




The Charter benchmark tool


Kees Schuur


ECommovation BV


Foundation CH-Q NL/B


Foundation EC-VPL


1	Individual, cultural literacy	DEGREE OF IMPLEMENTATION OF PROGRAMMES, ACTIONS WHICH...
Being able to act autonomously		
1.a	Do the individuals get a better understanding of themselves and their possibilities (consistency of self-identity)?	...ENCOURAGE SELF-AWARNESS 0 1 2 3 4 5 ...STRENGTHEN SELF-IDENTITY 0 1 2 3 4 5
1.b	Do the individuals get a higher competence of self-responsibility (steering of own decision making)?	...WIDEN SELF-RESPONSABILITY 0 1 2 3 4 5
Being able to cohere to a greater whole		
1.c	Does the VPL system provide relevant background information, which enables the individuals to deal with today's challenges (cultural literacy)?	...PROMOTE PROBELM SOLVING 0 1 2 3 4 5
1.d	Does the VPL system provide conditions, which help the integration in society?	...ENHANCE WORKING WITH OTHERS 0 1 2 3 4 5

2	Holistic approach	DEGREE OF IMPLEMENTATION OF PROGRAMMES, PROCEDURES WHICH...
Combining the relevant elements		
2.a	Does the VPL system link different areas of life / activity and does it recognize and value achievements from all of them?	<p style="text-align: center;">...INCLUDE ALL AREAS OF LIFE</p> <p style="text-align: center;">0 1 2 3 4 5</p>
2.b	Does the VPL system build bridges between cultural, general and vocational education and to the labour market?	<p style="text-align: center;">...INTER-RELATE ALL SECTORS OF EDUCATION</p> <p style="text-align: center;">0 1 2 3 4 5</p> <p style="text-align: center;">...FACILITATE ACCESS TO LABOUR MARKET</p> <p style="text-align: center;">0 1 2 3 4 5</p>
2.c	Does the VPL system encourage equivalence of formal and non-/informal learning as well as developing equal opportunities?	<p style="text-align: center;">...RESPECT EVIDENCE OF ALL AREAS AND WAYS OF LEARNING</p> <p style="text-align: center;">0 1 2 3 4 5</p>
2.d	Does the VPL system promote permeability of education and training?	<p style="text-align: center;">...PROMOTE MODULAR LEARNING</p> <p style="text-align: center;">0 1 2 3 4 5</p>
2.e	Does the VPL system connect bottom-up und top-down approaches?	<p style="text-align: center;">...FOCUS ON INDIVIDUAL INTERESTS</p> <p style="text-align: center;">0 1 2 3 4 5</p>

3	Shared responsibilities	DEGREE OF IMPLEMENTATION OF GUIDELINES AND POLICIES WHICH...
	Including all actors on all levels	
3.a	Are the roles of the stakeholders defined and transparent?	<p style="text-align: center;">...CLARIFY THE ROLES OF THE PERSONS AND DECISIONMAKERS INVOLVED</p> <p style="text-align: center;">0 1 2 3 4 5</p>
3.b	Is there a better separation between guidance / coaching and procedures of assessments / qualifications?	<p style="text-align: center;">...SEPERATE BETWEEN THE TASKS OF GUI-DING AND ASSESSING / VALIDATING</p> <p style="text-align: center;">0 1 2 3 4 5</p>
3.c	Does the VPL system give special attention to interfaces (bottom-up und top-down)?	<p style="text-align: center;">...PROMOTE COMMON UNDERSTANDING BETWEEN BOTTOM-UP/TOP-DOWN EXPERTS</p> <p style="text-align: center;">0 1 2 3 4 5</p>
3.d	Does the VPL system provide personality protection in relation with processes and instruments?	<p style="text-align: center;">...ASSURE PROTECTION OF RELEVANT DATA</p> <p style="text-align: center;">0 1 2 3 4 5</p>
3.e	Does the VPL system provide adequate application of special supporting tools?	<p style="text-align: center;">...INCLUDE ACCOMPANYING TOOLS</p> <p style="text-align: center;">0 1 2 3 4 5</p>
3.f	Do these supporting instruments emphasize the various aspects of process orientation and sustainability?	<p style="text-align: center;">...GRANT PROCESSORIENTED INSTRUMENTS TO ASSURE SUSTAINABILITY</p> <p style="text-align: center;">0 1 2 3 4 5</p>

B Creating specific processes, procedures and actions to guarantee access and quality		
4	Personal development, career flexibility and mobility	DEGREE OF IMPLEMENTATION OF COMPETENCE ORIENTED PROCESSES WHICH...
Developing manageable, affordable, accessible processes		
4.a	Do the processes raise the individuals' awareness and understanding of their potential and strengthen their willingness to use it in a deliberate and realistic way and accept full personal responsibility for it?	<p>...CONTRIBUTE TO THE DEVELOPMENT OF SELF-CONFIDENCY</p> <p>0 1 2 3 4 5</p> <p>...CONTRIBUTE TO TAKING AN ACTIVE ROLE IN ONES OWN LEARNING</p> <p>0 1 2 3 4 5</p>
4.b	Do the processes widen the individuals' abilities of managing their competencies in a sustainable way?	<p>...PROMOTE THE STEERING OF CAREER GOALS ON A LONGTERM BASIS</p> <p>0 1 2 3 4 5</p>
4.c	Do the processes empower the individuals to focus on competence-oriented solutions while planning their careers?	<p>...PROMOTE APPROACHES TO OCCUPATIONAL GOALS WHICH MATCH OWN REALITY</p> <p>0 1 2 3 4 5</p>
4.d	Do the processes enable individuals to use the self-management of competencies in a profitable way for their personal development / integration in society?	<p>...IMPROVE PERSONALITY BUILDING AND PARTICIPATION IN A LEARNING SOCIETY</p> <p>0 1 2 3 4 5</p>

5	Procedures of recognition and validation	DEGREE OF IMPLEMENTATION OF PROCEEDINGS WHICH...
Establishing competence oriented proceedings		
5.a	Does the VPL system provide and present understandable and valid evidence of their achievements, skills and competencies?	<p>...INCLUDE PERSONAL RECORDS OF ACHIEVEMENT FOR PROVIDING EVIDENCE</p> <p>0 1 2 3 4 5</p>
5.b	Does the VPL system improve the submitting of evidence in an appropriate form for formal national and international certification where this is available and appropriate for the individual?	<p>...ENCOURAGE THE APPLICATION OF FOLDERS OF EVIDENCE</p> <p>0 1 2 3 4 5</p>
5.c	Does the VPL system enable the individuals to make use of evidence for formative purposes?	<p>...ACCEPT FOLDERS OF EVIDENCE FOR FORMATIVE WAYS OF ACCREDITATION</p> <p>0 1 2 3 4 5</p>
5.d	Does the VPL system enable the individuals to make use of evidence for summative purposes?	<p>...ACCEPT FOLDERS OF EVIDENCE FOR SUMMATIVE WAYS OF ACCREDITATION</p> <p>0 1 2 3 4 5</p>

6	Standards, structures, quality assurance	DEGREE OF IMPLEMENTATION OF GUIDELINES, STRATEGIES WHICH...
<p>Providing fundamentals and conditions which genuinely respond to the needs of today's educational systems </p>		
6.a	Does the VPL system provide understandable information about procedures of recognition, which encourages individuals to make use of it?	<p>...ASSURE INFORMATION ABOUT THE DIFFERENT WAYS OF ACCREDITATION</p> <p>0 1 2 3 4 5</p>
6.b	Does the VPL system emphasize the meaning of values, adopting common standards and guiding principles as fundamentals for an overarching system of recognition and validation?	<p>...RELATE TO VALUES</p> <p>0 1 2 3 4 5</p>
6.c	Does the VPL system establish structures, which reflect the different levels of processes and procedures and the different roles and activities of the stakeholders involved?	<p>...GRANT APPROPRIATE STRUCTURES</p> <p>0 1 2 3 4 5</p>
6.d	Does the VPL system define quality criteria and establish systems of quality-assurance for the application of procedures and processes?	<p>...ASSURE A SYSTEM OF QUALITY CONTROL</p> <p>0 1 2 3 4 5</p>

CONCLUSIONS

- Self - (E)VALUATION tool
- Addresses characteristics
- Importance of both individual and organisation
- Finding gaps
- Support to MANAGING DIVERSITY
- Missing: CONTEXT
- Indirect: Entousiasm & Commitment)

Book:
Managing European Diversity
in Lifelong Learning
(page 191 – 211)

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