VPL 5.0: a necessity in Society 5.0 and Industry 5.0

In the world of 5.0, people, things, and systems are all connected in cyberspace, the Internet of Things (IoT), containing a massive database of information. Artificial Intelligence is continuous feeding back the optimal results of the big data into the physical space, more, better and faster than humans and of present systems can do. This process brings new values to learning, industry and society and leads to a more human-centred society.

Our present society is characterised by an increasing speed of change in the industrial and information society (products, services, technologies, information, standards). Human interactions and decision-making power can be strengthened by optimising the use of technology, robots, AI, systems, and standards.

VPL 5.0 brings a radical and fundamental change to the process of giving value to the outcomes of learning. VPL 5.0 plays a crucial role in the step forward towards a holistic, human-directed environment, with an integral functioning of the different types of valuing systems in the competency markets. In such cyberspace, the ownership of one's own competencies means an optimisation of a dynamic, sustainable self-steering, co-determination, co-design and ownership of his/her own learning and development pathway.

This presentation and workshop will give insight into the drivers and processes of change and the impact on the valuing of competences of people. A Competence Market Model will be introduced, which makes the processes more visible. It includes the continuous process of being valued in a mix of different types of norms and standards, including the present standard.
Briefly the Competence-Emotion-Model will be used to demonstrate the missing link in validation and the real motivation and emotions

Aspects that contribute to strengthening the learner's voice and the transfer to VPL 5.0 are:
1. A flexible, demand-driven, diverse competence market development and valuing systems, rather than a standardised, system-pushed offer of validation
2. Using the concept of learning outcomes as a bridge between an individual's personal learning experiences and the learning experiences that education and employment systems want to be able to validate.
3. The assessment as part of someone's development process, adaptable to the potential and need of the learner and the demand by the ´competence-sonsumer´
4. Learning outcomes from all (learning (Valuation of Learning) are accepted and used, and also the results of all valuing are accepted and used (Learning of Valuation).
5. A holistic (divergent, bottom-up) rather than an analytical (convergent, top-down) approach to the learning process.
6. Approaching learning and validation as a continuous and open dialogue on one's learning needs in form, content and meaning.
7. Less funding, a serious decrease in costs, a faster ´Return-on-Investment´, introduction of VPL5.0.

Examples from national (Dutch Marine), European projects (Bridge+, LEVER-UP, Ode-to-Joy, ValChild, Peppy) and international developments, will be used to explain VPL 5.0 and the urgent need for a radical change.