



NUI MAYNOOTH
Ollscoil na hÉireann Má Nuad

Recognition and Accreditation of Experiential Learning – a way for better accessibility of adult education

REACTION 2005-2007

No. 223855-CP-1-2005-1-LT-GRUNDTVIG-G1

PARTNERS

- LITHUANIA** (Vytautas Magnus University)
IRELAND (NUI MAYNOOTH)
SPAIN (RADIO ECCA)
NETHERLANDS (ODYSSEE)
ITALY (EUROFORM RFS)
ESTONIA (TALLINN UNIVERSITY)
LITHUANIA (ASS. OF ADULT EDUCATION)
BELGIUM (UNIVERSITY GENT)

OUTPUTS

1. Overview of policy in participating countries
2. Collection of methods and best approaches
3. Framework for Evaluation of APEL
4. Suggestions to decision makers on principles of practice
5. Model for RPL
6. Training requirements for staff
7. Curriculum for Evaluator's Training Course
8. Model for validation of non-formal adult education courses
9. Explanatory handbook for course providers
10. Staff training for course assessors
11. Suggestions to decision makers on legislation issues

APPROACH

PERSON CENTRED

COLLABORATIVE IN NATURE

PROCESS VALUED AS LEARNING

SUSTAINABILITY A PRIORITY

PROMOTES POSITIVITY

TRANSPARENCY & QUALITY EMPHASISED

1. Overview of policy in participating countries

Policy/Legislation

BEL, IRL, NLD
LIT, ES, ESP, IT

Frameworks and policy in place
System fragmented

Practice

BEL, NLD

LIT, ES, ESP, IT, IRL

Voc/technical extensive practice
Universities less consistent
Voc/technical notable practice
Universities none or minor activity

Costs

BEL
NLD
LIT, ES, ESP, IT, IRL,

Fee set by Gov decree
No fee for certain groups/industry
No public funding available

2. Collection of methods and best approaches

Significant findings:

Building a portfolio is in itself a learning process for the applicant

It involves self-education and critical reflection.

Emotional process

Support and Guidance

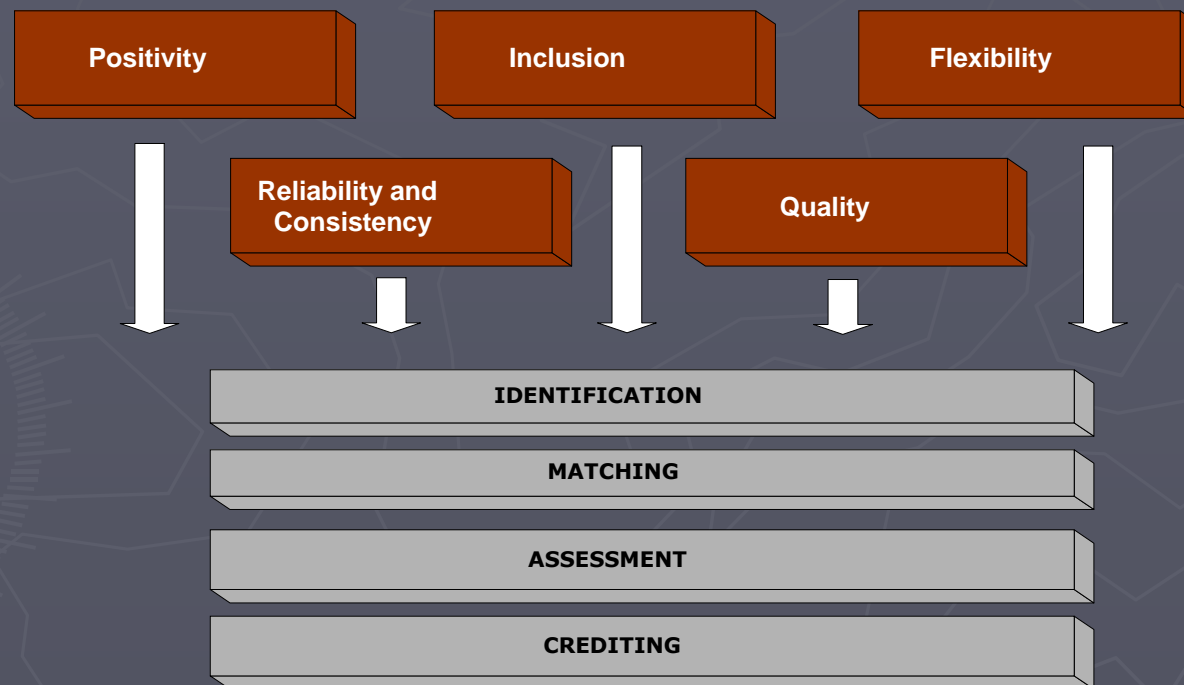
Need for appropriately trained staff

Timescale

Transparency

3. Framework for Evaluation of APEL

Fig. 2 - CORE VALUES AND ACTIVITIES



4. Suggestions for Policy Makers

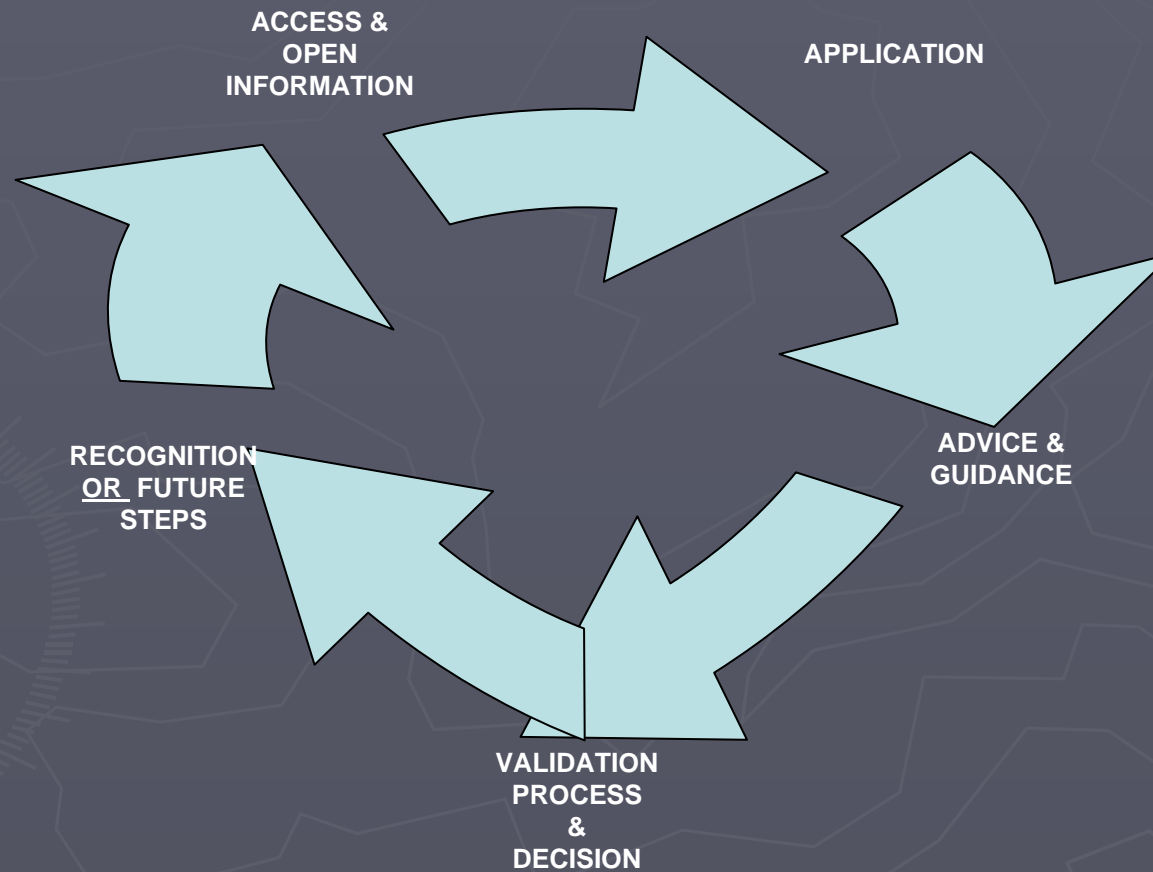
EU, national, regional

- ▶ National principles and guidelines for each member state
- ▶ System should be supported by legislation
- ▶ Appropriate financial resources put in place
- ▶ EU research and support unit established

Institutional

- ▶ Explicit statement of policies, processes and practices
- ▶ Responsibilities of all actors outlined
- ▶ Timescale and cost/Guidance and support/Assessor training
- ▶ Cost should not exceed traditional route
- ▶ Partnerships fostered with agencies, industry etc.

5. Model for APEL



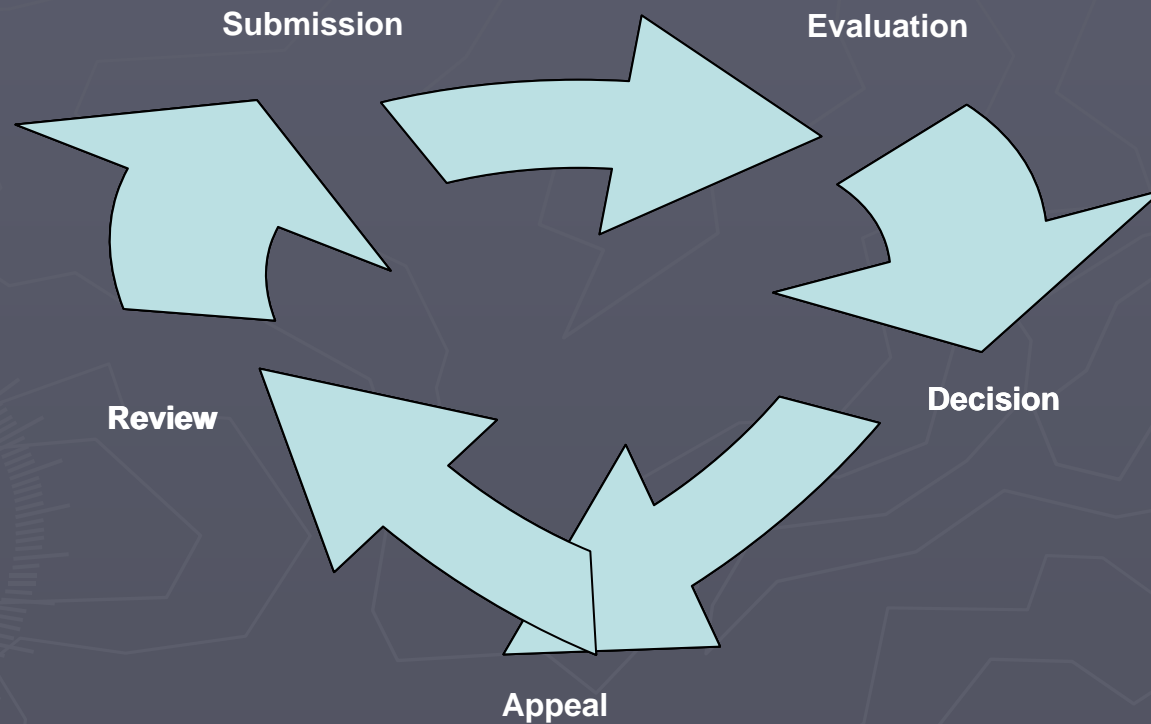
6/7. Training requirements for staff

Functions:

- ▶ Guidance role –focus on support
- ▶ *Assessor role – focus on evaluation

Training manual developed

8/9/10 Model for validation of non-formal adult education courses



11. REFLECTIONS

- ▶ WHO PAYS
- ▶ RESEARCH MATTERS
- ▶ QUALITY ISSUES
- ▶ ISSUES OF ACCESS –
- ▶ TRANSFERABILITY
- ▶ PUBLICITY

Official REACTION project website

<http://reaction.vdu.lt/>