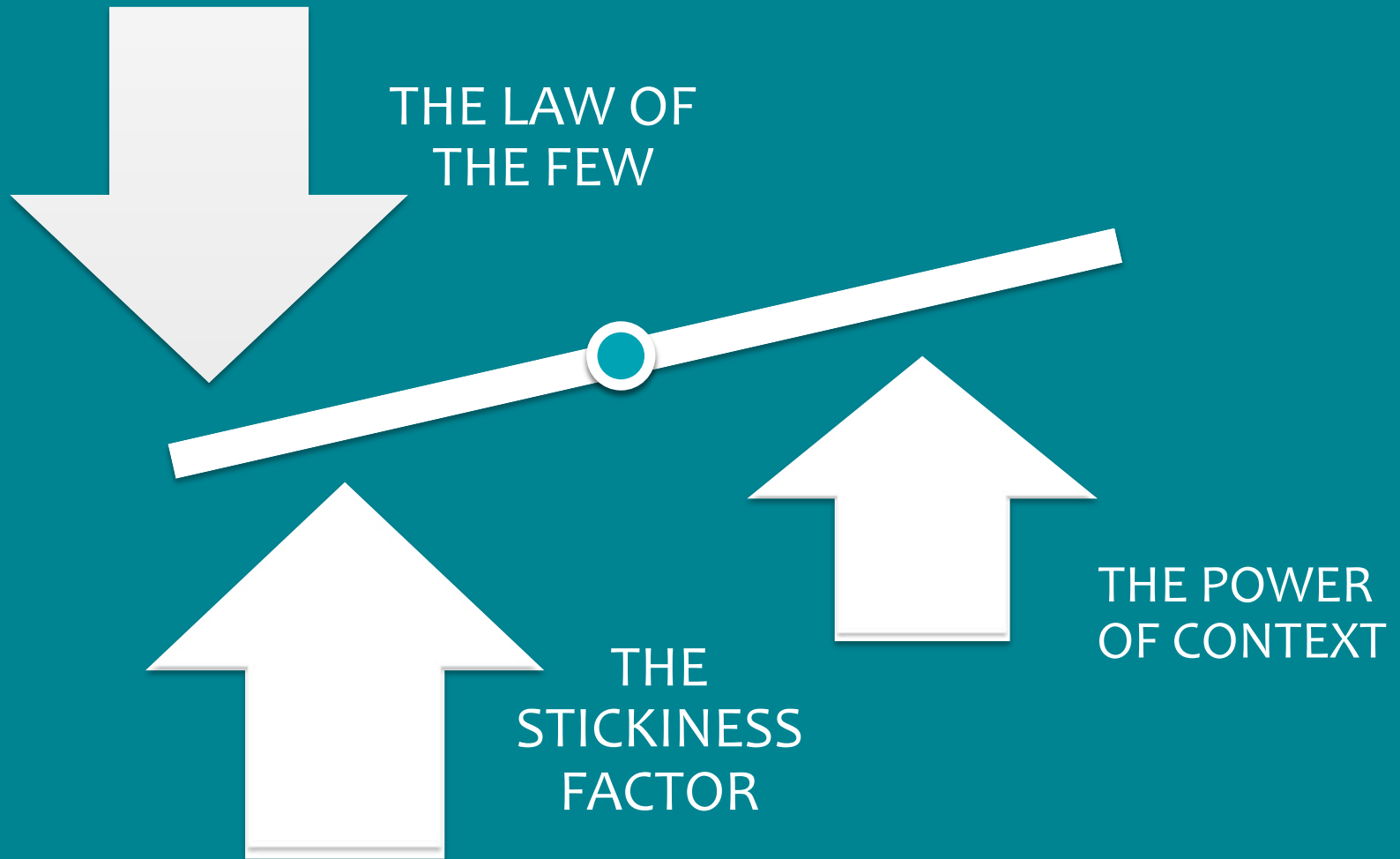
Recognition of prior learning

Giving recognition to prior learning wherever and whenever learning has taken place.

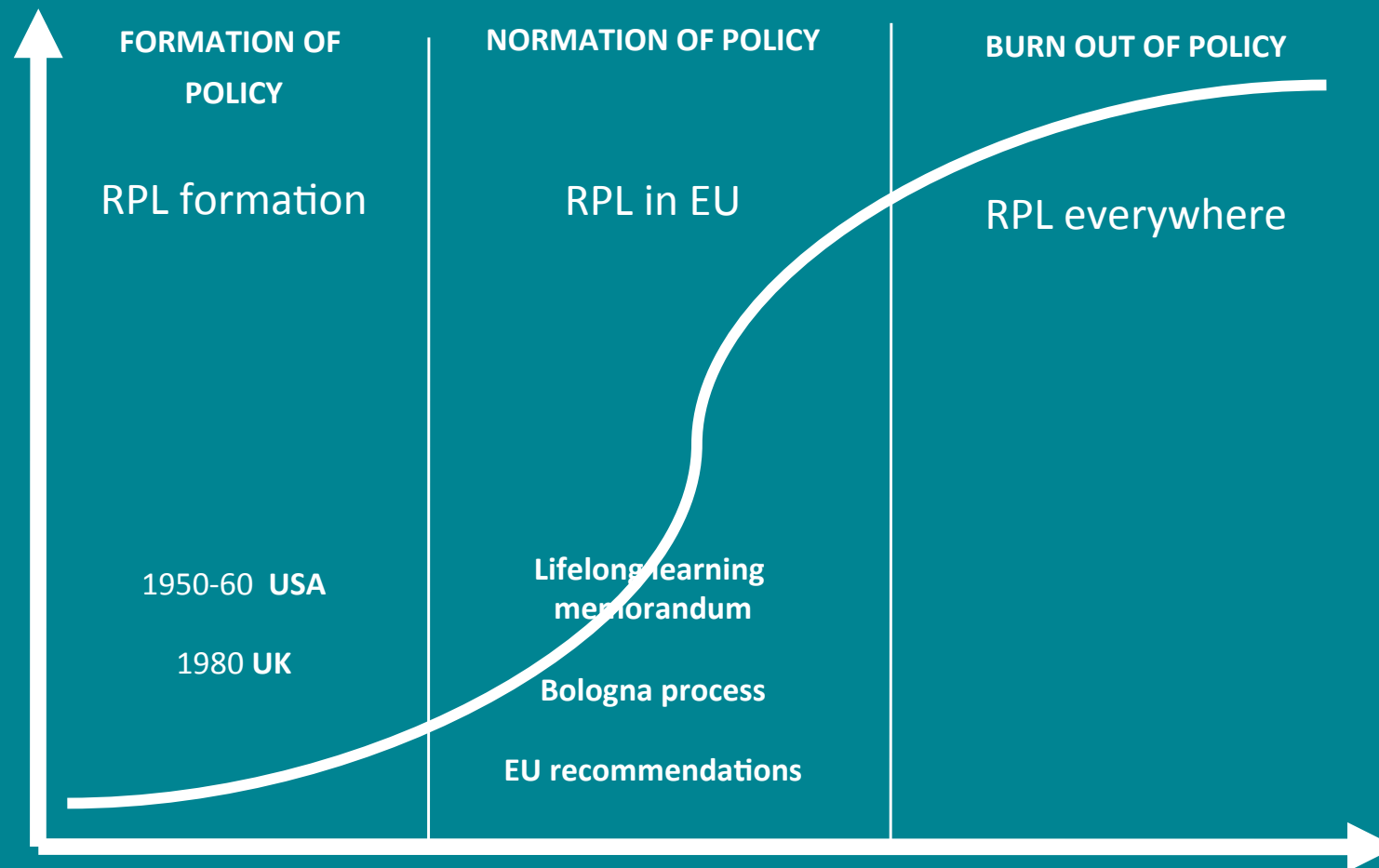
Contexts of RPL

- Educational system
- Working life
- Third sector

TIPPING POINT

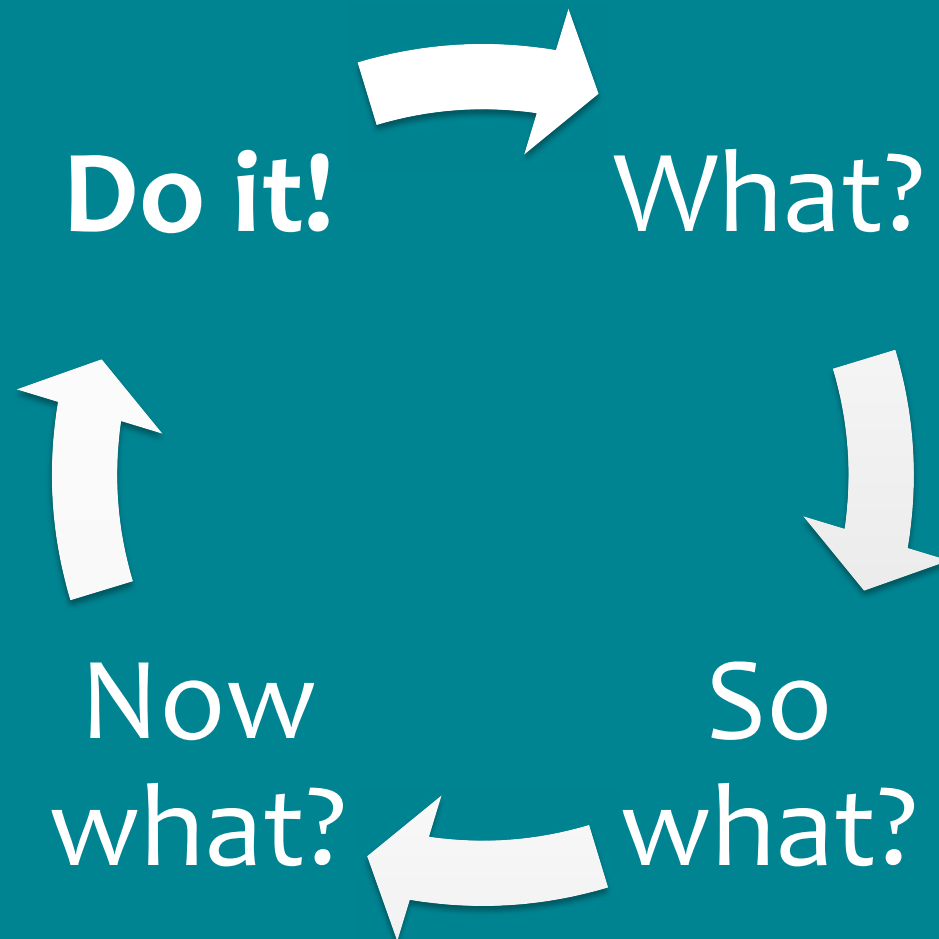


POLICY BORROWING AND LENDING



Stainer-Khamsi 2006, 2004, Popkewitz

FROM THEORY TO PRACTICE



Kolb's (1984) experiential learning cycle

- **Social justice**
 - Individual opportunities, widening access to education
- **Social change**
 - Making the competence of the population visible
- **Economic development and labor market**
 - Using existing competencies more effectively

(Andersson 2003)

RPL ADAPTED TO THE SYSTEM

- Focuses on the demands of the educational system or the labor market
- Individuals competencies are measured and assessed according to the prescribed criteria that determine which specific competence and knowledge are useful
- Knowledge and competencies are regarded as products or goods
- the individuals whose competence satisfies formal demands are the only group that can take advantage of this kind of RPL

RPL CHANGING THE SYSTEM

- All knowledge is valuable in itself and therefore the individual's knowledge and competence could be accepted, even if the formal merits are lacking
- Untraditional groups enter the system as a result of RPL. These groups gain access to the system not just because their competence meets the demands of the system but because the system recognizes the individuals' experience and competence on their own merits
- The individuals enter the system with their knowledge, experiences and perspectives, they are able to bring about changes in the system from inside.

WHERE ARE WE NOW?



- Mind shift
- RPL implemented in practice
- Professionalizing area
- Full potential of RPL

*The beautiful thing about
learning is that no one can
take it away from you.*

- BB King

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