

Recognition of Prior Learning in an European Perspective

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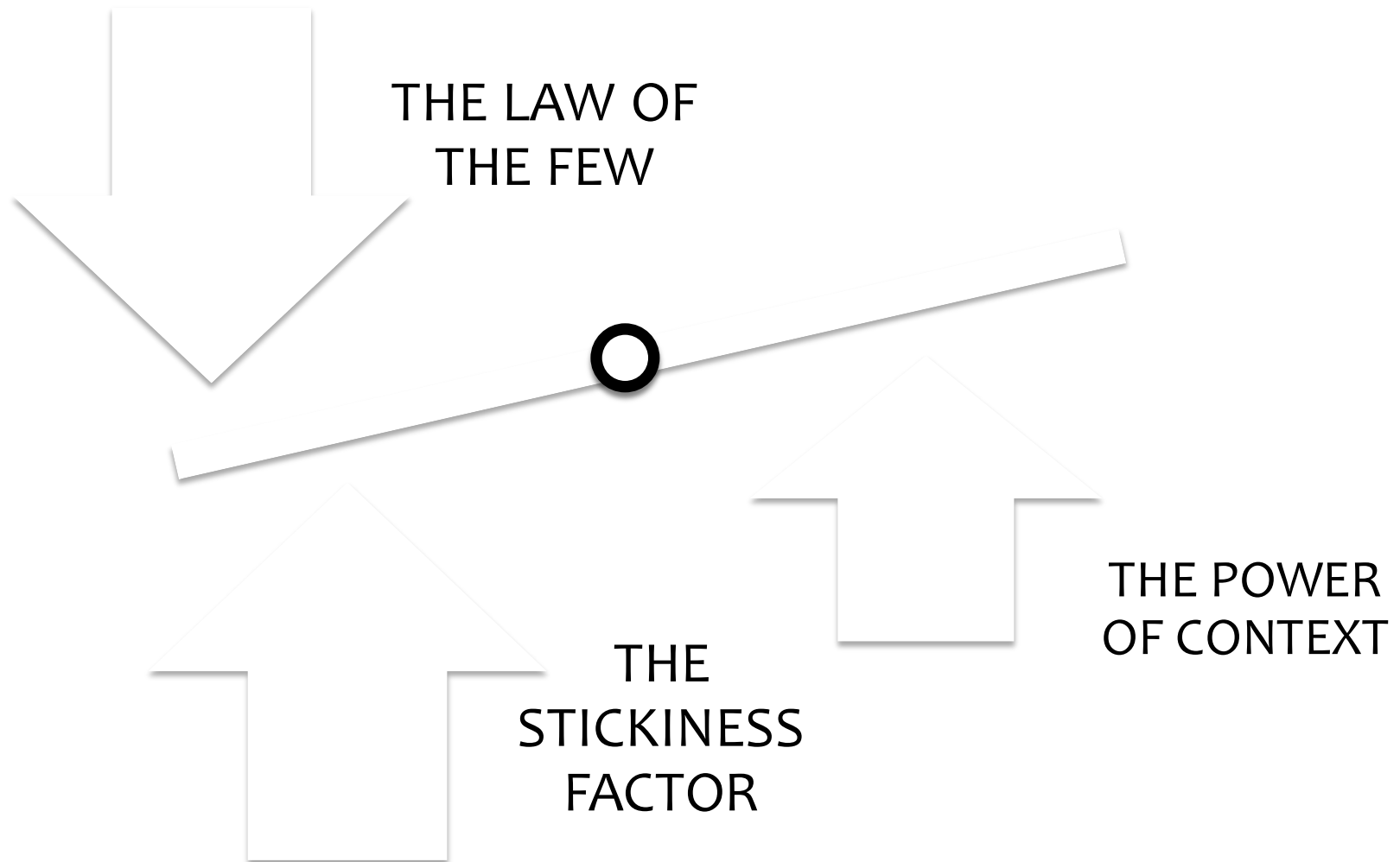
Recognition of prior learning

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

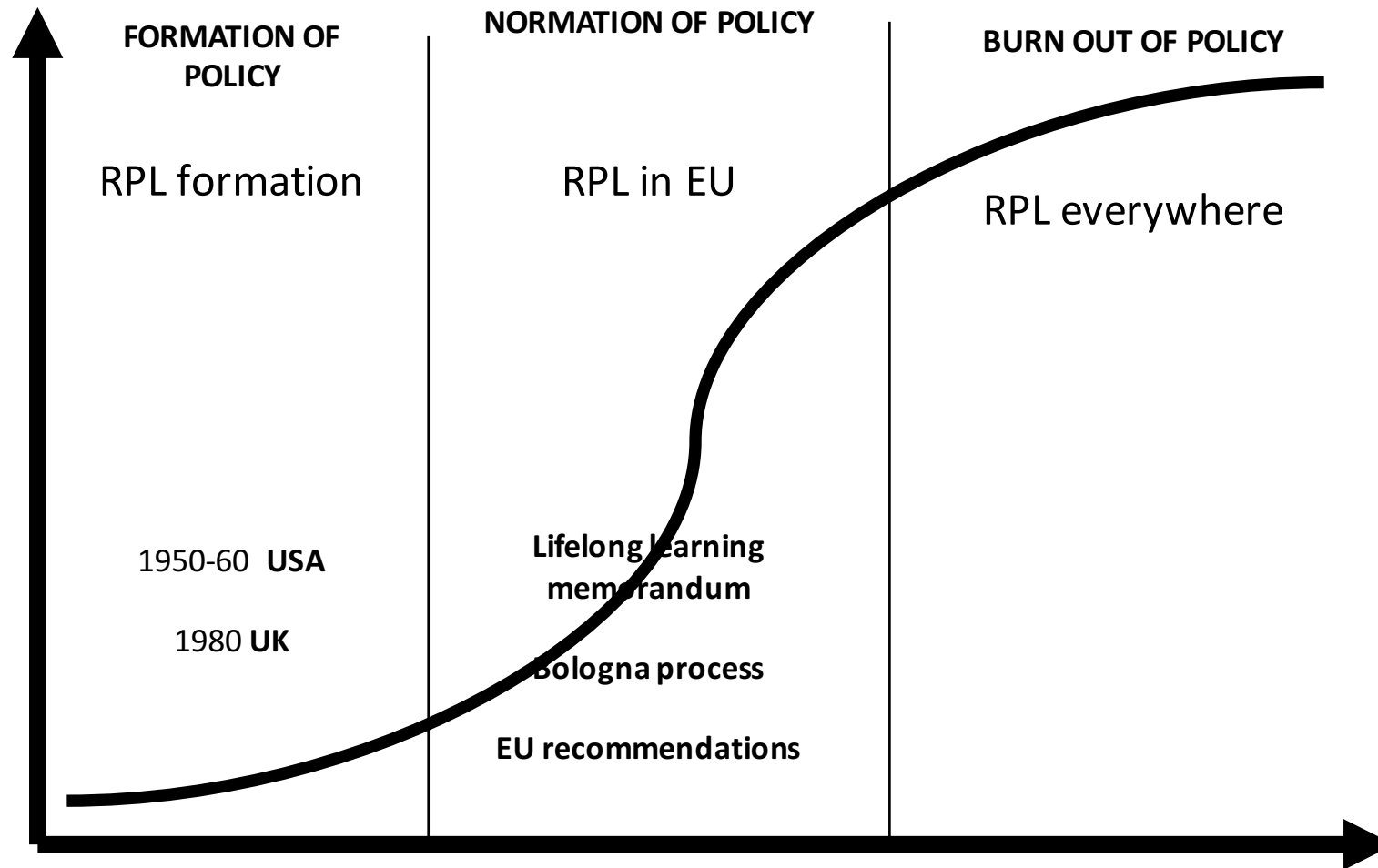
Contexts of RPL

- Education systems
- Working life
- Third sector

TIPPING POINT



POLICY BORROWING AND LENDING



Stainer-Khamsi 2006, 2004, Popkewitz

- **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 assessment processes undertaken for RPL are often more comprehensive than those used for formal education.
- Learning and learners as central for RPL process are not present in implementation RPL.
- The fear that formalisation may lead to a loss of freedom, creativity and flexibility.

- Traditionalist' way of thinking – trust in traditions and culture of formal education, distrust towards non-formal and informal learning.
- In all policy levels we come across RPL as a solution for competencies, access, equal opportunities

WIDENING ACCESS

- Long term strategies are essential
- Legal and financial responsibilities must be clarified
- Roles must be clarified and coordination strengthened
- Awareness raising is critical

PROFESSIONALIZING VALIDATION

- Trust depends on continuous professional development
- Assessors and counsellors play key role
- A common understanding of the professional requirements

DEVELOPING STANDARDS AND METHODS

- Reliability of RPL is critical
- Same/equivalent standards must be used for formal education and training and RPL
- Standards must be based on learning outcomes
- Methods must be fit for purpose

IMPROVING QUALITY ASSURANCE OF RPL

- QA requires a combination of approaches at national and local level
- Existing QA arrangements in formal education and training must be adapted to support RPL
- Assessors play a key role in QA of validation

Developing and implementing validation



Draft European guidelines for validating non-formal and informal learning

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

- BB King

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