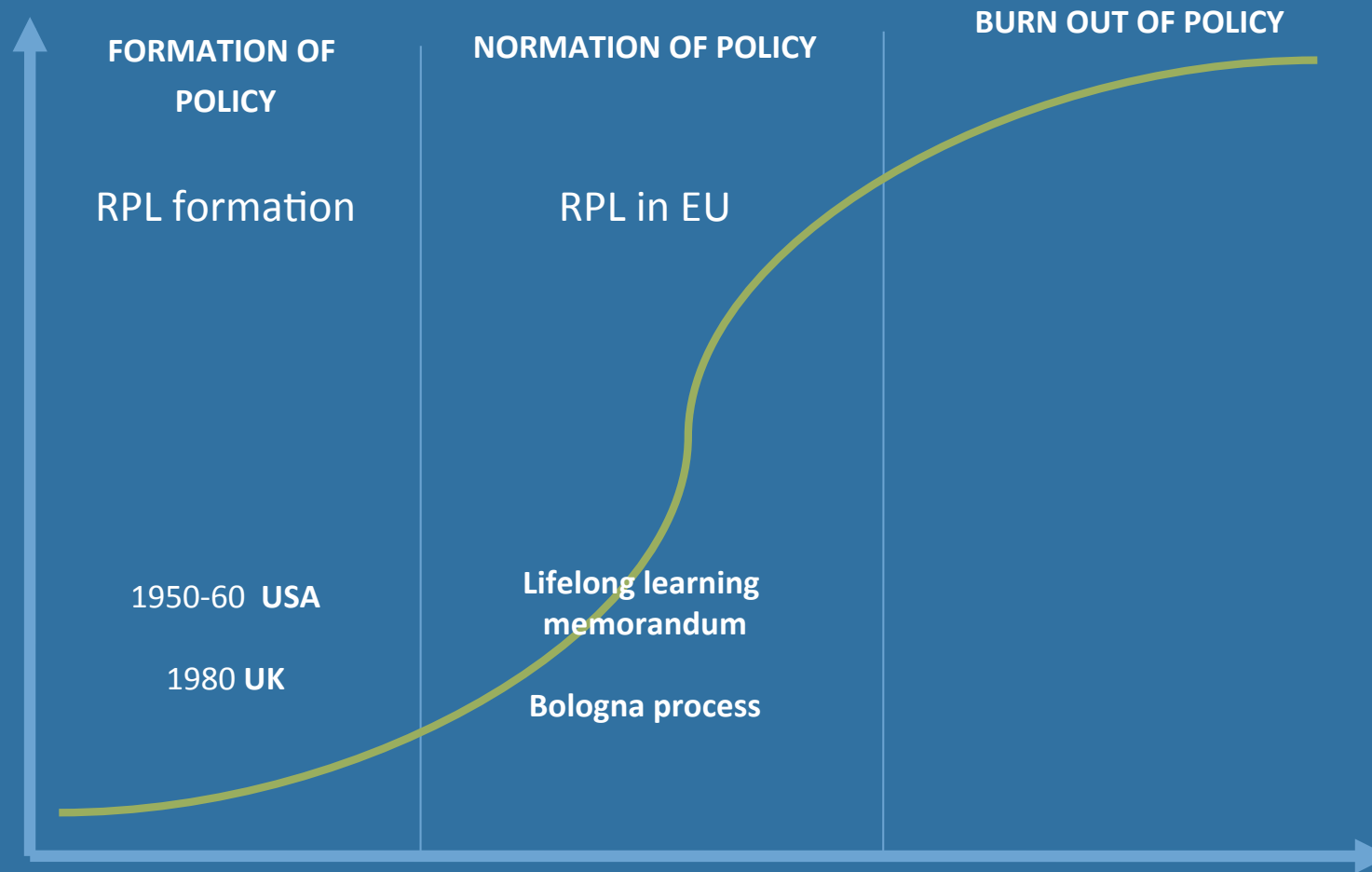


RPL - European Perspective

Marin Gross
European RPL Network

TIPPING POINT

POLICY BORROWING AND LENDING



Stainer-Khamsi 2006, 2004, Popkewitz

RPL as *SALVATION*

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)

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.

In RPL we *TRUST*

- 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;
- The difficulty to describe and therefore accredit social competences.

RPL is *FRAGMENTED*



RPL is a *CHALLENGE*

- RPL and MOOCs
- Building trust – for applicants, institutions, states.
- Financing RPL – private or public interest?

Marin Gross – marin@tlu.ee

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