

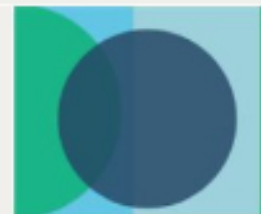
Introduction

RPL has been the mainstay of all assessments conducted within national vocational education and training systems since the late 1980s. It continues to evolve as different vocational education and training programmes evolve in many countries around the world.

The fact that it is used in many countries and is still evolving today can be justified by the fact that it has many advantages. It is a simple and straightforward process of assessing a person's skills or knowledge regardless of where and how they have been acquired. It therefore stands in contrast to other forms of assessment, and does not judge the evidence of a person's competence solely by the qualifications or credentials they have obtained throughout their life. Nor does it take into account where the person has worked, their age, gender or physical characteristics, making it an inclusive process where discrimination is possible.

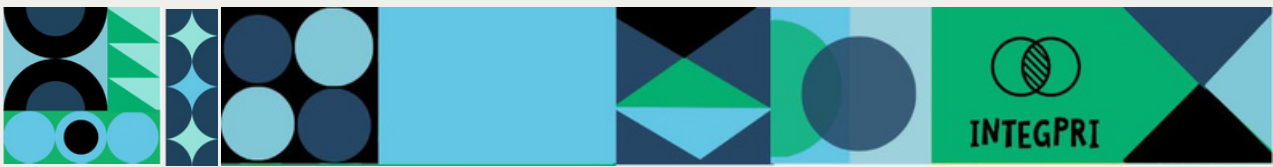


What RPL does is enable people to demonstrate that they are capable of undertaking specific tasks or work in certain areas on the basis of evidence of skills and knowledge acquired throughout their lives.



Recognition of prior learning, or RPL, is used by many organisations and can be used by a wide range of people depending on their career goals. Thus, RPL can be used by employers, training institutions, colleges and universities, career development practitioners, etc. RPL beneficiaries may use it for different reasons. It may be a way for an individual to move up in their position within the company they work for, a way to gain recognition for their professional skills, or a way to transform their informal skills and experience into a formal one.

It is therefore seen as an effective means and used in several contexts. Firstly, as mentioned earlier, it is useful in a more personal context. Looking back on past experiences and reflecting on what you have learned can help you to take stock of your skills and abilities and to set career and educational goals.



In turn, these goals can help you to start building on what they already know and can do.

Secondly, and most importantly, RPL is effective in a professional context. It allows educational institutions, workplaces, professional bodies and other organisations to assess your knowledge and skills for the purpose of awarding credit, professional status or career advancement.

Finally, it is also useful in an educational context. RPL can help to save time and money by filling in some of the gaps in learning, without having to repeat things that are already learned, that the individual can and does know how to do. In this case, RPL reduces study time, avoids the need to go back to school and thus speeds up the employment process. Thus, depending on skills or experience, it is possible to receive qualifications in a matter of months or weeks rather than years.



Although RPL is therefore by definition broad and has different purposes, we will focus here on RPL for refugee and migrant students and adults. Through this guide, we will offer a method for teachers who teach in reception classes or in regular classes with refugee/migrant students on how to assess the prior knowledge of their students.

This guide will begin by highlighting the importance of RPL in this context, and will continue with an overview of good practice in refugee/migrant education in Europe. It will then go on to discuss the practical application of the RPL pedagogical framework and continue with learning activities and lesson plans on teaching through RPL. Finally, the guide will conclude with a review of the implementation of RPL in adult refugee/migrant education.