VALCHILD

Valchild Assessment and Validation Toolbox

Intellectual Output 2

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Disclaimer

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I. Acronyms & Abbreviations

VALCHILD Consortium	
ECI	ECCE & PLAY EARLY CHILDHOOD IRELAND
EC-VPL	FOUNDATION EUROPEAN CENTRE VALUATION PRIOR LEARNING/STICHTING EUROPEESCENTRUM WAARDEREN VAN LEREN
PROMEA	HELLENIC SOCIETY FOR PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIES ASTIKI ETAIRIA
IPERIA	IPERIA L' INSTITUT
ESEIMU	ASSOCIAÇÃO DE PEDAGOGIA INFANTIL

Other Abbreviations	
VPL	Validation of Prior Learning
CV	*Curriculum Vitae*

1. Introduction

The demand for childcare is increasing, caused by rapidly growing numbers of women participating in the labour process, families in which both parents are working and the number of single parents. Parents are in the need of good, qualified, flexible and affordable childcare. Childminding offers such childcare. To assure a high quality of childminding, a competence and education level is required, in order to become registered as a childminder.

The required competences can be acquired by education/training, apprenticeships and professional experience.

All childminders are lifelong learners, as children receiving the care from adults, as parents and in some cases as caretakers, ranging from taking care of the other

The VALCHILD Project

- Gives opportunity for Childminders to make the outcome of their learning visible and to keep up with the demands of the childcare market.

- Aims to increase the quality, supply and accessibility of vocational education and training for childminders, providing guidance and resources for personalised learning pathways.

- Has develop a validation mechanism for practitioners in early childminding to facilitate assessment and recognition of prior learning, thus enhancing their access to further training and competence development.

siblings, babysitting or in other professions, such as primary school teacher. ValChild supports the possibilities to facilitate these experiences into concrete learning outcomes to be validated. Therefore, ValChild has developed a standard competence profile for the childminder, based on existing competence profiles in, amongst others, France, The Netherlands, Portugal, Ireland, Greece. In general, and as a minimum, these educational and branch competence profiles have been determined at EQF-level 3. This means that a person: has knowledge of facts, principles, processes and general concepts, in the field of childminding, has a range of cognitive and practical skills required to accomplish tasks in childminding and solve problems by selecting and applying basic methods, tools, materials and information, and takes responsibility for completion of childminding-tasks and adapt own behaviour to circumstances in solving problems.

As a result of the validation of prior learning candidates might receive a European and national certificate/diploma or be certified for specific parts of education and or training (this can vary in the different EU-countries).

In the following chapters, we present: validation procedures; practical examination framework and processes; portfolio tool and assessment; toolbox to help reflecting on the learning experiences and formalizing this information; and childminder profile. Although the aim is on validation (certificate), parts might be used by an individual to become more aware of the competences,

increasing self-esteem and steering further learning and development.

2. Procedures of Validation of Prior Learning (VPL)

Remembering | from Output 1 to Output 2:

Output 1 informs Output 2 of this project when developing the Valchild assessment and validation toolbox. The system of linking personal resources (knowledge, skills and abilities) to expectations of services (competencies) to establish clear degrees of accomplishment <u>must be easy to use for childminders.</u>

a) Screening | Clarifying Target audience for childminding validation process

Registration via the registered VPL Centre (if possible digital, on a website)

- Minimal age according to each country legislation (eg. Portugal 21 years old/France 16 years old)
- Evidence of 1 year of activity and 1900 hours minimum concerning non-formal and/or informal experiences connected to childminding.

Screening – auto-analysis of the candidate's previous childminding practices (non-formal and/or informal) confirming <u>effective and evidenced experiences</u> that might conduct to the admissibility, such as:

- Babysitter, ranging from taking care of siblings or other children.
- Volunteer or paid in a Kindergarten/Children's Hospital/Child protection institutions.
- Informal Childminder.
- Grandparents.
- Stay at home parents.
- Holiday camps
- Play activities with small children in different contexts

Go/no go to admissibility - candidate decision

b)   Admissibility process

- **Self-evaluation (first identification of experiences, skills and knowledge)** through autobiographic narrative/life story and self-evaluation-test (on-line if possible).

  The essence and opportunities of lifelong learning for individuals, in any given context, is the heart of the process of validating/valuing prior learning. Without this, learning will remain education or company-steered and cannot effectively be based on individual talents and ambition. This Self-evaluation must allow a **diagnosis,** analysing the candidate's profile in order to identify responses adjusted to their situation (motivations, needs and expectations). <u>When required</u>, a VPL Guide[1] can support this process (how to construct life history and administrative procedures).

- The Admissibility commission analyses the diagnosis file (auditing the professional and administrative criteria) and gives its decision:
    - o GO - A meeting with the VPL Guide and the candidate takes place. During this meeting, the candidate will be extensively informed, about all aspects of the VPL - procedure and regarding the status of the VPL-certificate.
    - o NO GO - Advice for further learning will be delivered to the rejected candidates by the Admissibility commission.

c)   Post - admission

Self-assessment is the crucial element because without this a person can only partially become co-maker of his/her personal development. A person needs to be focused on his/her own prior learning achievements in order to build his/her Portfolio. Elaboration of the portfolio involves wording, documenting/evidencing and analysing one's experience, linking the learning or working processes with the Childminder profile.

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[1] A VPL Guide gives support to the candidate during the preparation of the Portfolio. Please see Annex B - B1 Profile of the validation practitioner.

Take the VPL certification support module - This module allows you to identify and describe your areas of expertise, acquire a methodology for writing the portfolio and prepare for the interview with the jury. It includes several group workshops and individualized monitoring.

Preparation for oral interview with the jury (with methodological assistance by the VPL Guide)

is vital for starting up personal development in any kind of form. Reliable review is the *bridgebuilder* between the learning outcomes in the portfolio, the personal action plan, and the specific development steps. In any given context, an assessment-policy has three functions: (1) raising levels of achievement, (2) measuring this achievement reliably and (3) organizing the assessment cost-effectively.

d)   Evaluation/Validation by a Certification Commission

A certification commission is appointed, and the candidate goes through an VPL assessment. In the assessment, the certification commission will include all the competencies of the childminder profile and will also examine the level at which the candidate has mastered the competencies.

As a result of this assessment, an VPL report is drawn up that is fed back to the candidate.

Certification commission draws up a report together and sign it together.

Beside assessing the competences, the certification commission members are also the ones validating them (as in France).

This assessment process has six different stages (Table 1):
1. Submission of portfolio
2. Analysis of the file by the certification commission (without the candidate),
3. Interview with the certification commission
4. Deliberation (validation, total or partial, or non-validation)
5. Oral transmission of the result

6. Advice for further learning (in case of partial validation)

e) Post certification commission

Formal transmission of the result with a certificate/diploma, with recommendations in case of partial validation.

f) Post VPL

Promotion by the employer or recruiter (visibility of skills).

In case of partial validation or non-validation, continuation of course via education, training and/or informal learning or preparation for a second certification commission.

Transmission of results to the relevant authorities for statistical purposes linked to employment.

3. Tools for Validation of Prior Learning (VPL)

3.1. Screening phase
Tool 1: Screening checklist

Registration via the Validation of Prior Learning Centre

Formal requirements:

- Minimal age according to each country legislation (eg. Portugal 21 years old/France 16 years old)
- Evidence of 1 year of activity and 1900 hours minimum concerning non-formal and/or informal experiences connected to childminding.

Screening

Auto-analysis of previous childminding practices (non-formal and/or informal) in order to start the pre-admissibility process (please see Annex B)[2]

Please check ✔ if you have effective experiences and support documentation that might conduct to the Validation of Prior Learning Pre-admissibility process, such as:

	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		

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[2] Please see Annex B - B2 - Criteria for the validation of non-formal and informal learning of childminders.

3.2. Admissibility process

Tool 2: Admissibility Application

Admissibility application

Validation of acquired experience Childminder

Birth name: ………………………………………….

First name: ………………………………………….

Date and place of birth: ………………………………………….

Nationality: ………………………………………….

This document is based on the VPL Admissibility application|Validation des Acquis de l'Expérience of

YOUR JOURNEY
Process for validation of acquired experience

Possible support for self-diagnosis and admissibility
by an approved training organization
in order to compile the admissibility file

⬇

1- Admissibility file

Complete and submit the file to Admissibility Commission

⬇

2- Admissibility Commission
Verification of professional and administrative criteria

Go	No Go

⬇ ⬇

3- Support for VPL (VPL Guide)

Preparation of the portfolio and of the oral interview

Advice for further learning to the rejected candidates by the admissibility commission

⬇

4- Validation and Certification by a Certification Commission

Steps in detail

The 4 steps of your VPL admissibility

Step 1 - Complete your admissibility file

To initiate your VPL process, you must complete an admissibility file.

To complete this step, you can benefit from support by a VPL Guide. This is highly recommended. For this, contact _____[3].

Admissibility includes several documents:
- Professional references (ex. letters of recommendation)
- This file, itself divided into several parts, including the following documents:
  - Your autobiographic narrative/ life story
  - Your motivations
  - Your Curriculum Vitae (CV)
  - Self-diagnosis of your professional skills

This self-diagnosis is compulsory and will allow you to check the adequacy of your experience with the skills reference system of the title "Childminder". The professional reference, including technical and transversal skills, must be attached.

If, in view of this self-diagnosis, you consider that you have all of the skills to validate the targeted childminder profile, you will be able to continue your approach in the best conditions. Otherwise, you can access training that meets your needs and / or seek to supplement your professional experience, before submitting an admissibility file.

It is also required:

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[3] Each Countries Institutions

- A self-diagnosis of your level in _____[4] as well as a test written in _____ production
- Your wishes concerning self-diagnostics
- Evidence of 1 year of part/full-time activity and 1900 hours minimum concerning non-formal and/or informal experiences connected to childminding.

Step 2 - The admissibility commission studies your file

The admissibility commission checks the professional and administrative criteria presented. In the event of a favourable response, you will be offered support for certification by a VPL guide.

Step 3 - Take the VPL certification support module

This module allows you to identify and describe your areas of expertise, acquire a methodology for writing the portfolio and prepare for the interview with the certification commission. Lasting from 25 to 70 hours (depending on the language level defined), it includes several group workshops and individualized monitoring.

Step 4 - Present your portfolio before a certification commission

For a maximum of 30 minutes, you present the professional portfolio that you have assembled. An interview will follow the presentation. At the end of the interview, the certification commission can decide:

1. **Total validation of the Childminder Profile**

2. **Partial validation of the targeted Childminder Profile:** in this case, the certification commission will issue recommendations to acquire the missing skills. Before applying to a new certification commission, you can

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[4] Each Countries language

either deepen your experience and then repeat a VPL or acquire skills via additional training.

3. **No validation of the Childminders Profile:** The certification commission considers that you do not have any of the required skills and will issue recommendations. In this last case of training follow-up, you can, before going before a new certification commission, either deepen your experience and then repeat a VPL, or acquire skills via additional training.

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

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2- Your motivations (must be completed)

Present your motivations for VPL here

Present your professional and personal development project (maximum of 2 pages)

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3- Your curriculum vitae (CV) (must be completed)[5]

Professional Experiences in connection with the childminder certification						
Status at the time of the exercise of the activity[6]	**Employment or occupation**	**Name and address of the employer in which the activities were carried out**	**Periods of exercise of the activities for each experience *(start and end dates)***	**Working modalities**[7]	**Total duration of each period**	**Activities exercised directly related to the certification as childminder**

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[5] This table can be replicated as many times as necessary
[6] Employee, volunteer
[7] Full or part time

19 | P a g e

ValChil

ESCOLA SUPERIOR DE EDUCADORES DE INFÂNCIA MARIA ULRICH

Acquired Training

Formal, informal and non-formal

A. Diplomas (secondary, higher, other - diploma of validation of prior learning):

Details of the years of study completed and diplomas obtained including continuing education.

Year	Establishment attended	Certification (diplomas, titles or exams prepared)	Level of certification	Results obtained (admitted / refused)

B. Continuing training courses:

Describe chronologically the various training courses followed (studies, internships, seminars, training linked to your accreditation, etc.)

Year	Training title	Duration

C. Other Activities

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

Nature of the activity	Organization	Duration	Year

4 – Presentation of self-diagnostics

Whatever your situation is, whether or not you have admissibility support:

- The "Professional skills" self-diagnosis must be completed;

- Concerning the self-diagnosis of "_____[8] language":

    o If you are a <u>non-native _____ speaker</u>, you must complete the self-diagnosis in _____ language + write in _____ language.

    o If you are a <u>native _____ speaker and you consider yourself to have language difficulties</u>, you can complete the production activity written in _____.

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[8] Each partners' language

Concerning the self-diagnosis methodology, and as indicated previously, in step 1 "Complete your admissibility file", you are asked to carry out two self-diagnostics:

- The first self-diagnosis concerns your professional skills.

To do this, perform the task requested. It will allow you, thanks to the final report, to assess the state of your current experiences / skills and to decide whether or not you want to continue the VPL process.

- The 2nd self-diagnosis (only for non-native _____ speakers), as well as written production work (for non-native ____ speakers and native _____ speakers who consider having difficulties in _____ language), relate to your level of _____ language.

It will allow you and the training organization to determine your level in _____ language.

Knowing this level is important: indeed, **although it is not a prerequisite for entry into VPL,** a certain command of the language is however necessary because VPL is a formalized and verbalized procedure, which requires you to know how to express yourself in writing and orally, in order to be able to explain and justify your professional practice.

This level corresponds to B1 level of the CEFR (Common European Framework of Reference for Languages) as defined by the Council of Europe in 2011.

Knowing your level will also allow you to anticipate the best possible support during the VPL course.

Whatever the results,
you are responsible for your journey and you can decide to continue your VPL request, with or without support.

5 – Self-diagnosis of your "professional skills" (must be completed)

For each of the skill blocks targeted, make your self-assessment

- Answer the question asked, yes or no.
- With a marker, highlight all the words that you do not know or do not understand.
- Count the number of positive or negative responses.
- Determine if your experience covers the block:
    - If you have more than half of the positive responses by Block, write "Yes"
    - If you have less than half of the positive responses by Block, write "No"

At the end of the self-diagnosis

- Determine if your experience covers:
    - all 3 skill blocks if you are aiming for full certification;
- Report the data in the Self-diagnosis report table "Professional skills".
- Specify the continuation of the desired route in the table "Your wishes after self-diagnostics".
- Please note, checking all does not guarantee the favourable opinion of the admissibility committee or the obtaining of a diploma.

It's up to you!

Block 1. Working on your own organisation Legal framework and ethical principles in the childminder's activity		
Questions	**YES**	**NO**
I am familiar with the legal requirements, namely regarding the organization of the childminders space and ratio adult/children.		
I am able to identify, select and organize documents required for the process of contracting out a family service and to be signed with the parent of each child.		
I have already created professional communication tools (digital and / or paper): CV, cover letter, business card, flyers, newspaper ads ...)		
I have already answered an ad and got a first interview with an employer		
I asked or negotiated my working conditions during an interview (planning, hourly cost, limit of my mission, agreement on the terms of payment, possible departure for training and holidays)		
Does your experience cover the whole of Block 1 (surround the choice) YES NO (equivalent to 3 or more YES)	**YES**	**NO**

Block 2. Effective relationship and communication		
Questions	**YES**	**NO**
I established effective and trusting communication relationships with children and their families by specifying the actions, tasks carried out or to be carried out at home and/or outside, within professional limits.		
I have already proposed and taken initiatives to promote or improve communication with children, families and their environment.		
I have managed difficult situations linked to the evolution of the state of health of the people supported (children, adults).		
I have managed a conflict situation.		
I have reported verbally and / or in writing either to the family being supported or to those around them.		
I ensured useful information to other professionals connected to the child and family		
Does your experience cover the whole of Block 2 (surround the choice) YES NO (equivalent to 4 or more YES)	**YES**	**NO**

Block 3. Childminding children 0 to 6		
Block 3A. Daily life		
Questions	**YES**	**NO**
I have prepared a bottle in accordance with the rules (cleaning, sterilization, dosage, ...) safely at home.		
I have prepared varied and balanced meals, adapted to the age and the needs of the little one or young child.		
I handled and carried an infant and young child using the correct gestures and postures.		
I supported the child and the parents to facilitate separation times.		
I proposed and animated fun and creative activities: games, fun activities, stories and nursery rhymes, drawing, painting, reading, music, dance... according to the age of the child.		
I carried out the toilet of a very small baby (bath, drying, changing diapers,…).		
I supported a child to carry out routine hygiene care (washing hands, teeth, etc.) for his/her comfort and independence		
I communicate regularly with the child to enhance his good development and wellbeing.		
I monitored the use of the media by the child (Internet, video games, TV, telephone, etc.) in agreement with the parents to prevent the risks linked to screens.		
I tell a story and/or support the child in observing a book/reading a story.		
I have prepared and organized a stroll with the child, with the appropriate means (stroller, car seat, ...) and in safe conditions.		
Does your experience cover the whole of Block 3A (surround the choice) YES NO (equivalent to 6 or more YES)	**YES**	**NO**

Block 3B. Support for development and autonomy		
Questions	**YES**	**NO**
I supported a child in learning how to dress and to wash, at home, in order to promote his autonomy.		

	YES	NO
I made sure to respect the child's rhythm of life, the alternation between period of activity and period of rest.		
I proposed and organized social and leisure activities promoting the awakening and development of the child (modeling, learning shapes, colors, fun activities ...)?		
Does your experience cover the whole of Block 3B (surround the choice) YES NO (equivalent to 2 or more YES)	**YES**	**NO**

Block 3C. Implementation of a response adapted to the needs of the child in the environment		
Questions	**YES**	**NO**
I maintain safety and well-being conditions for children in the living spaces, inside and outside the home.		
I have maintained the bedding of the young child at my home or at the home of the private employer.		
I have used and maintained specific cleaning devices and household appliances.		
I have prepared meals, namely adapted to needs and eating disorders (allergy, diarrhea, constipation ...).		
I made sure the child was well fed.		
Does your experience cover the whole of Block 3C (surround the choice) YES NO (equivalent to 3 or more YES)	**YES**	**NO**

Report OF THE SELF-DIAGNOSIS "Professional skills"
(must be completed)

Following the self-diagnosis that you performed by block, please report the results in the table below, using the terms: Yes or No.

This report will show whether your experience covers:

- ✓ All of the 5 skill blocks if you are aiming for full certification;
- ✓ All the skill blocks targeted if you want to obtain a VAE only on certain skill blocks.

Block 1	Block 2	Block 3A	Block 3B	Block 3C

A majority of "yes" answers to the questions does not guarantee the result of the certification commission

6 – Self-diagnosis of your language level

As a reminder, this section concerns non-native speaking candidates. It is compulsory for non-native speaking candidates, whether or not they follow the eligibility support.

As indicated above, a certain command of _____is necessary to be able to explain and justify your professional practice. To define it, you will find two activities:

    a) A written production activity;

    b) A self-diagnostic activity.

These elements will allow the VPL Guide of the training organization and / or the admissibility committee to define your language proficiency level and offer you an adapted VPL course.

If you are a native speaking candidate who considers having language difficulties, you can do the written production activity (do not do the self-diagnostic activity).

a) Written production activity

Read the following announcement

Childminder for the area of "(introduce place/address for each country)"   **Job conditions**   Parents of 2 children aged 3 (twins), are looking for a childminder for the beginning of the school year.   14h/week: Monday, Tuesday, Thursday and Friday 16h-18h30 and Wednesday from 12h30 to 18h30   Remuneration: from 7€/h - 9.30 €/h gross (depending on profile)   **Job Description**   You will: pick up the kids from school; bring them home safely; prepare and give the afternoon snack and also lunch on Wednesday. You are expected to offer fun and educational activities adapted to the age of our children.   **Desired profile**   Minimum 6 months experience in the field of childminding or early childhood education diploma.

> We expect you to be dynamic; patient; comfortable with children, and to respect and apply our instructions.
> **Contact**
> Please send your application to: ourfamily@gmail.com

You are very interested in this job offer. Answer it by email by presenting your skills to the employer. Explain your way of doing things by giving examples. (160 words minimum).

If you run out of space, continue or write on a blank page that you will staple here.
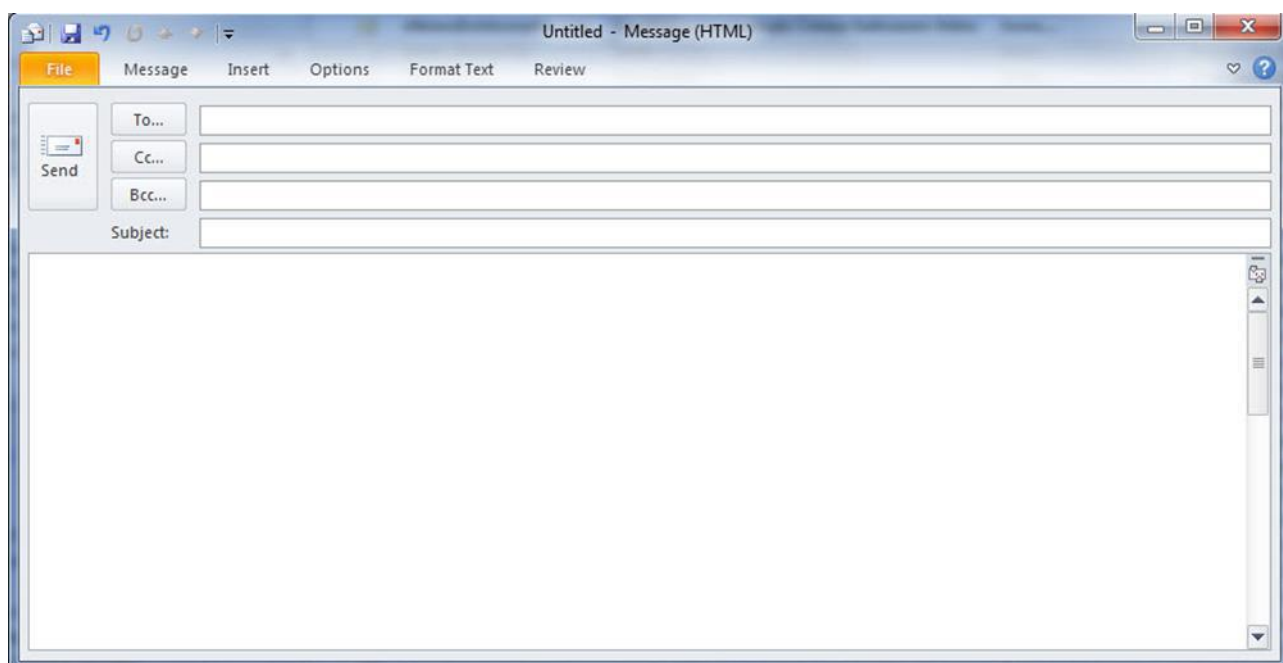
Once this written production activity has been completed, proceed to the self-diagnosis activity. **Please note this activity is only for non-native speakers' applicants (not for native speaking applicants with language difficulties).**

b) Self-diagnostic activity

Two tables are to be completed:

- **A self-diagnostic for reading and writing** (1st table): to define your degree of comprehension of reading and writing.

- **An oral self-diagnosis** (2nd table): to define your level of oral comprehension and your ability to express yourself in _____.

For each proposal entered in the column "I am capable of", check the "yes" or the "no" box.

Competence	Understanding, Reading and Writing		
	I am capable of :		
		YES	NO
Understanding Reading	Understand familiar names, words and very simple sentences. Example: first name, last name, nationality, date of birth, profession, education		
	Understand very simple short texts. Example: messages from my employer		
	Understand texts written mainly in a professional language related to my profession. Example: a job description.		
	Understand complex articles and reports. Example: the collective agreement, regulatory texts, the job reference system.		
Writing	Write personal information in a questionnaire. Example: surname, first name, address, telephone number, nationality, profession, training.		
	Write simple, short notes and messages. Example: a message for my employer.		
	Write a simple and coherent text on my professional activity. Example: describe work situations with an individual employer, giving specific examples.		
	Write a clear and detailed report specific to my professional activity. Example: show my professional experience in a CV and a cover letter.		

Competence	**Understanding, Listening and Speaking**		
	I am capable of :		
		YES	NO
Understanding	Understand familiar words and simple sentences about myself if people speak slowly and clearly. Example: first name, last name, nationality, date of birth, profession, training during an interview		
Listening	Understand expressions and a simple and clear vocabulary on my job. Example: understanding messages, instructions and questions from my employer.		
	Understand the basics of a presentation on familiar topics related to my profession. Example: a radio or television program about my professional sector, my job.		
	Understand long speeches and follow complex arguments. Example: a conference on home jobs, the intervention of a minister.		
Speaking	Communicate in a simple way if my interlocutor helps me formulate what I am trying to say. Example: answering simple questions from my employer		
	Communicate, on my professional activity in a simple and direct way. Example: simple sentences to describe my training and my current or past professional activity with a known person.		
	Express myself in a clear and detailed manner about my professional experience by giving my point of view. Example: taking part of a conversation without preparation explaining my professional activity.		
	Express myself in a clear and detailed manner on a wide range of subjects related to my profession. Example: actively participate in a conversation with an unknown person by defending my point of view.		

7 – Your wishes after self-diagnostics (must be completed)

Based on your self-diagnostics (professional skills and / or level of language), decide the continuation of your course using the following tables.

Reminder: a majority of "yes" answers to the questions does not guarantee the result of the certification commission.

Final choice of skills blocks you wish to validate				
Block 1	**Block 2**	**Block 3A**	**Block 3B**	**Block 3C**

Wishes after self-diagnostics	YES	NO
Continuation in VPL **with** support		
Continuation in VPL **without** support		
Registration for training modules (professional and / or linguistic) before entering the VPL		
Additional professional practice before entering VPL		
Reorientation towards another certification of professional areas		
Another project Specify : …………………………………………………………………………………………… ………………………………………………………………………………………………		

I attest with honour that I wrote the information in this file myself and that it is sincere and true.

……………………………….. (local),

………………………………………….(date)

Signature

………………………………

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8 – Documents to be attached to the admissibility file

This file allows us to assess the admissibility of your request and give you an initial opinion.

Please:

- Keep a copy of your file,

- Give a copy to the training organization which has, if necessary, supported you

- Return the original to:

Name of Institution:
Address:

3.3. Post Admission process

The post admission process may rely on different tools for extracting evidence:

- **Tests and examinations**.
- **Dialogue or conversational methods** – two main types interviews and debates.
- **Declarative methods** - based on individuals' independent identification and recording of competences (sometimes against given criteria and sometimes not); the declaration is normally signed (verified) by a third party.
- **Observations -** means extracting evidence from candidates while they perform everyday tasks. This approach, judged by a neutral assessor, has relatively greater usage in the private sector, but is spreading to other areas as well.
- **Simulations** - individuals are placed in a situation close to real-life scenarios to have their competences assessed. In some cases, they are used when observations are not possible.
- **Evidence extracted from work or other practice** - Here a candidate collects physical or intellectual evidence of learning outcomes from work situations, voluntary activities, family, or other settings. This evidence then forms the basis of validation of competences by the assessor.[9]

In the next section, a special attention will be given to portfolios, considering its proven value for non-formal and informal validation.

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[9] Please see Annex B - B3 – Description of the practical testes and simulations, considering the pros and cons of each one (explanation) and the different kind of tools that can be chosen.

Tool 3: Portfolio of applicant

Considering the portfolio as:

1- A choice of life experiences, deliberately selected by the candidate (supported by the VPL Guide) that intends to deepen and communicate their significant experiences in childminding, oriented to the recognition of the overall profile of their competences in the lifelong learning process;

2- A systematic construction with chronological sequence that allows to account for the candidate's life experience and eventual skills in the field of childminding. It is intended to highlight the candidate's knowledge, skills, responsibility and autonomy within the different areas of the childminder's profile;

3- A presentation of documents supported by a narrative constructed by the candidate that enables the understanding of the learning process, based on the action developed in order to recognize personal skills in the domain of childminding.

4- 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 evidences
   - A personal action / development plan

Observation - Essential Requirements for adequate support for the portfolio construction

The candidate is the owner of his/her portfolio. For a restricted period of time, the candidate allows the VPL Guide access to the portfolio. The VPL Guide may use the portfolio only for the purpose of validation for a certain certification/diploma and may not be shared by others or e copied on paper or stored as digital data, without the permission of the candidate.

The portfolio emerges in order to create ways of appraising the candidate's performance and knowledge, through personal involvement, as well as a self-assessment.

The portfolio development is a required tool. The VPL Guide shall be neutral as regards the contents and shall not complete any part, but just bring support to the candidate, grounded in an attitude that facilitates/empowers learning - enabling the construction and development of the essential competences; in this context, the VPL Guide helps the candidate to express orally, firstly, and then successively oral and in written, about the relevant professional experience. During this process, the VPL Guide supports the candidate to express more explicitly the relevant professional experiences.

Portfolio development phases

Phase 1 – **Organization and planning**

The initial phase of portfolio construction involves understanding the Childminder competence profile. This enables informed decision-making to write the portfolio. VPL Guide mediation is critical at this early stage.

Phase 2 – Data Collection

This process involves describing work-life experiences and gathering evidence that are considered significant and reflect the candidate's competences.

These may include description of significant episodes; photos; short videos; third party statements that witnessed the candidate's performance in the Childminding domain; training certificate. The selected materials should clearly highlight the candidate's competence regarding the Childminders profile.

Phase 3 – Reflection

Reflection should deepen the lifelong learning processes that triggers the awareness of own competences.

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Portfolio Structure

Category EQF-level-3	Indicators
Identification	Personal presentation data, which includes the statement of reasons and expectations regarding the proposed validation of competences (Biographical data; Vocational and school training; Professional experience; Current job; Prior job experience; Mother Language; Foreign languages; ICT competences; Interests and leisure activities, and other experiences considered relevant - volunteering, participation in social organizations, community projects, among others.)

Introduction	Description of the portfolio structure and of the interest of the material included. The definition of the objectives is set in an order that reveal, the competences acquired in the situations experienced.
	• A reflective process takes place:
	   o Why invest in myself as a childminder?
	   o What competences are important for me, as a Childminder?

Validation **Childminder profile competences**	The candidate meets the competence profile (standards) and deepens the portfolio, reflecting about: • What is the desired assessment standard? • How to evidence the assessment? • What requests to accreditation? In this context, candidates should gather evidence regarding the following profile themes: **1. Working on your own organization - legal framework in the childminder's activity** Identifies own country legal requirements and conditions for the childminder activity – e.g. Legal requirements regarding the organization of the childminders space, ratio adult/children, … - namely by: • Identifying, selecting and organizing the documents required for the contract with the family to be signed with the parent

of each child.

- Recognizing, valuing and putting into practice the ethical-deontological competences of the childminder activity: development of an action considering and respecting interpersonal relationships - families, children, community; civic responsibility; professional secrecy and confidentiality.
- Using the support and referral mechanisms predicted in law (child protection policy) in order to protect children at risk.

2. Child Development and Learning

Recognizes the development stages of children from 0 to 6 years old in all dimensions and their individual needs, namely by:

- Welcoming and respecting each child's individual characteristics, rights and needs;
- Developing bonds and building relationships with children by giving attention, showing affection and praising their achievements and learning;
- Creating conversational interactions by supporting and encouraging children to develop their language skills, in a supportive and enabling context;
- Valuing unstructured materials as a resource for exploration and play, giving freedom to the child's initiative, encouraging the decision making and problem solving;
- Identifying warning signs related to developmental problems of children from 0 to 6 years;

3. Health & Wellness

Promotes safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort - ground rules, namely:

- Applying basic child health care;
- Applying the basic rules and standards of hygiene, rest, comfort, nutrition and safety, providing a safe and stimulating environment;
- Identifying and implementing accident risk mitigation measures - conducting risk assessments;
- Applying first aid techniques.

4. Early Childhood Education

Enhances daily routine care and activities to promote child's wellbeing and development, creating opportunities for children within the home, namely by:

- Recognizing the importance of integrating educational values and principles in the childminder's activity;
- Identifying play materials and other equipment for the childminder's activity;
- Planning daily routines and activities that promote children's development;
- Developing play activities relating them with children's daily lives in the family and community;
- Optimizing children's learning and development through meaningful and challenging proposals;
- Being able to use observation and registration of child behaviour as instruments of communication with families and professional development.

5. Family and local communities' involvement

Develops partnership relationships with families and with the local community, expanding the educational opportunities offered to children:

- Recognizes and supports family characteristics and different ways of parenting;
- Building positive partnerships with parents and promoting parental involvement;
- Organizing, in close articulation with parents, the integration and child's adaptation;
- Creating diverse opportunities for active parental participation in the childminder's home/context;
- Reconciling family life and childminder activity;
- Demonstrating affection and responsiveness while respecting the rights of children and their families;
- Observing and reflecting about the child's family and social context with a view to better understanding their needs and

	interests;
	• Developing partnership relationships with the local community, expanding the educational opportunities offered to children.
Final considerations	Description regarding the situations and emotions experienced throughout the elaboration of the portfolio. These should clarify the recognition of experiences, competencies and skills as well as identify gaps in some of the areas of the envisaged profile.

Tool 4: Portfolio assessment results

Portfolio Evaluation Criteria for validation of non-formal and informal learning in childminding

EQF level 3

Level 1 - Total validation of the Childminder Profile (allows the maximum possible validation considering each country legislation)

- Coherent, personalized and reflective Portfolio

- Diverse evidence and information from diverse sources and resources, revealing autonomy, in all competencies presented in the childminder profile.

- Reveals knowledge, skills, responsibility and autonomy about childminder activity

- Reveals awareness on the competences of the profile in terms of content and processes, with implications for the future, foreseeing the need to update training.

- Careful, rich, unique and creative presentation.

Level 2 – Partial validation of the targeted Childminder Profile

- Coherent and personalized Portfolio

- Diverse evidence and information from diverse sources and resources regarding part of the envisaged competencies

- Detailed, rational and well-founded

- Reveals profile competencies in terms of content and processes

Level 3 - No validation of the Childminders Profile

- Collection of uniform and generic work

- Lack of evidence and information on most profile skills

- Reveals little investment

- Lack of detail and descriptions

3.4. Evaluation/ Validation by a Certification Committee

A certification committee is appointed, and the candidate goes through an VPL assessment. In the assessment, the certification commission will include all the competencies of the childminder profile and will also examine the level at which the candidate has mastered the competencies.

As a result of this assessment, an VPL report is drawn up that is fed back to the candidate.

Certification commission draws up a report together and sign it together.

Beside assessing the competences, the certification commission members are also the ones validating them (as in France).

Remembering, this assessment process has six different stages:

1. Submission of portfolio
2. Analysis of the file by the certification commission (without the candidate),
3. Interview with the certification commission
4. Deliberation (validation, total or partial, or non-validation)
5. Oral transmission of the result
6. Advice for further learning (in case of partial validation)

3.5. Post Certification Committee phase

Tool 5: Certificate

CERTIFICATE

CHILDMINDER

_____**(name)**

Name of the institution

Date_____

Signature_____

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3.6. Post VPL
Tool 6: Dissemination tools

Dissemination tools list for promotion of the program and the certification obtained - visibility of skills

Type of action

Brochure/Leaflet/Newsletter[10],

Meeting,

Social networking to promote certification(s)

…

Target group

Public Sector Employees

Job seekers

…

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[10] Please, see Annex C.

4. Attachments

Annex A | Childminder profile at a glance

1. Working on your own organization - legal framework in the childminder's activity

Identifies own country legal requirements and conditions for the childminder activity – e.g. Legal requirements regarding the organization of the childminders space, ratio adult/children, … - namely by:

- Identifying, selecting and organizing the documents required for the contract with the family to be signed with the parent of each child.
- Recognizing, valuing and putting into practice the ethical-deontological competences of the childminder activity: development of an action considering and respecting interpersonal relationships - families, children, community; civic responsibility; professional secrecy and confidentiality.
- Using the support and referral mechanisms predicted in law (child protection policy) in order to protect children at risk.

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- Creating conversational interactions by supporting and encouraging children to develop their language skills, in a supportive and enabling context;

- Valuing unstructured materials as a resource for exploration and play, giving freedom to the child's initiative, encouraging the decision making and problem solving;
- Identifying warning signs related to developmental problems of children from 0 to 6 years;

3. Health & Wellness

Promotes safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort - ground rules, namely:
- Applying basic child health care;
- Applying the basic rules and standards of hygiene, rest, comfort, nutrition and safety, providing a safe and stimulating environment;
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- Developing play activities relating them with children's daily lives in the family and community;
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- Recognizes and supports family characteristics and different ways of parenting;
- Building positive partnerships with parents and promoting parental involvement;
- Organizing, in close articulation with parents, the integration and child's adaptation;
- Creating diverse opportunities for active parental participation in the childminder's home/context;
- Reconciling family life and childminder activity;
- Demonstrating affection and responsiveness while respecting the rights of children and their families;
- Observing and reflecting about the child's family and social context with a view to better understanding their needs and interests;
- Developing partnership relationships with the local community, expanding the educational opportunities offered to children.

Annex B | Practical examination framework and processes

B1 Profile of the validation practitioner

The recommendation maintains that 'provision is made for the development of the professional competences of staff involved in the validation process across all relevant sectors' (Council of EU, 2012, p. 3, point 3g).

Essential Skills
Key knowledge and skills of counsellors
Thorough knowledge and familiarity of the validation process (validity and reliability).
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).
Such professionals should be equipped not only with validation competences but also soft skills such as intercultural capacity.
Guidance and counselling Skills
Clear understanding of the validation context
Thorough knowledge of the assessment process
Have experience in the field of Early Education
Have no personal interest in the validation outcome (to guarantee impartiality and avoid conflicts of interest)
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.
Operate according to a code of conduct
*A distinctive part of the role is independence from the assessment process and ability to offer impartial advice.

'The work of a counsellor starts with the process of reaching out to engage potential candidates for validation, then supporting the candidate in his or her preparation for assessment; it continues by guiding the candidate after the assessment decision. An important part of the role is to work with the candidate to appraise the breadth and depth of evidence of learning (helping to develop self-awareness).' CEDEFOP (p. 32, 2015)

B2 Criteria for the validation of non-formal and informal learning of childminders

Criteria		Tools for extracting	Tools for presenting	How often assessment takes place
Working on your own – organisation and legal framework	Block 1 – Legal framework and ethical principles	Dialogue or conversational methods Declarative methods	Individual statements **Portfolio**	Once per application
Families and local Communities and Involvement	Block 2 – Effective Relationships and communication	Dialogue or conversational methods Evidence extracted from work or practice	Individual statements Third party reports Photos or videos **Portfolio**	Once per application
Early Childhood Education	Block 3A – Childminding children 0-6 day to day activities	Dialogue or conversational methods Declarative methods	Individual statements Third party reports **Portfolio**	Once per application
Child development and learning	Block 3B – Support for development and autonomy	Dialogue or conversational methods Declarative methods Observation	Individual statements Video or photos CV **Portfolio** Third party reports	Once per application
Health and wellness	Block 3C – Implementation of response adopted to the needs of the child in the environment	Declarative methods Dialogue or conversational methods Declarative methods Observation	Individual statements **Portfolio**	Once per application

*all tools are in accordance with CEDEFOP guidelines set out by the European guidelines for validating non formal and informal learning

Source Adapted from *CEDEFOP European Guidelines for Validating Non- Formal and Informal Learning*, European Centre for the Development of Vocational Training (2015)

B3 Description of the practical tests and simulations

Tools for extracting evidence	Explanation		Tools for presenting
	Pros	**Cons**	
Tests and examinations	• Advantage of being familiar • Socially recognised as valid and reliable • Tests are relatively cheap and quick to administer • Can be linked to education standards more easily	• Tests can be intimidating especially for those who had a negative experience in formal education • Not suitable to those who have poor writing skills • Risk that nonformal and informal learning may not be identified through this method	EXAMS/TEST
Dialogue or conversational methods – two main types interviews and debates	• Interviews can extract further information documented through other means and can probe documented knowledge, skills and competencies • Interviews could be considered to have a 'supporting function' which allows for further exploration • Useful tool for	• Can be less reliable than tests • Can also be less fair than exams, as assessors can be influenced by the personal characteristics of interviewees.	INDIVIDUAL STATEMENTS

	identification of acquired competencies • Can be used as a screening tool if used early in the process		
Declarative methods - Declarative methods are based on individuals' independent identification and recording of competences (sometimes against given criteria and sometimes not). However, the declaration is normally signed (verified) by a third party.	• Well suited for formative assessments or as preparation for identification of competences before summative assessment take place. • Declarative methods are also flexible, enabling individuals to reflect on their knowledge, skills and competences at their own pace. • In practice, the validity and reliability of these methods depends on the existence of clear guidelines or standards for the individual to use, on the provision of support or 'mentoring' during the preparation phase, and on the individual's ability to provide a realistic assessment of his/her own competences. • Help from counsellors can increase the fairness of this method	• These processes may suffer from lack of validity and reliability, due to the absence of external objective assessment. • On its own this method can rarely lead to clear mapping to existing qualifications or standards framework especially in the absence of guidance	CV **PORTFOLIO** INDIVIDUAL STATEMENTS THIRD PARTY REPORTS

Observations - means extracting evidence from candidates while they perform everyday tasks. This approach, judged by a neutral assessor, has relatively greater usage in the private sector, but is spreading to other areas as well.	• Validity can be high and can give access to competences difficult to capture through other means • Sets of skills can be assessed simultaneously and measurement be valid • Fair as people are in their usual work environment • Less stress	• Assessors bias may exist • Observations are not always possible due to safety and time constraints • Time consuming • Information obtained may be context specific rather than subject to generalisation	DEMONSTRATIONS OF PRACTICE VIDEOS PHOTOS PORTFOLIO
Simulations - individuals are placed in a situation close to real-life scenarios to have their competences assessed. In some cases, they are used when observations are not possible	• High in validity • Reliable • Fair	• Constrained by cost • More complex to organise	DEMONSTRATIONS OF PRACTICE VIDEOS PHOTOS PORTFOLIO
Evidence extracted from work or other practice - Here a candidate collects physical or intellectual	• Evidence extracted from work can be usefully accompanied by a declaration (see Section 5.2.3) explaining the knowledge, skills and	• Validity can be lower than that of observations unless completed by checks confirming the work is the product of the candidate	INDIVIDUAL STATEMENTS PORTFOLIO VIDEOS PHOTOS THIRD PARTY REPROTS

| evidence of learning outcomes from work situations, voluntary activities, family or other settings. This evidence then forms the basis of validation of competences by the assessor | competences demonstrated in the evidence, to aid assessment and make it more valid and reliable

• The fairness of this method is generally deemed to be similar to that of observations. Evidence extracted from work is most often used in validating professional competences. | • Because of the way evidence is selected (by the learner), assessors need to be aware that they are likely to be judging the best of the work of the candidate, rather than his/ her average performance | |

Source Adapted from *CEDEFOP European Guidelines for Validating Non- Formal and Informal Learning*, European Centre for the Development of Vocational Training (2015)

Annex C | Dissemination

Validation of non-formal and informal learning in childminding
Erasmus+ 2018-1-IE01-KA202-038797

alChild

Making your competencies as Childminder visible

Count your competences....

✓ **Do you have at least one year / 1900 hours[1] experience in taking care for children?**

✓ **Are you 16 / 21 years[1] or older?**

✓ **Do you want / need a certificate ´Childminder´?**

VALIDATION of your prior learning might be an option for you!

[1] These numbers can vary per country

Do you have experiences as babysitter, volunteer or paid in a Kindergarten/ Children's Hospital/Child protection institutions, as informal Childminder, as grandparents, as stay at home parents, in holiday camps, with play activities with small children in different contexts?

Do you like to have a better insight of your competences and possibilities for further development?

Do you want to make a portfolio of all your learning experiences?

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ValChild

Competencies of a Childminder

✓ **Know and apply national legal requirements and conditions for the childminder activity - e.g. Legal requirements regarding the organization of the childminders space, ratio adult / children, health.**

✓ **Recognise the development stages of children from 0 to 6 years old in all dimensions and their individual needs.**

✓ **Promote safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort - ground rules.**

✓ **Enhance daily routine care and activities to promote child's wellbeing and development, creating opportunities for children within the home.**

✓ **Develop partnership relationships with families and with the local community, expanding the educational opportunities offered to children.**

Validation procedure
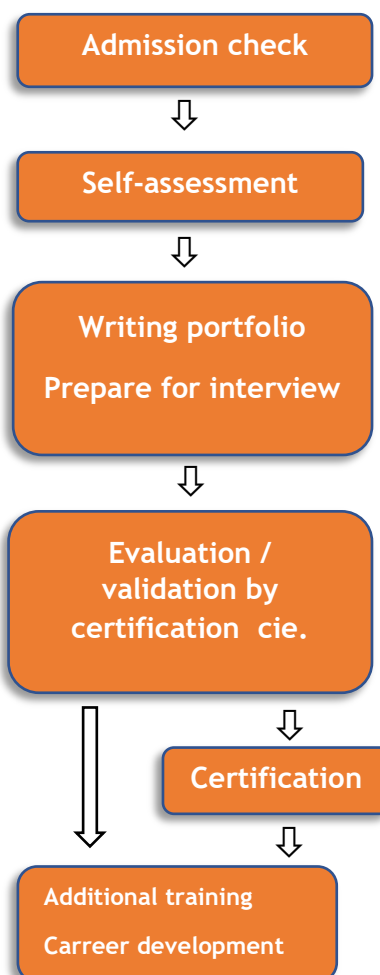
Admission check

⇩

Self-assessment

⇩

Writing portfolio
Prepare for interview

⇩

Evaluation / validation by certification cie.

⇩

Certification

⇩

Additional training
Carreer development

More information at:

→ www.valchild.eu or

→ national contact points ➲ for ValChild

IE – Early Childhood Ireland
   www.earlychildhoodireland.ie
FR – IPERIA L´institut
   www.iperia.eu
NL – EC-VPL
   www.ec-vpl.nl
PT – ESEIMU
   www.api.edu.pt/eseimu/
GR – PROMEA
   www.promea.gr

Making your competencies visible

Are you someone with experience in taking care of children?

If yes: you can have your can have your work-/life experience valued and validated!

Contact now one of the participating organisations and make your personal portfolio on basis of your own experiences

Competencies of a Childminder

✓ **Know and apply national legal requirements and conditions for the childminder activity - e.g. Legal requirements regarding the organization of the childminders space, ratio adult / children, health.**

✓ **Recognise the development stages of children from 0 to 6 years old in all dimensions and their individual needs.**

✓ **Promote safe environments for child minding - health, nutrition, hygiene, safety, rest and comfort - ground rules.**

✓ **Enhance daily routine care and activities to promote child's wellbeing and development, creating opportunities for children within the home.**

✓ **Develop partnership relationships with families and with the local community, expanding the educational opportunities offered to children.**

More information at:

www.valchild.eu or

national contact points for ValChild:

IE – Early Childhood Ireland
www.earlychildhoodireland.ie

FR – IPERIA L´institut
www.iperia.eu

NL – EC-VPL
www.ec-vpl.nl

PT – ESEIMU
www.api.edu.pt/eseimu/

GR – PROMEA
www.promea.gr

Newsletter

Issue 2 - December 2019

www.valchild.eu

"Making childminders´competencies visible"

Introduction

Childminding offers high quality and affordable early care and learning. The importance of Childminding was on 29.9.2019 expressed by the Minister for Children and Youth Affairs in Ireland, Dr Katherine Zappone TD, when she launched the Draft Childminding Action Plan. She stated that *"Childminding is of huge importance to children, to parents, to our economy, and to our society. However, it has not received the support it deserves in our public funding or our system of regulation. This Draft Action Plan aims to address this. It recognises the valuable work that childminders do and aims to ensure they can access the supports they need. The Draft Action Plan sets out positive reform proposals to bring childminding into the mainstream of support, funding and regulation."*

The childminder is the central person in effectuating the aims in the Draft Action Plan. One of the aims of the plan is: Provide greater formal recognition for *childminders and support their professional development.*

> **ValChild = recognition of childminders´ competences**

Project (sub-)results

1. Survey: Evidence-based validation requirements and criteria

By Fiona Kelleher (ECI, IE)

Aim of the survey is the identification and elaboration of VNIL best practices, to identify the

barriers to implementing assessment and recognition.

- The highest proportion of respondents believe that the <u>low awareness of institutions and stakeholders</u> regarding the possibility and the benefits of VNIL is a very significant barrier to assessment of prior learning. → <u>increase dissemination and raising awareness campaigns towards institutions.</u>

- Another important barrier is the lack of <u>awareness from the childminders</u> of the validation of prior learning options. → social media, e-mail campaign.

- A high scoring identified barrier is the complexity of the validation process → ValChild needs to ensure that systems of VNIL for childminders are <u>accessible, user friendly, flexible and easy to navigate</u>.

- Two other barriers are related to money: a) the <u>lack of funding</u> and b<u>) lack of financial motivation</u> (wages of childminders are far below minimum wage for a person with equal educational level).

- Other barriers which need attention are: lack of <u>support</u>, lack of comprehensive <u>monitoring and evaluation.</u>

2. Research VPL practices

By Kees Schuur (Foundation EC-VPL, NL)

A second research focussed on the current approaches, procedures, instruments and actors in VPL for childminding and best practices in VNIL within EU countries. The diversity between the

Partners:

1. Required qualification level for childminding (varies between EQF-level 2 and (for some functions) EQF-level 6

2. Accepted standards for the qualification profiles of childminder (can be more than one standard in a country)

3. Value of the VPL-certificate "childminder"

4. Registration of childminders

5. VPL-procedure

6. VPL-instruments

7. Quality control

For each of the item an overview has been made, in which the common ground and the differences became clear. For example, for comparison the VPL-procedure the 5 phase-10 steps VPL-model (Duvekot, 2005) has been used to compare the procedures.

This model is more detailed than the procedure

described by Cedefop (Identification, documentation, assessment and certification), while esp. the preparation/awareness, the identification, the development and implementation are crucial phases in increasing the quality of childminding, increasing the effect of recognition and sustainability of their competence development.

Another example is the qualification standard for childminder, which differs per country. In the table below the core tasks of a childminder in three partner-countries are described. In the different qualification profiles, the core tasks are further divided in sub-task and in activities and in the competencies (knowledge, skills, attitude,

Country	The Netherlands (VET-route)	The Netherlands (branch-route)	France	Ireland
Title of qualify-cation	Assistant in care and wellbeing	Gastouder	Maternal Assistant	Early Childhood Care and Education
EQF level	2	3	3	3
Core activities	- Performs service activities - Specific tasks for an assistant Care and Well-being - Dutch language - Mathematics - Career and citizenship -	- Guiding children in their development - Raising and developing the child(ren) in childminding - Working on quality and expertise - Working on your own organisation	- Managing your multi-employer activity - Organization of the professional space - Effective Relationship and Communication - Accompanying a child over three years of age in daily life - Support for the development, autonomy and development of children over three years of age - Support for hygiene, nutrition and development of children under three years of age - Implementation of response adapted to the needs of the child in his or her environment	- Child Development - Early Care and Education Practice - Early Childhood Education and Play - Child Health and Well Being And further choices in: - Special Needs Assisting - Creative Arts for Early Childhood - Human Growth and Development - Social Studies - Legal Practice and Procedures - Approaches to Early Childhood Education - Childminding Practice - Infant and Toddler Years - School Age Childcare - Equality and Diversity in Childcare - Nutrition - Irish for Preschool Services - Occupational First Aid - Children with Additional Needs - Communications - Teamworking - Effectiveness - Customer Service

capability) are described in detail.

In the next phase of the project the common ground in the different profiles and the country specific competences will be described.

It is not expected that within the time- and cost frame of the project, one common professional profile for childminder will be used, while all standards are national standards of which some have been in place for longer time and others are just adopted at government level and by the sector. Newsletter 3 will contain a more detailed description of the professional profiles of childminders.
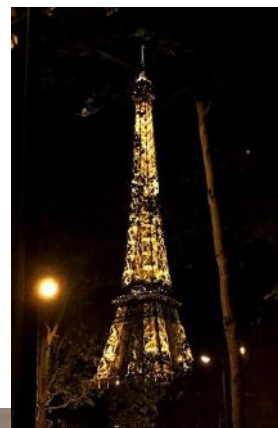
Transnational meeting 3 (Paris, FR)

The third transnational project meeting of the VALCHILD project was hosted by IPERIA in Paris, France, on the 22nd-23rd October 2019.

The reports from

output 1 (survey and desk-research) form the basis for work to be done in output 2. On the agenda were the planning and activities in output 2. The 3 tasks in this Output are the development of:

1. ValChild assessment materials
2. Practical examination framework and processes
3. ValChild portfolio

An interesting discussion followed about the minimum requirements for the portfolio and the toolbox and how this could look-like, respecting the (recently) developed materials and procedure in the different countries.

On Wednesday morning EC-VPL and IPERIA demonstrated different VPL-tools and the partners worked with tools for producing evidence, the STAR(RTT)-method, Criteria Based Interview (CBI), types of portfolio including a competence biography, a personal Development Plan (PDP).

Also, small exercises like about communication (clear explaining and learning to listen and to understand) were held and discussed.

An important lesson for all was that working on a VPL-recognition can be joyfull, interesting, intriging, longing for further exploration, learning and self-steering of competences.

VPL is often a stand-alone instrument vs. sustainable individual management of competences.
- Large diversity between countries.
- Further elaboration of the common ground for VPL in childminding and the differences

-

Interesting … :

The present reality of VPL for childminders
- In 2018, 245 candidates have enrolled in a VAE (French VPL) procedure and 176 have successfully obtained the childminder diploma
- In 2019, 188 candidates have enrolled in a VAE (French VPL) procedure and 111 have successfully obtained the childminder diploma.
- The figures for 2019 are slightly lower than 2018 due to some changes in the certification system.

Read more: www.facebook.com/groups/valchild

Next issue

Towards a more common VPL-process - respecting the differences:
- A competence profile for childminders
- VPL-procedure (VPL in 5 phases)
- Guidance and validation Instruments

Partners

1. Early Childhood Ireland (ICE, Ireland)- project coordinator
2. Hellenic Society for the promotion of Research & Development (PROMEA, Greece)
3. Foundation European Centre for Valuation Prior Learning (EC-VPL, The Netherlands)
4. French Institute for the professionalization of family employment (IPERIA L'INSTITUT, France)
5. Escola Superior de Educadores Infância Maria Ulrich (ESEIMU, Portugal)

"Making childminders´ competencies visible"

BACKGROUND

The demand for childcare is increasing, partly due to the increasing number of women participating in the labour process, the number of double incomes and the number of single parents. Many of them are looking for good, qualified, flexible and affordable childcare. In many European countries Informal childcare is rather predominant. And in several countries with national organised childminding, the number of registered childminders is decreasing (e.g. in The Netherlands 30% during the last 5 years). Reasons for this can differ per country and are for instance the increasing formalisation of the sector, the registration, the ageing of the childminders, low wages and, compared with day care centres, lower childcare subsidies.

Parents look for the best, optimal and affordable childminder for their children. Therefore, they need insight of the competences of the childminder.

ValChild supports the childminder in making their competences visible and having them validated and certified.

Duration of the project

1 October 2018 - 31 March 2021

GOAL

The VALCHILD project contributes in making the outcomes of the prior learning of Childminders visible and to keep up with the demands of the childminding requirements. The project contributes to the development of competences and the quality assurance of childminding.

All childminders have learned throughout their life. First as child receiving the care from adults and later as parent or often as caretaker, ranging from taking care of their siblings, babysitting or in other professions.

Outputs ValChild project:

O1	- A report on evidence-based validation requirements and criteria for childminders - existing practices, tools, guidelines - survey on best practices - recommendations for validation of childminders
O2	- ValChild assessment and validation toolbox - assessment materials - examination framework and processes - portfolio
O3	- Recommendations and certification scheme - Mechanisms - Scheme - trainer handbook
O4	- Endorsement and mutual recognition - pilot testing - Memory of Understanding
E	- Workshops in Ireland, France and Portugal - National Info days in Greece and The Netherlands
D	Facebook, Newsletter, e-mail, brochure, flyer

Transnational meeting 1 (Dublin, IE)

The Kick-Off meeting took place in October 2018 at the offices of the Early Childhood Ireland (ECI). The participants made an introductory

Partners:

presentation of themselves and the organisation they represent, in relation to their role and expected contribution to the VALCHILD project.

This was a very important meeting as partners got to understand more in depth each other´s contexts, background and VPL-systems. The presentation and enriching discussions showed clearly the different grounds and perspectives at national levels in the organisation of childminding, the minimum education level, vocational competence profiles, state of development of Validation of Prior Learning (VPL).

The detailed research plan was presented by ECI and focussed on:

- Field research on main barriers to implementing assessment

- Desk research on existing practices in VPL in partner countries

- Desk research on VPL best practices in EU countries (with most advanced VPL systems).

Transnational meeting 2 (Utrecht, NL)

The second transnational project meeting of the VALCHILD project was hosted by EC-VPL in Utrecht, Netherlands, on the 28th-29th May 2019.

The outcomes of the evidence collection on best VNIL practices and common barriers to implementing assessment for childminding shows the differences in the partner countries in the minimum qualification level for childminders, in competence profiles, in the VPL-procedures and in phase of development of VPL.

The desk research and survey showed:

- the low awareness of institutions about ´VNIL´

- the complexity of the validation process and the competence profile

- the lack of awareness from the general public (Validation)

- the lack of financial motivation for training institutions

- Insufficient staff specifically trained to guide / assess/validate

- No common professional standard for childminder

VPL is often a stand-alone instrument vs. sustainable individual management of competences.

- Large diversity between countries.

- Further elaboration of the common ground for VPL in childminding and the differences

Interesting … :

Making competence visible:
ValChild aims to make the competencies of childminders more visible and formally recognised. Childminders (and parents) must be extreme competent, while:

- They stimulate, support and guide children (0-3 years) whose brains are like factories producing at least 1.000 neural connections per second (some researchers estimate even 1 million/sec).

- They give shape and depth to children's cognitive, emotional and social development and strengthen their capacity to learn, to solve problems and to relate to others.
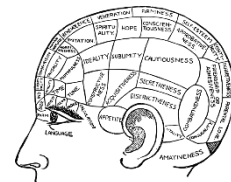
- "Early stimulation and interaction caregivers jumpstart the journey of brain development - and a lifetime for learning." From: "Building Better Brains" UNICEF, 2014

www.maxpixel.net/photo-2029363

Read more: www.facebook.com/groups/valchild

Next issues

Towards a more common VPL-process - respecting the differences:
- A competence profile for childminders
- VPL-procedure (VPL in 5 phases)
- Guidance and validation Instruments
- Training for guidance and assessment professionals
- Quality assurance
- Stakeholders
- Changing environment for childminding
- Memory of understanding

Partners

1. Early Childhood Ireland (ICE, Ireland)- project coordinator

2. Hellenic Society for the promotion of Research & Development (PROMEA, Greece)

3. Foundation European Centre for Valuation Prior Learning (EC-VPL, The Netherlands)

4. French Institute for the professionalization of family employment (IPERIA L'INSTITUT, France)

5. Escola Superior de Educadores Infância Maria Ulrich

Facebook page