

Recognition of prior learning through the eyes of the students

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ESU - A long story short

- 1982: WESIB was founded by seven national unions
- 1989: The Wall fell and WESIB changed to ESIB
- 1999: The Bologna Process starts and ESIB creates content committees
- ESIB turns into ESIB – The National Students in Europe
- 2007: ESIB is renamed into ESU
- 2007, October 17th : 25th Anniversary



Over 11 millions of students in Europe!

49 members

38 countries



RPL in the BP context

- Recognition of prior learning must be:
- A part of the **holistic approach on LLL**;
 - Seen as intrinsically **linked** with flexible learning paths and student centered learning;
 - Approached also as a **tool for widening participation**;
 - An **accessible and transparent process** for all those concerned.

Hollistic approach on LLL

LLL as a complex concept, putting the **individual learner in the centre**:

- Emphasis on giving the individuals the opportunity to **learn during their entire life**
- Must be **mainstreamed** into the HEI missions and regarded a **natural part of HE**
- Based on **essential tools** such as: recognition tools, QF, ECTS, QA.

Recognition of prior learning - why and how?

- RPL=important pillar in giving the individuals the opportunity to seek education at any point of their life
- should be available both for the purpose of entry to a certain education programme as well as for the purpose of replacement of certain parts, such as courses or modules
- Not bureaucratic and accessible (in terms of procedures, but also in terms of costs)

Recognition of prior learning - the link with other LLL tools

- RPL=key supporting instrument for QF
- ECTS – the key to unlocking the potential of non-formal and informal education
- QA – basis for trust in RPL procedures :
 - Procedures for monitoring and reviews should be clearly established and specifically included in institutional QA systems
 - RPL decisions should be accountable, transparent, rigorous, fair, while remaining subject to appeal and review.

Towards 2020 - a student centered BP

- Ministers should officially acknowledge the belief that **lifelong learning is primarily concerned with the basic human right to education**, rather than an economic or competitive imperative, through the next ministerial Communiqué.
- Institutions must be supported by public authorities and engage in a **public debate about the mechanisms for the assessment and validation of learning achieved in different settings**, fostering awareness about the mechanisms and the coherence of principles of the recognition of prior learning in the national systems.
- These mechanisms should be subject to quality assurance

CONCLUSION

- Recognition of prior learning - **a concern**, especially when it comes to the process being considered as a short-circuit to a diploma that needs to be paid extra by the learner;
- RPL=not a service provided, but **a natural part of student centred learning**.
- RPL procedures will remain obscure, if not properly being made transparent and accessible to learners and the society at large.
- RPL – a process that needs **stakeholders involvement and ownership** (with a special concern to the involvement of lifelong learners as a legitimate stakeholder).

Questions?

Thank you for your attention!

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