

WHAT IS RECOGNITION OF PRIOR LEARNING?

It is used for:

- Increasing participation to Higher Education and VET
- Increasing employability to climb up career or to improve professional mobility

It could be used for:

- Upvaluing informal learning --> Awareness about competences developed in everyday life
- Upvaluing outcomes from volunteer activities

Overview on RPL processes

Hungary: there is no working process except for some examples in higher education

Italy: no national system but only some implemented regional examples

Scotland: individual cases, mainly to fit people into the NQF

Germany: some programmes and initiatives, no national system due to federal structure

Portugal: well structured system based on one's life story

Processes

- Very different systems in each country
There is space to improve everywhere in order to
- Facilitate access to higher education
- Validate previous learning
- Foster participation in RPL
- Strengthen mobility in the European Union

How was it made in Portugal...
(Secondary Level)

3 Areas (Total of 88 Credits)

STC – Society, Technology and Science (7 Specific areas, 28 Themes)

CLC – Culture, Language, Communication (7 Specific areas, 28 Themes)

CP – Citizenship and Professionalism (8 Specific areas, 32 Themes)

Conditions for Certification

- 44 credits (minimum) for certification
- 16 on CP, 14 on CLC, 14 on STC
- Work all Specific Areas
- At least 2 Referential Domains in each Specific Area

Specific Areas for CP (Citizenship and Professionalism)

Rights and Duties	Cognitive Skills
Complexity and Change	Reflectivity and Critical Thinking
Identity and Otherness	Conviction and Ethics Firmness
Moral Opening	Argumentation and Assertiveness
Programming	Social Competence

Domains for PROGRAMMING

"Projects, dreams and utopias are an integral part of every human being"

Domain	Theme
Private Context	Personal and family projects Text in here
Professional Context	Work management
Institutional Context	Collective projects
Macro-structural Context	Foresight capacity



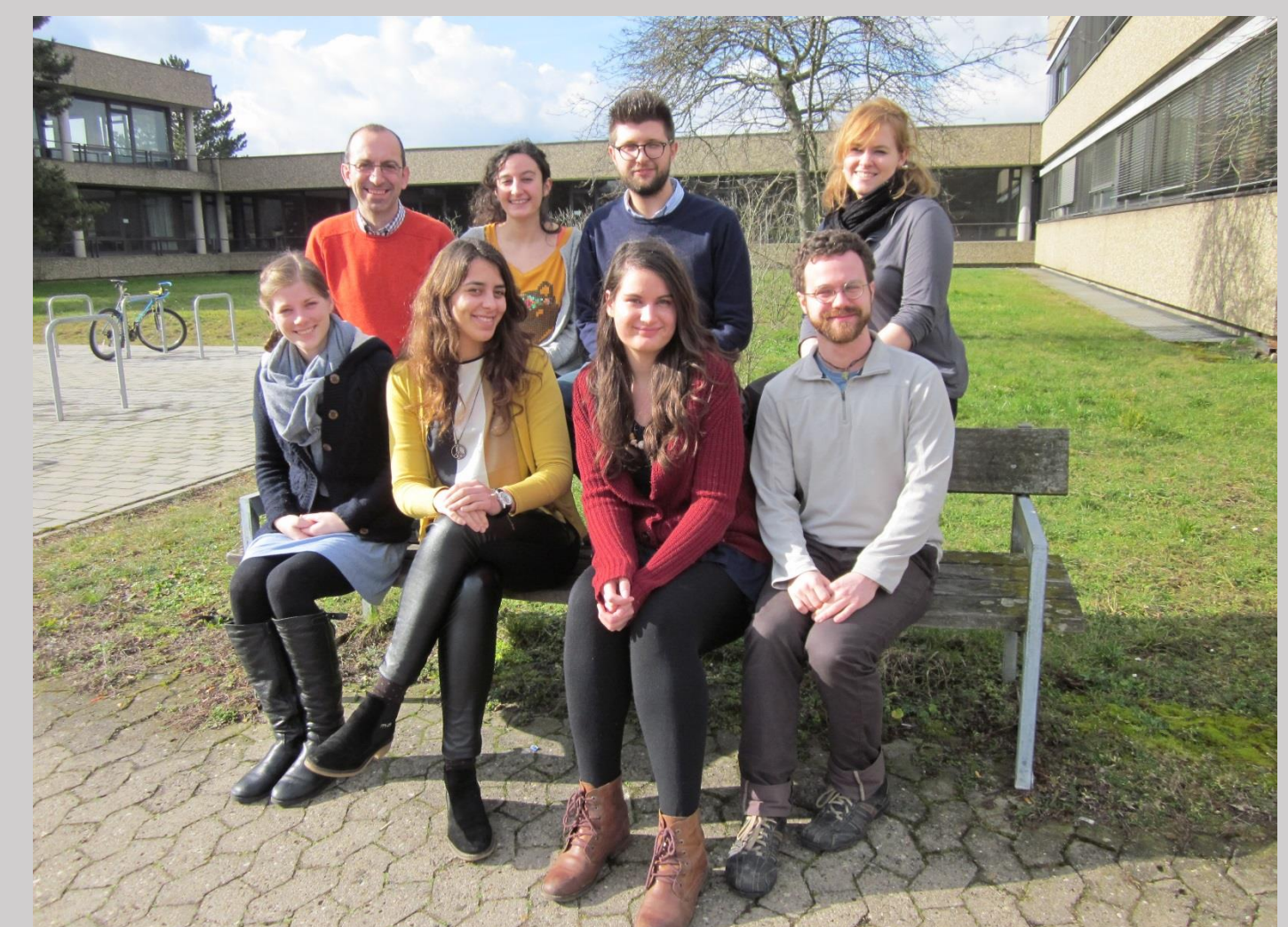
Who are the stakeholders?				
Policies approaches	Different contexts	Countries examples		
Politics	all knowledge is important/valuable	Mega	<ul style="list-style-type: none"> • OECD • European Commission: - LLL Memorandum - ESFund - EQF 	
Policies	Competitive Europe - qualified to 12th grade level; - insert people in the labour market; - qualified workers and informed citizens;	Macro	<ul style="list-style-type: none"> • National/Federal Ministries; • National Government Agencies; • Regional Programmes; 	<p>Portugal: A centralised national programme of RPL policies and implementation.</p> <p>Germany: A light national policy with different implementations in the several states.</p>
Strategies	New Opportunities Initiative; Profil Pass;	Meso	<ul style="list-style-type: none"> • Networks of local organizations. 	<p>Schools, entrepreneur And local development associations and training centres.</p> <p>Universities.</p>
		Micro	<ul style="list-style-type: none"> • Learners - Low qualified adults and youth; - Employed/unemployed; 	

Concluding Questions:

Is RPL good only for employability or could it improve also individual human development?

Is it good to standardize people's competences in a too inflexible framework?

Does RPL foster Social Justice?



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