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VALCHILD - VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

INTELLECTUAL OUTPUT 3

RECOMMENDATIONS AND CERTIFICATION SCHEME

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Acronyms and abbreviations

VALCHILD Consortium		
ECI	Early Childhood Ireland	**IE**
PROMEA	Hellenic Society for the promotion of Research & Development	**EL**
EC-VPL	European Centre Valuation Prior Learning	**NL**
IPERIA	IPERIA L' INSTITUT	**FR**
ESEIMU	Associação de Pedagogia Infantil	**PT**

Other Abbreviations	
AF	Application Form
Cedefop	European Center for the Development of Vocational Training
ECEC	Early Childhood Care and Education
ECVET	European Credit system for Vocational Education and Training
EQF	European Qualification Framework
NA	National Agency
NQF	National Qualification Framework
VAE	Validation of Experience (*Validation des acquis de l'expérience*)
VALCHILD	Validation of non-formal and informal learning in childminding
VET	Vocational Education and Training
VNIL	Validation of Non-formal and Informal Learning

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Document summary

This document presents **intellectual output 3 "VALCHILD recommendations and certification scheme"** of the European project VALCHILD (Validation of non-formal and informal learning in childminding).

It builds on the main findings and conclusions of the previous intellectual outputs, mainly 1 "Evidence-based validation requirements and criteria" and 2 "VALCHILD assessment and validation toolbox" so as to propose **a set of 3 ready-to-use tools** to put in place **operational and reliable validation procedures**: a recommendation mechanism, a certification scheme and a trainer handbook.

However, a **general important clarification** shall be made as regards intellectual output 2 "VALCHILD assessment and validation toolbox". It developed **two standards**: 1) a competence profile, including 5 competence areas, and 2) a standard for self-diagnosis based on 3 blocs. Following to some internal discussions and analysis, VALCHILD partners have decided unanimously to consider **the competence profile as the VALCHILD qualification standard**, since it is larger and covers a wider range of competences than the 3 blocs for self-diagnosis. Therefore, this intellectual output has been developed according to this choice.

The proposed tools are based not only on the own experience of the project partners, but also on a wide range of documents, studies, and projects in the field of validation of non-formal and informal learning carried out in the EU. In this sense, additional efforts have been deployed so as to adapt the available instruments, data and knowledge to the specific professional profile of childminder (included at **ESCO** as **5311 Child care worker**[1]), which varies a lot from one member state to another and refer to fully developed qualifications available within a given national qualification frameworks to no qualification at all resulting into high levels of informal child care, as explained in the previous intellectual outputs.

This document is structured in **4 main sections**:

1. **Introduction**: includes the reference documents and initiatives at EU level and the key definitions and principles of validation of non-formal and informal learning, mainly as stated by Cedefop.
2. VALCHILD **recommendation mechanism**: presents the criteria (defined under intellectual output 1) and the tools and materials (developed under intellectual output 2) used for the assessment (task 3.1 of the VALCHILD application form).
3. VALCHILD **certification scheme**: a set of guidelines, examples, and case scenarios for validation procedures (task 3.2 of the VALCHILD application form).
4. **Trainer handbook**: a set of guidelines, instructions, and exercises to by applied by validation experts during validation processes (task 3.3 of the VALCHILD application form).

[1] http://data.europa.eu/esco/isco/C5311.

1. Introduction

1.1 Reference EU documents and initiatives.

The **Council Recommendation of 20th December 2012**[2] on the validation of non-formal and informal learning invited Member States to put in place national arrangements for validation by 2018. These arrangements are meant to enable individuals to identify, document, assess and eventually certify their competences acquired outside formal education and training, this is to say, at work, at home or in voluntary activities. The core idea is **to make visible and recognise knowledge and experience valuable for promoting employment and social inclusion**.

In this sense, this Recommendation is in line and complementary with a wide range of EU initiatives, such as the Strategic framework for Education and Training 2020, the European Pillar for Social Rights and the New Skills Agenda for Europe.

The **New Skills Agenda for Europe**, adopted by the Commission on 10th June 2016, is particularly relevant for validation and VALCHILD project, since it launched 10 ley concrete actions among which: the European Qualifications Framework (EQF), the modernisation of vocational education and training (VET), the European credit transfer system for vocational education and training (ECVET) or Europass, the common framework for the provision of better services for skills and qualifications.

Additionally, Europa 2020 (A European strategy for smart, sustainable and inclusive growth) included another relevant initiative, ESCO (European Skills, Competences, Qualifications and Occupations), a multilingual classification relevant for the EU labour market and education and training.

1.2 Key definitions and principles for validation of non-formal and informal learning.

On the basis of the previous reference documents and initiatives at EU level, some key definitions and principles are to be kept in mind in order to clearly define the **existing framework to which VALCHILD** intends to bring a **specific, tailored proposal for childminders**.

[2] OJ C 398, 22.12.2012.

1.2.1 Some preliminary considerations about validation.

As for many other fields, **validation of non-formal and informal learning is a highly heterogeneous reality** according to the different education and training systems, not only within the EU, but also worldwide. However, some other definitions of validation shall be also considered to facilitate the link with the validation procedures available in different EU member states and beyond. Indeed, as stated by ILO[3], which uses the expression "**recognition of prior learning**" (**RPL**), there are "different names for the same basic idea" and points out some of the examples of differing terminology to refer to the "same or similar processes":

- APEL - assessment of prior experiential learning (United Kingdom),
- APL – assessment of prior learning (United Kingdom),
- EVC - erkenning van verworven competenties (recognition of prior learning) (Luxembourg),
- PLAR – prior learning assessment and recognition (Canada),
- RAC – recognition of acquired competencies (Quebec, Belgium),
- RPL - Recognition of prior learning (Ireland),
- RVA – Recognition, validation and accreditation (UNESCO),
- RVCC – recognition, validation and certification of competencies (Portugal),
- RNFIL – recognition of non-formal and informal learning (OECD),
- VAE – validation des acquis de l'expérience (validation of prior experiential learning) (France),
- VNFIL – validation of non-formal/informal learning (European Training Foundation),
- VPL – validation of prior learning (Switzerland, Netherlands).

Behind this terminology, there is a difference of approach, or even "philosophy", where both knowledge and "experiential learning"[4] are considered equally important, or where the latest is chosen as a priority, especially for those candidates for whom their professional experience and applied knowledge is their main strength. Within this framework, since **VALCHILD** is an Erasmus+ project, it **is based on the definition from Cedefop**, according to which "validation means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard". Since learning outcomes refer to a set of knowledge and competences, it is a wide definition, taking into consideration both knowledge and competences. This and other complementary definitions can be found in the next section.

1.2.2 Key definitions for validation of non-formal and informal learning.

Cedefop has intensively worked during the last years on and proposes a set of concrete and concise, key definitions, on the basis of those already established by the Council Recommendation in 2012, and which are especially relevant for validation of non-formal and informal learning[5]. Some updates have also been brought by the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning[6], mainly as regards the descriptors, where "competences" have been replaced by "**responsibility and autonomy**".

[3] "Recognition of Prior Learning (RPL): Learning Package", International Labour Office, Skills and Employability Branch, Employment Policy Department, ILO, 2018, available at ILO website.
[4] "UNESCO guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning", UNESCO Institute for Lifelong Learning, 2012, available at UNESCO website.
[5] "Terminology of European education and training policy", Cedefop, 2014, available at Cedefop website.
[6] OJ C 189, 15.6.2017

As regards **learning**:

- **Formal learning:** "learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources, formal learning is intentional from the learner's point of view. It typically leads to certification".
- **Informal learning:** "Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective".
- **Non-formal learning:** "Learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view".

As regards the **experience and knowledge** to be validated:

- **Competence:** "Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)" or "Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development".
- **Learning outcomes**: "Sets of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal" or "Statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy"[7].
- **Unit of learning outcomes (ECVET):** "Component of a qualification, consisting of a coherent set of knowledge, skills and competences, that can be assessed and validated;
  or
  Set of knowledge, skills, and/or competences which constitute a coherent part of a qualification. a unit can be the smallest part of a qualification that can be assessed, transferred and, possibly, certified. it can be specific to a single qualification or common to several qualifications".

As regards **standards: "**Series of elements whose content is defined by concerned actors. One can distinguish between several types of standards:

- **competence standard** refers to knowledge, skills and/or competences linked to the practice of a job;
- educational standard refers to statements of learning objectives, content of curricula, entry requirements as well as resources required to meet learning objectives;
- **occupational standard** refers to the statements of the activities and tasks related to a specific job and to its practice;
- **assessment standard** refers to statements of the learning outcomes to be assessed and the methodology used;
- **validation standard** refers to statements of level of achievement to be reached by the person assessed, and the methodology used;
- **certification standard** refers to statements of the rules applicable for obtaining a certificate or diploma as well as the rights conferred.

According to the system, these standards can be defined separately or be part of one document".

[7] Defined by the Council Recommendation of 22 May 2017 on the EQF for lifelong learning.

As regards the **validation process**:

- **Assessment of learning outcomes:** "Process of appraising knowledge, know-how, skills and/ or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by certification".

- **Validation of learning outcomes:** "Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification".
  Or
  "Process of confirmation by an authorised body that an individual had acquired learning outcomes measured against a relevant standard. Validation consists of four distinct phases:
  - identification through dialogue of particular experiences of an individual
  - documentation to make visible the individual's experiences
  - formal assessment of these experiences; and
  - certification of the results of the assessment which may lead to partial or full qualification".

- **Recognition of learning outcomes:** "Formal recognition: process of granting official status to knowledge, skills and competences either through:
  - validation of non-formal & informal learning
  - grant of equivalence, credit unions or waivers
  - award of qualifications (certificates, diploma or titles)
  and/or
  Social recognition: acknowledgment of value of knowledge, skills and/or competences by economic and social stakeholders".

- **Certification of learning outcomes: "**Process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed by a competent body against a predefined standard".

As regards **qualification:**

- **Qualification system:** "All activities related to the recognition of learning outcomes and other mechanisms that link education and training to the labour market and civil society. These activities include:
  -definition of qualification policy, training design and implementation, institutional arrangements, funding, quality assurance
  -assessment and certification of learning outcomes".

- **Qualifications Framework:** "Instrument for development and classification of qualifications (at national or sectoral levels) according to a set of criteria (using descriptors) applicable to specified levels of learning outcomes ".
  or
  "Instrument for classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate qualifications subsystems and improve transparency, access, progression and quality of qualifications in relation to the labour market and civil society".

Lastly, **these key definitions** are to be considered together with some complementary ones, specifically related to assessment[8]:

- **Formative assessment:** "A two-way reflective process between a teacher/assessor and learner to promote learning".
- **Summative assessment:** "The process of assessing (or evaluating) a learner's achievement of specific knowledge, skills and competence at a particular time"[9].
- **Alternative assessments:** "based on the use of 'innovative' methods of assessment … portfolios, self and peer assessment and simulations – amongst other methods – as opposed to traditional multiple-choice tests and essay writing".

1.2.3 Key principles for validation of non-formal and informal learning.

According to the recommendation from Council of the EU of 20 December 2012 on the validation of non-formal and informal learning as regards the **basic validation features**, **4 phases are to be distinguished**:

1. **Identification** of an individual's learning outcomes acquired through non-formal and informal learning;
2. **Documentation** of an individual's learning outcomes acquired through non-formal and informal learning;
3. **Assessment** of an individual's learning outcomes acquired through non-formal and informal learning;
4. **Certification** of the results of the assessment of an individual's learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.

As detailed under intellectual output 2 "VALCHILD assessment and validation toolbox", **VALCHILD project proposes a more detailed procedure, up to 6 phases**:

1. **Screening**: Clarifying target audience for childminding validation process;
2. **Admissibility process**, including self-evaluation and assessment of this analysis by the admissibility commission, to be supported by guidance form a validation practitioner.
3. **Post-admission**, preparation of portfolio to be assessed during the interview with the certification commission, also to be supported by guidance form a validation practitioner.
4. **Evaluation/validation** by the certification commission, including the submission of the portfolio, its assessment by the commission, the interview with the candidate, deliberation of the commission, oral transmission of the result and advice for further training in case of partial or non-validation.
5. **Post-validation commission**, issue of the diploma, with recommendations in case of partial or non-validation.
6. **Post-VNIL**, promotion of the validation by the employer or recruiter, further training in case of partial or non-validation, transmission of the results for statistical purposes linked to employment.

[8] "European guidelines for validating non-formal and informal learning", Cedefop, 2009, available at Cedefop website and INNOVAL Erasmus+ project – Needs assessment, The State of the Art in innovative assessment approaches for VNFIL (Project number 2016-1-BE02-KA202-017389, Lifelong Learning Platform, July 2017).

[9] Definition adapted from "standardised tests" as defined by "Education and Training 2020 Work programme - Thematic Working Group 'Assessment of Key Competences', Literature review, Glossary and examples, November, 2012", kindly shared by Mr David Pepper, author of the document, since it was not possible to find it at the EU website.

A comparative table can be illustrative to clearly present the correspondences:

Council recommendation VNIL stages	VALCHILD VNIL stages
1. Identification	1. Screening
2. Documentation	2. Admissibility
	3. Post-admission
3. Assessment	4. Assessment and validation
4. Certification	5. Post-validation
Not existing	6. Post-VNIL

This **6-phases validation procedure** is **based on alternative assessment approach**, giving a central role to:

- the **certification commission** as **key assessment method**,
- and to the **interview** (with the certification commission, evidence extraction tool) and the **portfolio** (evidence presentation tool) as main **key validation tools**.

The main reason behind this choice lies on the type of professional profile addressed, **home-based registered childminders** working on their own in residential homes (family's home or childminder' home). As a matter of fact, this **profile:**

- **Has no specific diploma nor training as entry requirement to the profession**, just some legal requirements for childminders working at their homes, as regards safety, children ratio, minimum space, etc.[10],
- Has low EQF levels: within the NQFs of the EU members participating in the project, they **range from 2 EQF** (in the Netherlands and Portugal) **to 3 EQF** (in Ireland, the Netherlands and France) and **in some countries they are inexistent** (in Greece),
- Is usually linked to low or unsuccessful formal educational pathways, especially for those professional with migrant backgrounds.

In this context, "classic" assessment methods like **standardised tests**, accepted as the most valid and reliable (the "current gold standard for assessment"[11]), can be "*intimidating for those individuals who have had negative experiences in formal education or have poor verbal/writing skills*" , as well as "*relatively superficial*" while measuring competences acquired through non-formal and informal learning, and less adapted especially "*where practical skills and competences are essential*"[12]. Indeed, within these practical skills difficult to assess with classic methods, the **transversal[13] and/or soft skills[14]** developed by childminders are particularly relevant: communication, problem-solving, learning to learn, planning and organisation skills, etc. This was an additional reason for VALCHILD project to adopt an alternative assessment' approach.

[10] For more detailed information, especially as regards the participating countries of VALCHILD project, please see the intellectual output 1 "Evidence-based validation requirements and criteria".

[11] INNOVAL Erasmus+ project – Needs assessment, The State of the Art in innovative assessment approaches for VNFIL (Project number 2016-1-BE02-KA202-017389, Lifelong Learning Platform, July 2017).

[12] "European guidelines for validating non-formal and informal learning", Cedefop, 2015, available at Cedefop website.

[13] Skills Panorama Cedefop, 2020. Importance of transversal skills. Retrieved 11th June 2020, from https://skillspanorama.cedefop.europa.eu/en/indicators/importance-transversal-skills / ESCO (European Skills, Competences, Qualifications and Occupations) (08/05/2020). Retrieved 11th June 2020, from https://ec.europa.eu/esco/portal/escopedia/Transversal_knowledge_44__skills_and_competences.

[14] EQAVET (European Quality Assurance in Vocational Education and Training) Glossary. Retrieved 11th June 2020, from https://www.eqavet.eu/eu-quality-assurance/glossary/soft-skills.

Also, as "*complexity of the validation systems scored second as a significant barrier for validation of non-formal and informal learning*"[15], VALCHILD shall propose an "*accessible, user friendly, flexible and easy to navigate*" validation process, based on alternative assessment, so as to be adapted to childminders' needs.

This conclusion is in line with the **centrality of the individual** principle, since validation aims at empowering candidates but its normally a voluntary process, often long and complex, and therefore also in line with the "**no validation without guidance**"[16] principle, which justifies the role of counsellors ("VPL Guide") proposed by VALCHILD in the different validation phases (mainly 2 "Admissibility process", 3 "Post-admission", as detailed in the beginning of this section).

Lastly, as regards the **validation process** as such, some additional principles are equally essential to ensure relevant results for professional career and further learning:

- **Clear link to national qualifications systems and frameworks** on the basis of clearly defined **standards and learning outcomes**,
- **Trained and professional validation practitioners**, who will ensure the objectivity, transparency, and reliability of results -especially as regards alternative assessments- as well as the respect of the candidate and personal privacy,
- **Quality assurance**, on the basis of the "*quality circle: plan, do, check and change*"[17], making possible to ensure the fitness for purpose, the safety, security, confidentiality, and consistency of the validation process, as well as trustworthy, avoiding to consider then as "B class certificates"[18].
- **Involvement of employers and trade unions**, so as to ensure the relevance of the validation process and facilitate employment and professional career development,
- **Costs-efficiency and affordability**, in order to ensure sustainability in the long-term.

1.3 ESCO profile "5311 Childcare workers".

As mentioned in the document summary, the **ESCO profile 5311 Child care worker**[19] was identified as the most relevant addressed by VALCHILD. However, it includes a wide range of profiles, such as "babysitter, child care worker, creche ayah, family day care worker, nanny, out of school hours care worker" which refer to very different occupations and related training.

Therefore, considering that VALCHILD addresses **home-based registered childminders**, as explained in the previous section, some adjustments have been required, mainly:

- The definition of the **workplace**: mostly the household (residential homes, as defined in ESCO) even if it can also include the outdoors "before-school" and "after-school" activities. The "vacation and day care centres" included in ESCO are not relevant for VALCHILD since they refer to other occupations.
- The **competence areas**: VALCHILD has identified a total of **5 main competence areas**, whereas the ESCO profile includes only **8 learning outcomes**:

[15] As resulted from the field qualitative research carried out under intellectual output 1 "Evidence-based validation requirements and criteria".
[16] INNOVAL Erasmus+ project – Needs assessment, The State of the Art in innovative assessment approaches for VNFIL (Project number 2016-1-BE02-KA202-017389, Lifelong Learning Platform, July 2017).
[17] Defined by the Council Recommendation of 22 May 2017 on the EQF for lifelong learning.
[18] "European guidelines for validating non-formal and informal learning", Cedefop, 2009, available at Cedefop website.
[19] http://data.europa.eu/esco/isco/C5311.

VALCHILD	ESCO
1. Legal framework (country legal requirements and conditions for the childminder activity)	No correspondence found
2. Child development & learning (development stages of children from 0 to 6 years old in all dimensions and their individual needs)	(e) managing children's behaviour and guiding their social development; (f) disciplining children and recommending or initiating other measures to control behaviour, such as caring for own clothing and picking up toys and books; (g) observing and monitoring children's play activities; (b) taking children to and from school or outdoors for recreation;
3. Health & wellness (safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort)	(a) assisting children to wash, dress and feed themselves; (h) keeping records on individual children, including daily observations and information about activities, meals served and medications administered.
4. Early childhood education (daily routine care and activities to promote child's wellbeing and development)	(c) playing games with children, or entertaining them by reading or storytelling; (d) assisting in the preparation of materials and equipment for children's education and recreational activities;
5. Family & community involvement (relationships with families and with the local community)	No correspondence found

Source: ESCO database and VALCHILD intellectual output 2 "VALCHILD assessment and validation toolbox" – Annex A – Childminder profile at a glance

As it is shown in the table, **VALCHILD profile covers a larger profile**, mainly by including a set of competences related to the country legal requirements and conditions for the childminder activity (competence area 1), as well as relationships with families and with the local community so as to ensure a holistic childcare (competence area 5).

1.4 Existing and applicable legal frameworks.

As pointed out in the document summary, VALCHILD project intends to propose **a set of 3 ready-to-use tools** to put in place **operational and reliable validation processes**: a recommendation mechanism, a certification scheme, and a trainer handbook. All those can be **particularly useful** for those member states which **do not have still a specific professional profile for childminder** recognised at their NQFs, **nor a related validation process** in place.

The proposed tools are mainly built on the basis of the best knowledge and the experience of the project partners, as well as on the findings of the key documents, studies, and projects mentioned in the previous section. As a matter of fact, some of the participating countries to this project, such as France, Ireland, The Netherlands and Portugal have already some official qualifications for the professional profile of childminders at their NQFs, as well as validation procedures already in place and in some cases well consolidated. Both, qualifications, and validation process, are part of the **binding legal frameworks** within those member states. Therefore, for those member states and others having already established qualifications and/or validation process, VALCHILD outputs can be **only relevant as an example for future developments or adaptations** - taking into account the relevant social, economic and labour market context - and do not intend to replace the existing tools and processes, which shall be respected in any case.

With this key premise in mind, in the next sections the concrete proposals from VALCHILD as regards validation of childminders will be fully developed, so as to offer a wide range of concrete options and practical applications facilitating its **transferability and replication** in other countries or contexts.

1.5 Some additional considerations as regards financial sustainability.

As explained in section 1.2.2, VALCHILD has expressly chosen the **alternative assessment approach** since it appears to be the most adapted to "*individuals who have had negative experiences in formal education or have poor verbal/writing skills*" and whose "*practical skills and competences are essential*" instead of more abstract or theoretical knowledge-based ones[20]. However, unlike "classic", standardised assessments, **alternative assessments,** mainly those "using interviews and dialogue-based approaches", as proposed by VALCHILD, "can be more costly but potentially of greater value to the candidate". Indeed, they **require more time and human and financial resources**, since even if there are common procedures and tools, the assessment cannot be automatically obtained, it is a result of a **tailored analysis for each candidate**.

In this sense, as regards human resources investment, it should be highlighted that it does not only concern assessment and validation experts, but also all the **administrative, support and information staff**, who carry out "invisible" but highly necessary tasks. Therefore, as stated by Cedefop, "minimising costs and creating a sustainable operation is challenging"[21], as well as ensuring the quality of the whole process, which are key questions to ensure the whole sustainability of the validation of non-formal and informal learning.

In addition, the ideal situation for candidates is the one meaning **no cost for them**. This is the case for childminders in France, where social dialogue and collective bargaining agreements engaged with the professionalisation of the workers they represent have made possible to establish a compulsory percentage on the salary of each worker serving to finance validation costs[22].

When this option is not possible due to the legal, financial, and labour market context of a given member state, **information and communication technologies (ICT)** can be a powerful tool to reduce costs and reach a larger number of candidates. Indeed, "OERs (open education resources) are seen as important supplements to traditional education and training programmes, reducing overall cost, increasing accessibility and allowing individuals to follow their own learning pace"[23]. More concretely, distance and/or online assessment procedures can be an option when they can replace effectively face-to-face processes.

[20] "European guidelines for validating non-formal and informal learning", Cedefop, 2009, available at Cedefop website.
[21] Idem previous note.
[22] Via the "Compte personnel de formation" (personal training account).
[23] "European guidelines for validating non-formal and informal learning", Cedefop, 2009, available at Cedefop website.

1.6 VALCHILD and ECVET credits.

The European Credit system for Vocational Education and Training (**ECVET**) is based on the Recommendation of the European Parliament and of the Council of 18 June 2009[24], whose main features are:

- It is only applicable for VET, for higher education (university level) ECTS is applicable,
- It is based on **Memorandum of Understanding (MoU)** allowing mutual recognition between certifying authorities from different EU member states, among their different certifications (included or to be included in the relevant NQFs), totally or partially,
- It is based on **learning outcomes methodology** and linked to the validation of non-formal and informal learning,
- It allows transferability and recognition of mobility (transparency, accumulation and transfer)
- It is a flexible scheme, applicable for all **8 EQF levels**, promoting geographical mobility, within a member state or transnationally, and/or promoting lifelong training.
- ECVET **credits** can be fixed according to different criteria, among which the number of training hours. According to the convention generally accepted for ECTS credits by Universities, considering that a standard university year is 60 ECTS and that each credit corresponds to 25 to 30 hours[25], and so standard university year is about 1800 hours (60x30), the comparison with the existing childcare qualifications in the EU member states can be particularly relevant. For instance, in France, the relevant childcare qualification (assistant maternel / garde d'enfant) could have a total of 30 ECVET credits.

As the next section will explain in full detail, VALCHILD has developed **a qualification standard for home-based registered childminders** including key competences and descriptors. It has been developed according to the EQF methodology and the learning outcomes approach. However, given the high heterogeneity of the analysed existing standards, ranging from EQF level 2 to 4, and the different social, economic and labour market contexts, it can be considered as a common ground, a synthesis aiming to serve as a **sound basis for further development, especially for those EU member states not having still developed their own qualifications in the field of childminding**.

[24] OJ C 155, 8.7.2009.
[25] ECVET Users' Guide - Part 3, Using ECVET to Support Lifelong Learning (2012).

2. VALCHILD recommendation and certification mechanism

A validation mechanism can have two complementary procedures:

- The first one is the more **formative evaluation**, where the candidate will receive a report on the identified strengths and weaknesses, which competences are not (enough) developed and advice for a learning pathway (formal, non-formal and/or informal) to acquire these competences. These recommendations can be given at each step of the procedure (self-evaluation, portfolio) or after an unsuccessful assessment.
- The second procedure are the recommendations given after a successful **summative assessment**, which have led to a certificate or diploma. The recommendations are for further development to a higher level, or for widening the development towards other qualifications.

This **operational mechanism**, based on intellectual output 1' criteria and intellectual output 2' tools, is **meant to facilitate a summative certification scheme** (developed in detail in section 2.2.) by enabling the assessment of childminders competences and by providing recommendations on next steps in education and training, eventually leading to their certification. According to the 6-phases detailed in section 1.2.3, the recommendation mechanism and certification scheme corresponds to phase 4 "Evaluation/validation" and 5 "Post-validation commission".

More concretely, this recommendation mechanism will ultimately deliver to the childminder candidate **a report on his/her competences**, focusing on both the identified strengths and weaknesses identified on the basis of VALCHILD pre-set standards as defined in the admissibility application.

2.1 VALCHILD standard.

As explained in previous sections, VALCHILD tools are developed on the basis of the knowledge and experience of partners. As regards standards, VALCHILD has developed within intellectual output 2 "VALCHILD assessment and validation toolbox" a **qualification standard**, detailed in competences, under the "Competence profile at a glance" (O2-page 46-48), including 5 competence areas and which has been applied in the portfolio structure (O2-page 38-41).

As explained in section 1.4, the national law and regulations in the EU can differ. For example:

- the minimum required level for a childminder can range from EQF-level 2 to 4 (as explained in section 1.2.2) or national labour market' contexts.
- the required competences can slightly differ in the EU countries according to specific laws and regulations (e.g. health, preschool education, etc.).

In this sense, this qualification standard gathers the **basic and common features of the existing standards** included in the NQF of the EU member states represented in VALCHILD, as well as the previous Erasmus+ project Child In Mind[26]. It is a synthesis of the "shared core professional profile" gathering **5 key competence areas corresponding to an EQF level 3**. It includes detailed descriptors, following the EQF methodology and the learning outcomes approach (in terms of knowledge, skills, responsibility, and autonomy).

[26] http://www.childinmind-project.eu/home.

VALCHILD competence standard: 5 key competence areas including 26 competences.

Competence areas	N° of competences included
1. Legal framework (country legal requirements and conditions for the childminder activity)	3
2. Child development & learning (development stages of children from 0 to 6 years old in all dimensions and their individual needs)	5
3. Health & wellness (safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort)	4
4. Early childhood education (daily routine care and activities to promote child's wellbeing and development)	6
5. Family & community involvement (relationships with families and with the local community)	8

Additionally, **a language standard** has been developed since one of the most important key-competence is **communication** (with the children, with parents, with colleagues, reading, writing reports, etc.). Besides, within the admissibility process, it serves as a tool to ensure the adequacy of the candidate skills for the validation procedure, in order to maximise the success changes. Also here, the standard can differ. The qualification level of the ValChild profile of a childminder is at EQF-level 3, but in some national cases, for instance where there is a high prevalence of migrant workers with a different mother tongue, the level of language is set at a lower level. In any case, it does not lead to a validation of the language level.
More concretely, a total of **12 assessment descriptors** have been established. Please find here a synthesis and the full version in the intellectual output 2 "VALCHILD assessment and validation toolbox":

Language assessment descriptors	N° of descriptors included
1. Understanding and reading	4
2. Writing	4
3. Understanding and listening	4
4. Speaking	4

2.2 VALCHILD recommendation mechanism.

As presented in the introduction of this section 2, the VALCHILD **recommendation mechanism** delivers to the childminder candidate **a report on his/her competences**, focusing on both the identified strengths and weaknesses identified.
This report will include at least:

1. **Detailed results per block of skills** validated by the certification commission **after the evaluation of the portfolio and the interview** with the childminder candidate,
2. **Future training and informal learning recommendations**, mainly in case of partial validation or absence of validation,
3. A **certificate in case of total validation** (Tool 5: Certificate, included in the intellectual output 2 "VALCHILD assessment and validation toolbox").

A **template for this report** is included in the next page, to be adapted to the layout of the relevant national or regional[27] certification authority. The **certificate' template**, as included under intellectual output 2 "VALCHILD assessment and validation toolbox", is also included here as a reminder.

[27] Some EU member states have NQFs based on regional qualification frameworks, like Italy, according to the national distribution of competences with regions, where existing, in the field of education and training. https://www.cedefop.europa.eu/en/news-and-press/news/italy-national-qualifications-framework-finalised.

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RECOMMENDATION MECHANISM FOR CHILDMINDERS

COMPETENCE REPORT - _____ (childminder candidate name)

ASSESSMENT RESULTS

Competence areas	N° of competences validated
1. Legal framework (country legal requirements and conditions for the childminder activity)	X out of 3
2. Child development & learning (development stages of children from 0 to 6 years old in all dimensions and their individual needs)	X out of 5
3. Health & wellness (safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort)	X out of 4
4. Early childhood education (daily routine care and activities to promote child's wellbeing and development)	X out of 6
5. Family & community involvement (relationships with families and with the local community)	X out of 8

TRAINING / INFORMAL LEARNING RECOMMENDATIONS

Competence areas	N° of competences validated	Training recommendations for not validated skills
1. Legal framework (country legal requirements and conditions for the childminder activity)	X out of 3	To be completed by the certification commission according to the existing national or regional training offer
2. Child development & learning (development stages of children from 0 to 6 years old in all dimensions and their individual needs)	X out of 5	
3. Health & wellness (safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort)	X out of 4	
4. Early childhood education (daily routine care and activities to promote child's wellbeing and development)	X out of 6	
5. Family & community involvement (relationships with families and with the local community)	X out of 8	

Name of the certification authority

Date_____

Signature_____

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CERTIFICATE

CHILDMINDER

EQF-level 3

_____(name)

Place and Date of Birth: ……

The assessment took place on at …… on <date>

Name of the institution and name of the authorised person who signs the certificate

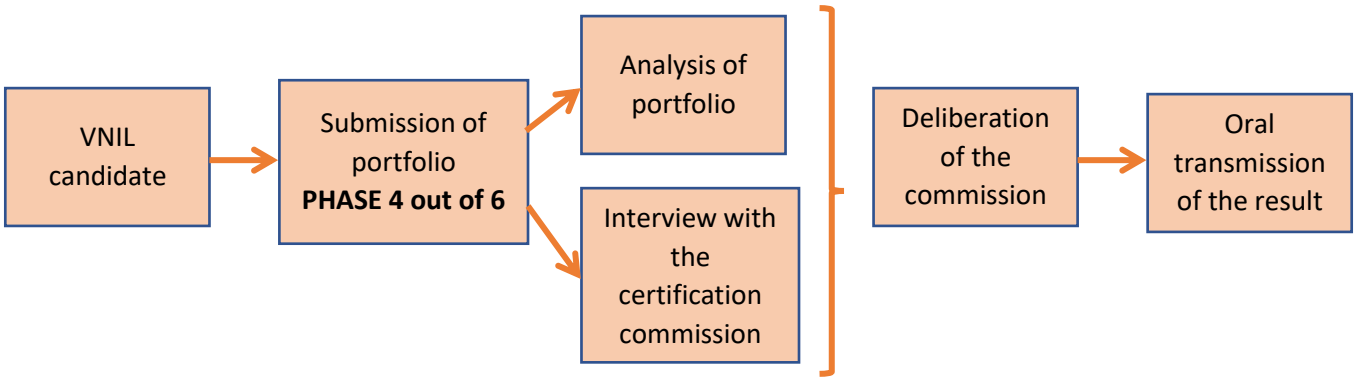
Date and place: _____

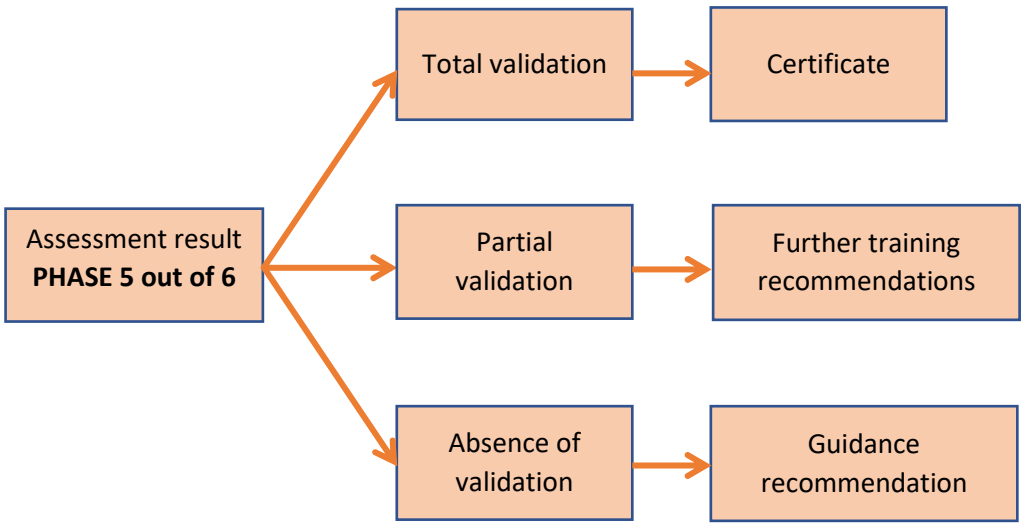
Signature_____

This certificate confirms the qualification description meet the conditions of the quality set out by the ValChild group

Certificate number: ……

A **diagram** of the **VALCHILD recommendation mechanism** is detailed here:





3. VALCHILD certification scheme

As explained in previous sections, VALCHILD has developed **a qualification standard for home-based registered childminders**. According to the 6-phases detailed in section 1.2.3, the certification scheme corresponds to **phase 5 "Post-validation commission**".

However, and **important clarification** shall be made: this standard is not (yet) formally recognised even though it includes detailed descriptors and it has been developed according to the EQF methodology for level-3 and the learning outcomes approach. This is due to the high heterogeneity of the analysed existing standards, as well as the social, economic, and labour market contexts of the EU member states. In this sense, the countries which have already a qualification for Childminders (such as The Netherlands or France) can use this for comparison, and countries which don´t have a qualification for childminders can use it as their standard.

Therefore, **VALCHILD qualification standard cannot directly, as such**:

- lead to full or partial certification,
- grant exemptions as regards existing qualifications,
- or deliver ECVET credits.

The reason lying behind this limitation is due to the fact that it is **not possible to create "European certifications"** and that EQF is a methodological tool to compare standard levels in the European Union. Indeed, only EU member states, or they regions in some cases, are entitled to establish qualifications based on their NQFs.

Similarly, **only the relevant certification authorities** can define and establish partial or total mutual recognition, or exemptions, between two or more certifications from different EU member states. Ideally, this is to be done under the framework of ECVET, mainly by defining both ECVET credits, so as to ensure transparency, and by signing a Memorandum of Understanding, to ensure official recognition, as explained in section 1.5.

In line with this, VALCHILD proposes a **certification scheme** with the same aim as it has defined a standard: this is to say, to propose a common ground, a basis for further development, especially for those EU member states not having still developed their own qualifications in the field of childminding.

Having said so, and as detailed in section 2.2, VALCHILD has developed a qualification standard including 5 competence areas and a total of 26 competences. Within these, the **minimum of assessment descriptors required for the validation of each block** differs and is as follows:

Competence areas	**N° of minimum assessment descriptors required**
1. Legal framework (country legal requirements and conditions for the childminder activity)	At least 2 out of 3
2. Child development & learning (development stages of children from 0 to 6 years old in all dimensions and their individual needs)	At least 3 out of 5
3. Health & wellness (safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort)	At least 3 out of 4
4. Early childhood education (daily routine care and activities to promote child's wellbeing and development)	At least 4 out of 6
5. Family & community involvement (relationships with families and with the local community)	At least 6 out of 8

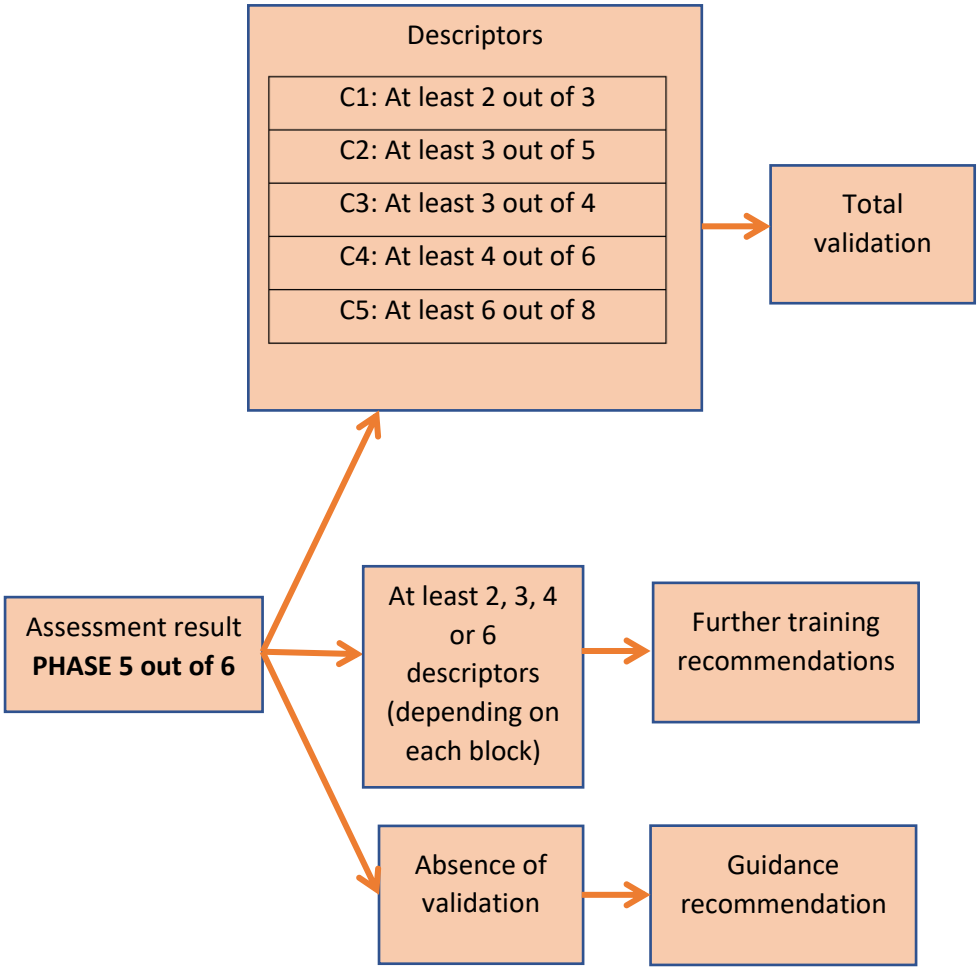
In brief, on the basis of VALCHILD qualification standard, **a childminder candidate can**, **after the evaluation of the portfolio and the interview** with the certification commission:

- Obtain a **partial certification** for each of several block if the minimum required of descriptors is validated, or
- Obtain **full certification** in the minimum of descriptors for each block,
- Be led to **further guidance** if the minimum required of descriptors for at least one block is not validated.

The assessment scheme can differ in the European member states. We use The Netherlands as an example for such a different approach:

1. VNIL certification in the Netherlands is done by registered VPL-centres. The quality of these organisation is regularly audited.
2. The certificate by a VPL centre is NOT a diploma.
3. With the VPL-certificate the candidate can go to an accredited institute that is allowed to issue a diploma (most the vocational education and training institutes and the universities)
4. In this way the VPL assessment is kept separated from the

A **diagram** of the **VALCHILD certification scheme** is detailed here:



4. Trainer Handbook

With the aim of further **facilitating the transferability and replication** of VALCHILD tools, the "Trainer Handbook" is planned as the last task to be developed under the present intellectual output 3 "Recommendations and certification scheme".

The main goal of this **manual is to offer guidance to validation experts to be involved in VALCHILD assessment and validation of non-formal and informal learning procedures**, mainly by providing:

1. Key principles for experts involved in VALCHILD assessment and validation procedure.
2. Guidelines on VALCHILD qualification standard for **home-based registered childminders,**
3. Guidelines on the use of VALCHILD assessment and assessment materials and tools,
4. Guidelines to develop additional resources, including case studies, practical exercises, etc.

4.1 Key principles for experts involved in VALCHILD assessment and validation procedure.

First of all, some preliminary clarifications are necessary to effectively distinguish the different experts to be involved in validation:

- **Counsellors:** they provide the potential candidates with information so as to properly choose the qualification to be addressed via a validation of non-formal and informal learning, as well as to ensure the feasibility of the whole process.
- **Guidance experts**: they support the candidates all over the validation of non-formal and informal learning procedure, since the initial information until the validation and, eventually, certification.
- **Language experts**: these experts are certified trainers of the national language and they support candidates to make sure they have the minimum language required level to complete the procedure.
- **Assessment experts**: they evaluate the competences against a pre-defined standard.
- **Validation experts**: they validate the competences of the candidates as members of a competent, authorised body. They can be the same as the assessment experts.
- **Certification authority**: it is the competent authority for delivering certificates according to each national or regional context.

On the basis of these definitions, **the "Trainer Handbook" is addressed to:**

- **Counsellors:** in the framework of the 6-phases procedure proposed by VALCHILD, they support the candidates during phase 1 "Screening" and phase 2 "Admissibility process" (self-evaluation) as regards the choice of the professional profile addressed by VNIL.
- **Language experts**: they support candidates to ensure they have the minimum required level (B1 of the national language) during phase 1 "Screening" and phase 2 "Admissibility process"; they are usually official or certified trainers for the national language.
- **Guidance experts:** these experts support the candidates during phase 3 "Post-admission" (preparation of the portfolio and the interview with the certification commission),
- **Assessment and validation experts**: the members of the certification commission foreseen in phase 4 "Evaluation/validation" and phase 5 "Post-validation commission".

These **guidelines are particularly relevant since VALCHILD is based on alternative assessment approach**, which has a low level of standardisation and therefore a high level of personalisation required for each candidate's profile. In this sense, the main objective is **to ensure confidentiality, transparency and ethics**, while facilitating a **human, empathetic approach** all over the validation process, helping the candidate to reduce stress and obtain the best possible results.

In this sense, the following **key principles** resulting from the **centrality of the individual**' and the **"no validation without guidance"** general principles are essential:

- **Objectivity and fair treatment:** the validation is about the competences and experience of the candidate, not about the person of the candidate, and especially not about the origin, nationality, sex, sexual orientation, mother tongue, age, health status, handicap, religion, political ideas, etc. Also, the time allocated shall be equal so as to ensure equal opportunities for all candidates.
- **Confidentiality and respect of privacy:** the expert shall keep secret all the information concerning the candidates and the validation procedures, especially as regards personal data, limitless.
- **Neutrality and ethics:** the expert shall have no conflict of interest as regards the candidate (i.e., have a personal or professional relationship prior to the validation procedure) and shall sign a **deontological chart** ensuring the previous principles, as well as respect, politeness, attentiveness and consideration towards the candidate. In addition, in the case of candidates with a migrant background, the expert shall be aware on intercultural bias so as to remain neutral and objective.

Last but not least, **counsellors, guidance experts and assessment and validation experts** need to fulfil some requirements as well in terms of **professional competences**, in order to ensure the quality of the validation process, as stated by the Council Recommendation. A proposal from Cedefop[28] (also included in under intellectual output 2 "VALCHILD assessment and validation toolbox", annex B1 Profile of the validation practitioner)**,** defines the following ones:

- **Counsellors and guidance experts** (counsellors, according to Cedefop's terminology)**:**
  - Thorough knowledge of the validation process.
  - Thorough knowledge of the education system.
  - Capacity to rephrase learning experience into learning outcomes that can be matched with existing standards.
  - Understanding of the labour market.
  - A list of contacts (experts) to answer specific technical questions (social partners and other sector experts).
- **Assessment and validation experts**:
  - Be familiar with the validation process (validity and reliability).
  - Have experience in the specific field of work.
  - Be familiar with different assessment methodologies.
  - Be able to inspire trust and to create a proper psychological setting for the candidates.
  - Be committed to provide feedback on the match between learning outcomes and validation standards/references (via support systems).
  - Be trained in assessment and validation processes and knowledgeable about quality assurance mechanisms.

[28] Adapted from "European guidelines for validating non-formal and informal learning", Cedefop, 2009, available at Cedefop website.

4.2 Guidelines on VALCHILD standard for home-based registered childminders.

As regards **counsellors and guidance experts**, VALCHILD qualification standard is a key tool: they are the ones in charge of facilitating the link between this standard and the personal and professional experience of childminder candidates. This link is to be made clear and explicit mainly during validation phase 2 "Admissibility process" (self-evaluation) and validation phase 3 "Post-admission" (preparation of the portfolio and the interview with the certification commission). More concretely, guidance experts shall ensure that the "abstract" standard become "concrete and tangible" for childminder candidates, empowering and helping them to raise their awareness on their own competences, as well as self-confidence and self-esteem[29]. This is crucial especially for those candidates engaging in a validation procedure and applying for a diploma for the first time in their lives, which is the case of vast majority of candidates for EQF level 3, the one defined by VALCHILD.

As regards **assessment and validation experts**, **the qualification standard and its descriptors are their main tools**. As a reminder, the assessment standard proposed by VALCHILD clearly defines not only the descriptors for each competence, but also the minimum required for the validation of each block. They are as follows:

Competence areas	**N° of minimum assessment descriptors required**
1. Legal framework (country legal requirements and conditions for the childminder activity)	At least 2 out of 3
2. Child development & learning (development stages of children from 0 to 6 years old in all dimensions and their individual needs)	At least 3 out of 5
3. Health & wellness (safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort)	At least 3 out of 4
4. Early childhood education (daily routine care and activities to promote child's wellbeing and development)	At least 4 out of 6
5. Family & community involvement (relationships with families and with the local community)	At least 6 out of 8

4.3 Guidelines on VALCHILD assessment and validation materials and tools.

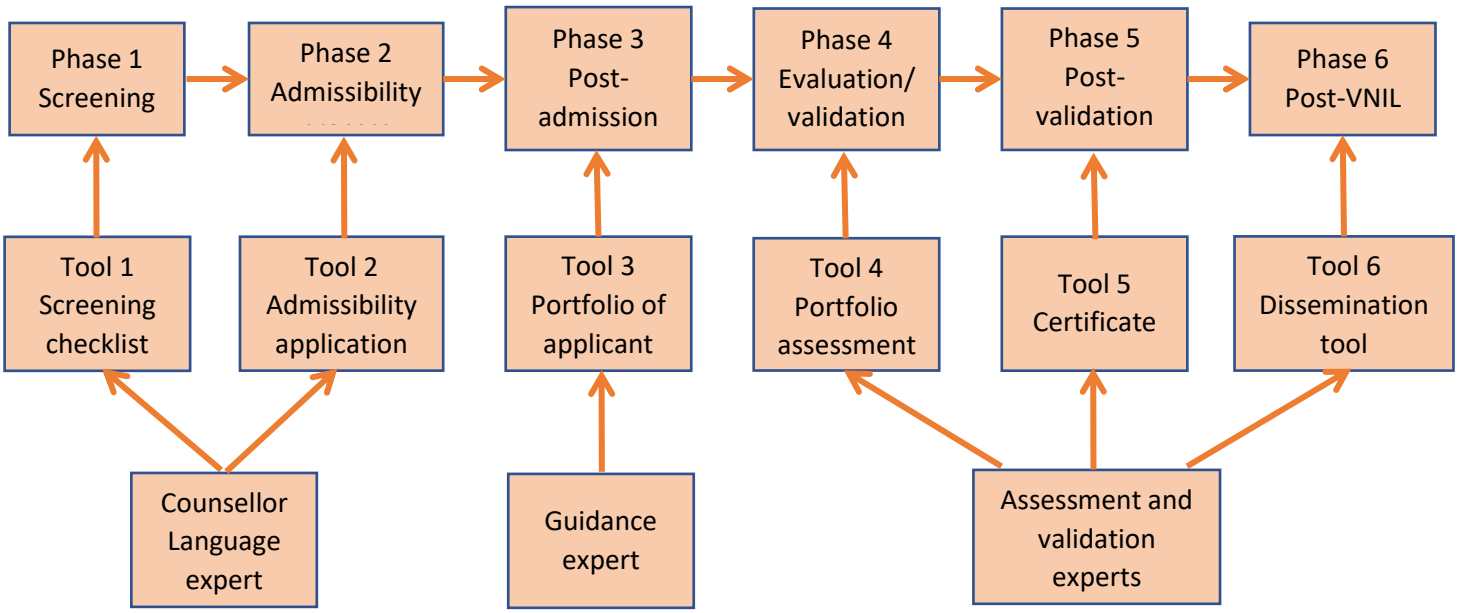
As detailed under **intellectual output 2** "VALCHILD assessment and validation toolbox", the project has developed a **total of tools 6**, from which **4 are particularly relevant** for assessment and validation of non-formal and informal learning:

- Tool 1: Screening checklist for auto analysis (Phase 1 "Screening"),
- Tool 2: Admissibility application for self-evaluation and assessment by the admissibility commission (Phase 2 "Admissibility process"),
- Tool 3: Portfolio to be assessed during post-admission phase and the interview with the certification commission (Phase 3 "Post-admission").
- Tool 4: Portfolio assessment criteria for validation of non-formal and informal learning in childminding (Phase 4 "Evaluation/validation").

[29] "Validation has been found to influence positively individuals' self-awareness and self-esteem", "European guidelines for validating non-formal and informal learning", Cedefop, 2015, available at Cedefop website.

The respect of the tools as a key part of the validation procedure, as well as the principles or the **time allocated**, are essential to ensure both its quality and trustfulness. Exhaustive guidelines on each tool can be found in the next pages, detailed for both guidance and assessment and validation experts.

A **diagram** of the **VALCHILD 6 validation phases, 6 tools and 4 types of experts involved** is detailed:



4.3.1 Tool 1: Screening checklist for auto analysis.

Phase: 1 "Screening".

Brief description: auto-analysis of the candidate's previous childminding practices (non-formal and/or informal). A total of 9 activities is listed so the candidates can easily find their type of experiences and document them (detailed under intellectual output 2 "VALCHILD assessment and validation toolbox").

VALCHILD Screening checklist		**Effective experiences**	**Support documentation**
Babysitter - taking care of siblings or other children.			
Volunteer or paid in:			
	Kindergarten		
	Children's Hospital		
	Child protection institutions		
Informal Childminder			
Grandparent			
Stay at home parents			
Holiday camps			
Play activities with small children in different contexts			

Objective: to confirm effective and evidenced experiences so as to start the pre-admissibility process.

Role of counsellor: they support candidates to decide if the selected professional profile is suitable for their experience.

Role of language expert: they support candidates to make sure they have the minimum language required level to complete the procedure.

Role of guidance expert: guidance experts are only involved in phase 3 “Post-admission”.

Role of assessment and validation expert: assessment and validation experts are not involved in this phase, just phases 4 “Evaluation/validation” and 5 “Post-validation commission”.

4.3.2 Tool 2: Admissibility application.

Phase: 2 “Admissibility process”.

Brief description: self-evaluation on the basis of an admissibility form including the following sections:

- Description and guidelines on the admissibility process and file,
- Autobiographic narrative/life story,
- Motivations for applying to validation of non-formal and informal learning,
- Curriculum vitae, including professional experience, diplomas, training, and other activities,
- Professional skills self-diagnosis on the basis of the 3 assessment blocks,
- Language self-diagnosis including a written production activity, as well as a reading, writing and oral self-diagnosis on the basis of 12 assessment descriptors,
- Synthesis of wishes after self-diagnosis for validation,
- Declaration on honor (about the information contained in the admissibility form),
- Attachments (supporting documents).

Objective: to allow a self-diagnosis, analysing the candidate's profile in order to identify responses adjusted to their situation (motivations, needs and expectations). The admissibility commission analyses the diagnosis file and gives its decision in terms of GO or no GO to phase 3 “Post-admission”.

Role of counsellor: they support candidates to fill in and elaborate the admissibility file.

Role of language expert: they support candidates to make sure they have the minimum language required level to complete the procedure.

Role of guidance expert: guidance experts are only involved in phase 3 “Post-admission”.

Role of assessment and validation expert: assessment and validation experts are not involved in this phase, just phases 4 “Evaluation/validation” and 5 “Post-validation commission”.

A **template** has been developed under intellectual output 2 “VALCHILD assessment and validation toolbox” with a total of 23 pages.

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ESCOLA SUPERIOR DE EDUCADORES DE INFÂNCIA MARIA ULRICH

Admissibility application

Validation of acquired experience

Childminder

Birth name: .....

First name: .....

Date and place of birth: .....

Nationality: .....

4.3.3 Tool 3: Portfolio.

Phase: 3 “Post-admission”.

Brief description: a complete childminder portfolio is composed by:

- Personal data like full name, address, date of birth
  - A chronological description of education and training and certificates and diplomas, work experiences, volunteer work experiences and other activities.
- A competence profile,
- A folder with evidence,
- A personal action / development plan.

Objective: to create ways of appraising the candidate's performance and knowledge, through personal involvement, as well as a self-assessment.

Role of counsellor: counsellors are only involved in phase 1 “Screening” and phase 2 “Admissibility process”.

Role of language expert: language experts are only involved in phase 1 “Screening” and phase 2 “Admissibility process”.

Role of guidance expert: the guidance expert shall be neutral as regards the contents and shall not complete any part, just bring support to the candidate. The expert shall facilitate and empower, helping the candidate to express explicitly, orally and in written, the relevant professional experiences.

Role of assessment and validation expert: assessment and validation experts are not involved in this phase, just phases 4 “Evaluation/validation” and 5 “Post-validation commission”.

4.3.4 Tool 4: Portfolio assessment criteria.

Phase: 4 “Evaluation/validation”.

Brief description: set of 13 criteria to define the total validation (5 criteria), partial validation (4 criteria), or no-validation of the portfolio (4 criteria), listed under intellectual output 2 “VALCHILD assessment and validation toolbox”.

Objective: to facilitate the evaluation and validation by assessment and validation experts.

Role of counsellor: counsellors are only involved in phase 1 “Screening” and phase 2 “Admissibility process”.

Role of language expert: language experts are only involved in phase 1 “Screening” and phase 2 “Admissibility process”.

Role of guidance expert: guidance experts are not involved in this phase, just phases 2 “Admissibility process” and 3 “Post-admission”.

Role of assessment and validation expert: together with the assessment standard and descriptors, these assessment criteria are the main tools for assessment and validation experts who participate to the certification commission, to be completed by an interview with the candidate and deliberation by consensus.

4.4 Guidelines to develop additional resources.

As detailed under **intellectual output 2** "VALCHILD assessment and validation toolbox", Annex B2 "Criteria for the validation of non-formal and informal learning of childminders", phase 3 "Post-admission" may rely on different tools, in line with the classification proposed by Cedefop for validation tools[30].

This classification makes a distinction between tools for extracting evidence and tools for presenting evidence. In this sense, Cedefop admits that "although **this differentiation is not always clear-cut** (the production of a portfolio may be considered proof of certain competences in itself) it captures the difference in nature between methods that primarily aim to **make visible individual competences and those that present the collected evidence**".

In this sense, the **4 tools** proposed by VALCHILD and detailed in the previous section are to be complemented by the **interview with the certification commission**, which gathers mainly dialogue and simulations.

More concretely, VALCHILD brings the following proposals as regards the tools proposed by Cedefop:

Cedefop	VALCHILD
TOOLS FOR EXTRACTING EVIDENCE	
Tests and examinations	Not included
Dialogue or conversational methods	Interview with the certification commission
Declarative methods	Tool 2: Admissibility application
Observations	Not included
Simulations	Interview with the certification commission
Evidence extracted from work or other practice	Tool 2: Admissibility application
TOOLS FOR PRESENTING EVIDENCE	
CVs and individual statement of competences	Tool 2: Admissibility application
Third party reports	Tool 2: Admissibility application
Portfolios	Tool 3: Portfolio

[30] "European guidelines for validating non-formal and informal learning", Cedefop, 2015, available at Cedefop website.

4.4.1 VALCHILD tools for extracting evidence.

As detailed in the table above, VALCHILD proposes 2 main tools, the **admissibility application** (including declarative methods and evidence extracted from work or other practice) and the **interview with the certification commission** (including dialogue or conversational method and simulations).

- **Tool 2: Admissibility application**

  Example of **declarative method** (page 6 out of 23 of the Tool 2: Admissibility application).

1- Your autobiographic narrative/life story (must be completed)

Write your autobiographic narrative/life story – can be inspired by one or more of the following tools (maximum of 2 pages)

- Lifeline https://wlguidance.wixsite.com/toolbox/blank-m6c36
- The tree of professional growth https://wlguidance.wixsite.com/toolbox/blank-s46ch
- Functional Sketch - https://wlguidance.wixsite.com/toolbox/blank-oqpsf
- Work values inventory - https://wlguidance.wixsite.com/toolbox/work-values-exercise

Example:
I come from a family of hairdressers. My grandmother and my mother had a hairdressing saloon at our city. When I was a child, I like to do my cousins' hair. When I was 18, I went to Paris for my studies and I settled with my own family. I always kept in mind these memories of the saloon and …

Example:
After my studies on hairdressing, I worked for 5 years in a saloon, but I became allergic, so I had to find myself a new occupation. As I was good at client contact, two of the clients, both mothers, proposed me to keep their children. At the beginning, I worked only for few hours, then they were increased, always as a childminder.

Example of **evidence extracted from work or other practice** (page 10 out of 23 of the Tool 2: Admissibility application).

C. Other Activities
Volunteers, associations, and others linked/ not linked to the certification in question.

Nature of the activity	Organization	Duration	Year
Administrative support *Parents association*	*Football club of Créteil* *Primary school in Créteil*	*Four years* *Five years*	*2001- 2004* *2005-2010*

- **Interview with the certification commission**

Example of **dialogue**:

Interview with the certification commission.

1. Welcome of the candidate, introduction of the members, rules, and framework of the interview (allocated time, different parts until the communication of the results).
2. Introduction of the candidate.
3. Questions from the members of the certification commission, reminding to the candidates they can ask for reformulations in case something is not clear.
4. Communication of the results to the candidate after deliberation among the members.

Example of **simulation**:

How did you prepare the interview with your potential employer? (Question list, working conditions, etc).

In January 2007, I asked a commerce of my neighbourhood if I could put a poster proposing my babysitting services. Mrs X called me to know if I was still available and we agreed to meet the next day so as to know her two children of 11 months.

During the interview, and after introducing ourselves, she explained me her needs and asked me if I had experience, especially for tweens. I answer and asked about my working conditions (place, tasks, working hours, salary, payment, etc.).

We agreed on the terms to sign a contract, based on 40 hours per week, 8 hours per day, but we did not negotiate the salary…

4.4.2 VALCHILD tools for presenting evidence.

As detailed in the table in section 4.4, VALCHILD proposes 2 main tools, the **admissibility application** (including cv and third-party reports) and the **portfolio**.

- **Tool 2: Admissibility application**

Example of **cv** (page 8 out of 23 of the Tool 2: Admissibility application).

Professional Experiences in connection with the childminder certification

Status (employee /volunteer)	Employment	Employer	Start and end dates	Working modalities	Total duration	Activities directly related to the certification
Employed	Babysitter in the UK	Ms Smith	09/2003 – 06/2004	Full time	10 months	Childcare: bath, meals, play
Employed	Hairdresser in Paris	Elegance Coiffure	09/2004 – 07/2008	Full time	4 years	Communication skills
Employed	Childminder	Mr Duchamp	08/2008 – 09/2019	Full time	11 years	Childcare bath, meals, play, pre and post school

Example of **third-party report** (page X out of 23 of the Tool 2: Admissibility application).

C. Other Activities

Volunteers, associations, and others linked/ not linked to the certification in question.

Nature of the activity	Organization	Duration	Year
Administrative support *Parents association*	*Football club of Créteil* *Primary school in Créteil*	*Four years* *Five years*	*2001- 2004* *2005-2010*

- **Portfolio.**

> "*Portfolios are one of the most complex and frequently used methods to document evidence for validation purposes. Portfolios aim to overcome the risk of subjectivity by introducing a mix of instruments to extract evidence of individuals' competences and can incorporate assessments by third parties. They provide the audience with comprehensive insights into the achievements and successes of the learner. There is evidence of a recent increase in the importance of portfolios. The portfolio method tends to be process-oriented, with much evidence that the selection process included in portfolio building promotes self-assessment and focuses students' attention on quality criteria*".
> **"European guidelines for validating non-formal and informal learning",** Cedefop, 2015.

As detailed under intellectual output 2 "VALCHILD assessment and validation toolbox", a complete childminder portfolio exists out of:

- Personal data like full name, address, date of birth
- A chronological description of
  i. Education and training and certificates and diplomas
  ii. Work experiences
  iii. Volunteer work experiences
  iv. Other activities
- A competence profile
- A folder with evidence
- A personal action / development plan.

As a general recommendation, and as proposed by Erasmus+ LeverUP project[31], the candidates can start by making the **link between the learning outcomes included in the standards and their ow experience** with concrete, specific situations. To better illustrate these tools, a **portfolio' template** is included in the next pages.

[31] LeverUP project, "The evidence, A guideline to identify, develop and evaluate the evidences", 2019, available at the project website.

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Portfolio

To be submitted to a certification commission

CHILDMINDER

Family name:

First name:

INTRODUCTION

Presentation of the document, objectives, and contents

Besides the indications included in each section, a separate document has been prepared to give instructions on how to fill in this portfolio.

A phrase of encouragement is included at the end of the presentation no behalf of the professional branch

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My pathway

Synthesis of main stages and milestones of your professional pathway (minimum of 1900 working hours to access VNIL)

Summary of my professional pathway

Example:

I come from a family of hairdressers. My grandmother and my mother had a hairdressing saloon at our city. When I was a child, I like to do my cousins' hair. When I was 18, I went to Paris for my studies and I settled with my own family. I always kept in mind these memories of the saloon and …

Example:

After my studies on hairdressing, I worked for 5 years in a saloon, but I became allergic, so I had to find myself a new occupation. As I was good at client contact, two of the clients, both mothers, proposed me to keep their children. At the beginning, I worked only for few hours, then they were increased, always as a childminder.

My projects after VNIL

After VNIL, I would like to continue the training so as to become "assistant maternel". Since I have a big house, I have enough space to take care of the children at my ow home.

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My CV

Instructions concerning how to prepare a comprehensive, up to date cv

Professional experience

Example:

- Babysitter in the UK in 2003
- Hairdresser in Paris from 2000 to 2004
- Garde d'enfant from 2005 to 2007

Education and training

Example:

- VET certificate of hairdressing, Paris, 2005
- Security training, Paris, 2000
- Lifelong training (IPERIA catalogue) «Nutrition for babies of less than 3 years", 2017

Internships

Example:

- Internship for VET hairdressing certificate, 3 weeks, Hairdressing saloon X, June 2005

Volunteer experience

Example:

- Football club of Crétéil, 2001
- Representative of parents at the school of my children, 2005-2009

Tasks and activities description:

1) To prove the experience for each skill of each bloc, explain a real situation you have experienced, how you proceeded, giving the details suggested by the questions included in each section

2) Do not forget to mention:

The context of the activity

The objective of the activity

The materials and tools you used

The preparation, organisation and implementation of the activity

Hygiene, security and quality measures implemented

Relationships, communication

Obstacles that you faced

Ideas and proposals that you identified

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Block 1 — Multi-employer management

1-1 **To work as childminder, how did you organise your employment search?** Field research, CV creation, registration at a specialised website, etc.

1-2 **How did you prepare the interview with your potential employer?** (Question list, working conditions, etc).

1-3 **How did you manage your activity in case of having several employers?** (Follow-up documents, pay rise negotiation, holidays, training, etc.)

1 to 3 situations, 6 pages maximum

Please, do not forget:

The context of the activity

The objective of the activity

Used materials and tools

Preparation, organisation, and implementation

Hygiene, security, and quality measures

Relationships, communication

Obstacles

Ideas and proposals that you identified

Situation example

As a reminder:

The context of the activity	The objective of the activity	Used materials and tools	Preparation, organisation, and implementation	Hygiene, security, and quality measures	Relationships, communication	Obstacles	Ideas and proposals that you identified

« First interview with Mrs X » (BLOCK 1)

In January 2007, I asked a commerce of my neighbourhood if I could put a poster proposing my babysitting services. Mrs X called me to know if I was still available and we agreed to meet the next day so as to know her two children of 11 months.

During the interview, and after introducing ourselves, she explained me her needs and asked me if I had experience, especially for tweens. I answer and asked about my working conditions (place, tasks, working hours, salary, payment, etc.).

We agreed on the terms to sign a contract, based on 40 hours per week, 8 hours per day, but we did not negotiate the salary…

Other relevant information

Motivations, VNIL support experience and results, etc.

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Declaration on honour

I, undersigned……

Declare all the information contained herein is accurate and that this portfolio is the only one submitted for this diploma and year.

I commit to not submit a portfolio more than 3 times during the same year.

Date

Signature

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