



### The Benchmark of national learning cultures

Characteristic National Learning Culture	Situation at present	Situation in 5 years	Comment: - How do you define the characteristic? - why the change or why not? How? By whom? For whom?
1. your country			
2. summative/formative approach to RPLO	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 summ.....form	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 summ.....form	
3. convergent/divergent nature of lifelong learning policy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 conv.....diverg	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 conv.....diverg	
4. Role of the learning individual in: a. designing his/her learning process b. the process of RPLO	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 weak.....strong	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 weak.....strong	



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5. role of social partners in the learning system: a. employers b. trade unions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1   2   3   4   5   6 weak.....strong	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1   2   3   4   5   6 weak.....strong	
6. role of the government in the learning system:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1   2   3   4   5   6 weak.....strong	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1   2   3   4   5   6 weak.....strong	
7. focus on target groups: a. the Young b. the old c. specific target groups	Yes   No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Yes   No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. focus on: a. qualifications b. competences	Yes   No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Yes   No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



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c. learning outcomes d. other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. who steers the learning process: a. the teacher b. the employer c. the government d. the individual e. other	Yes No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. how is the intake organised in adult education?			
11. who fills in the standard and updates it?			
12. is there a NQF?			
13. targets for adult education: a. qualification/certification	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



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b. employability c. empowerment d. professionalization e. other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 weak.....strong	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 weak.....strong	
14. Describe the elements of learning that are valued? (For example: knowledge, skills, ambitions, attitude, generic & specific competences, know-how, performance, experience, etc.)			
15. Which learning environments are involved? e.g. school, workplace, private life, others			
16. What are the steps in the procedure to be followed by the applicant?			
17. How is the applicant			



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informed/contacted?			
18. What tools/instruments/methods are used for identification and valuation of competences? (e.g. portfolio, interview, demonstration, Europass)			
<del>19.</del> What kinds of proof can be submitted?			
20. Which criteria are used to accept candidates for the procedure?			
21. How is informal learning measured and valued?			
22. What kinds of advice/feedback may be made by assessors or mentors, guiders, peers, examiners, etc? a. Split your answer up in: b. certification			



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(summative) c. personal development (formative) d. - other			
23. What is exempted on the basis of RPLO? (e.g. courses/ units/modules of study: specific tasks set within units: demonstration of competences)			
24. which percentage of the certificate/diploma can be awarded through informal/non-formal learning? (on a scale from 1 - 100%)			
<b>SWOT</b>			
Strengths for embedding RPLO in the learning system:	Opportunities for embedding RPLO in the learning system:		

Leonardo da Vinci RPLO Project Piloting National and European Guidelines designed to encourage the Take-up of the Recognition of Prior Learning Outcomes [RPLO] (2008-2010)



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Weaknesses for embedding RPLO in the learning system:	Threats for embedding RPLO in the learning system:		