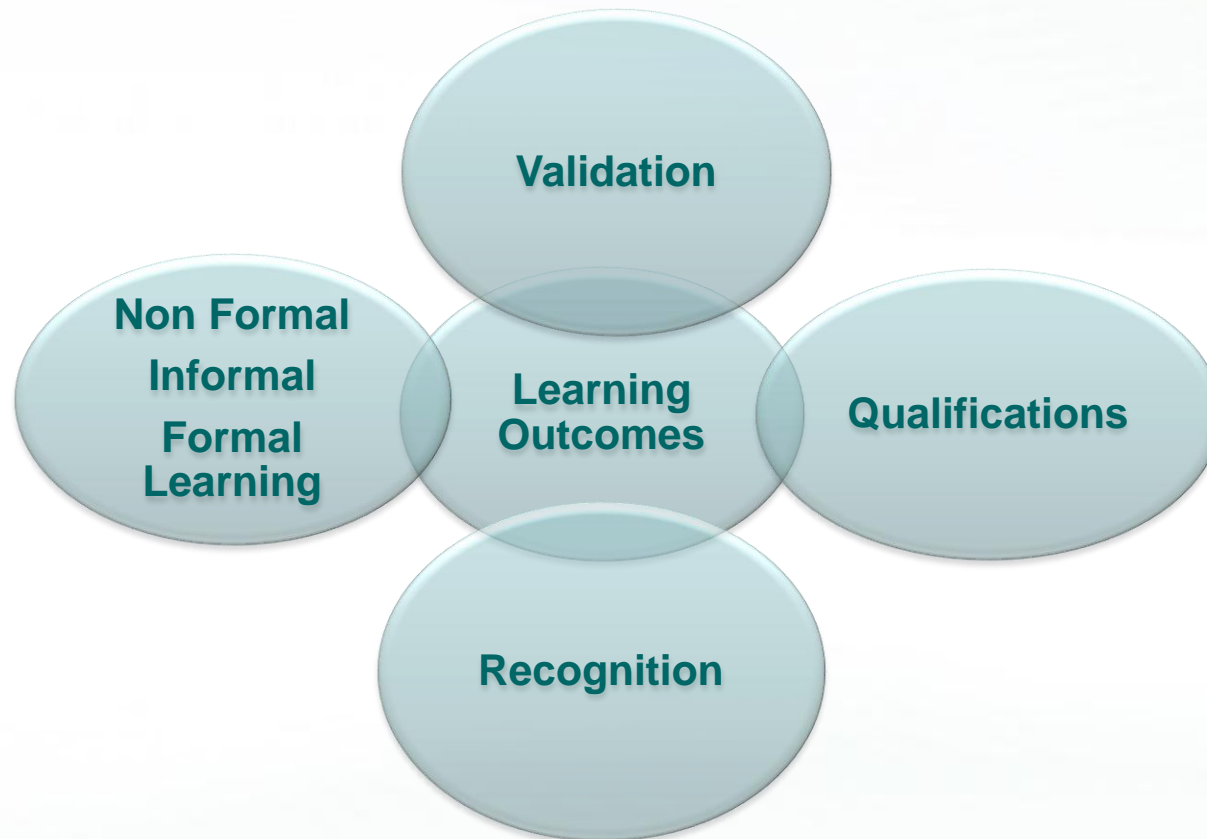


NQF as a tool for the Recognition of Prior Learning (RPL)

EQF Conference
Budapest 25-26 May 2011
John O'Connor

NQF and RPL – Are We Speaking the Same Language?



NQF and RPL – Common Drivers

- **Social Inclusion**
- **Employability**
- **Lifelong Learning**
- **International Mobility**

NQF and RPL – Common Values

- **Equity** - Fairness
- **Efficiency** – For the Learner and for the State
- **Quality** – Robust standards
- **Flexibility**– Responsive to needs
- **Trust** – Stakeholder engagement, Credibility
- **Transparency** – Learning outcomes provide a clear reference point for recognition
- **Learner Centred** - Recognition is relevant to the needs of learners

NQF and RPL – Mutually Reinforcing Instruments

- Learning Outcomes
 - Transparency
 - Common Standards – Parity of Esteem
- Credit Systems – ECVET and ECTS
- Modularisation
- Quality Assurance Mechanisms
 - Trust and Credibility
- Europass and EQF
 - Visibility and Value

Recognition of Non Formal and Informal Learning – The Evidence - I

1. Level of Development across European Countries

- The ‘Inventory’ shows an overview of the state of play
- Interesting to look at correlations between NQF development and RPL intensity

2. Approaches Taken to Recognition

- Centrally designed and managed system of Recognition



- Local project based initiatives

Recognition of Non Formal and Informal Learning – The Evidence - II

3. Factors Influencing the Level of Development of Recognition Processes

- Country Context and Wider Policy Framework
- Institutional Framework and Role of Stakeholders
- Impact of parallel developments in education and training policy
- Impact of European Level - Policy/Programmes and Funding

Recognition of Non Formal and Informal Learning – The Evidence - III

- **Challenges for the Future**
 - Terminology and Aims
 - Sustainability and Financing Issues
 - Cultural Shift and Mutual Trust
 - From Policy to Practice, from Project to Mainstream
 - Data Collection and Robust Evidence Base.

Long Term Commitment to RPL and NQF at European Level

- EQF
- Europass
- European Skills, Competencies and Occupations (ESCO)
- Bologna Process
- ECVET, EQARF
- European Framework for Cooperation in Education and Training until 2020
- Europe 2020 Strategy
- Bruges Communiqué
- European Principles and Guidelines on Validation
- Proposed Draft Council Recommendation on Non-formal and Informal learning

Conclusions

RPL and NQF development - A symbiosis?

- References for Learning Outcomes - *Standards*
- Openness to Recognition – *Cultural shift*
- Credibility and Trust – *Quality Assurance*

From Rhetoric to Reality

How can we determine the relevance and contribution of RPL and NQF's to National and European Lifelong Learning objectives?

Useful Sources

- [European Guidelines for the Validation of Non-formal and Informal Learning](#)
- [European Inventory on Validation of Non-formal and Informal Learning](#)
- [European Observatory of validation of non-formal and Informal Learning](#)

Thank You

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