

VPL as a Lever for Lifelong Learning

Life Experience and Competence Development

Henning Salling Olesen - Bodil Lomholt Husted - Kirsten Aagaard
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Lifelong Learning and VPL

- * **Individually**: learning from “cradle to grave”;
- * formal & non-formal - learning in all spheres of life
- * equal access to learning - **LLL for social cohesion**
- * more **flexible learning pathways**, better transitions
- * **competence building on** all levels
- * **systemic approach**: connecting sectors, levels and forms of learning

Two regimes of recognition

Education (scholastic achievements)

- * Validation of prior learning – recognizes informal learning and life experience within formal education and training – enables institutional inclusiveness

Business (employability, economic value)

- * Competence assessment as a tool for recruitment and human resource management – challenging institutional regime, replaces educational merits

Life Experience, Transitions and Learning

Learning and Life experience

* Life experience is situated, scenic, cognitive and emotional - learning is reconfiguration of experience

Career Transitions

* Transitions are objective or subjective turning points in life - educational transitions - family changes - employment shifts - shifts in type of work

A new concept of competence and its Subjective Dimensions

- *The ability to act successfully
- *In a complex context
- *Through the mobilization of psycho-social prerequisites (**cognitive and non-cognitive**)
- * With results related to the requirements of a professional role or **personal project**

Assessment of competences as a political tool - for whom? for what?

- * Education and Training Rights - and Motivation
- * Universal Right for Competence Assessment
- * Labour Market intervention and Workplace Development

- * Recognition of experience and self esteem
- * Workers' interests, Requirements, Bargaining, Legislation

This article:

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