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Author

SMIDT, Hanne

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Abstract

For the last two decades, recognition and acknowledgement of prior learning have been perceived as one of the cornerstones of the European Higher Education Area in the political level, and as supporting geographical and social mobility. This article provides an overview of the policies, definitions, guidelines and discusses if the current practices promotes the political visions. The article questions if the current refugee and migration situation have a positive impact on the recognition (of prior learning) in higher education systems. It critically examines if European higher education institutions will need to revisit their development and implementation of their recognition practice.

(HRK / Abstract übernommen)