

Recognition of Prior Learning

a tool for lifelong learning

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Recognition of prior learning - RPL

- The purpose of RPL is to make visible the entire scope of knowledge and experience held by an individual, irrespective of the context where the learning originally took place.
- Prior experiential learning can be acquired formally, non-formally or informally.
- RPL represents a move to accept that learning is not dependent upon any particular formal setting, and to acknowledge it as being of VALUE in its own right.

WHY RPL?

AIM OF RPL

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

(Andersson 2003)

HOW RPL?

RPL ADAPTED TO THE SYSTEM

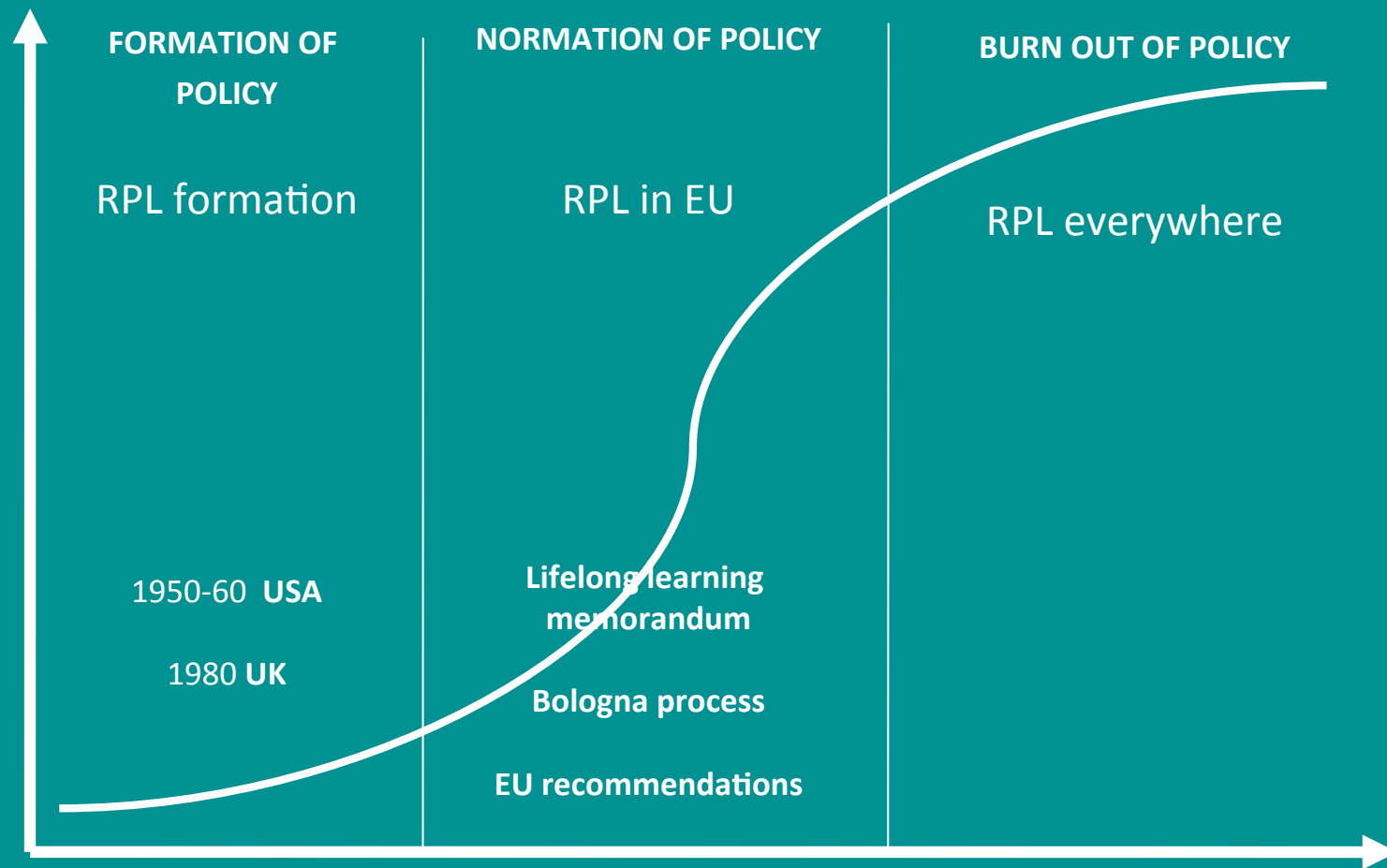
- Focuses on the demands of the educational system or the labor market
- Individuals competencies are measured and assessed according to the prescribed criteria that determine which specific competence and knowledge are useful
- Knowledge and competencies are regarded as products or goods
- the individuals 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.

TIPPING POINT

POLICY BORROWING AND LENDING



Stainer-Khamsi 2006, 2004, Popkewitz

RPL is CHALLENGING

- 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

RPL OPPORTUNITIES

- What opportunities/benefits RPL would give for individuals?
- What would be the benefits for an educational institutions eg university?
- What would be the benefits for a state?
- What would be the benefits for LIFELONG LEARNING?

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