VALCHILD – VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

INTELLECTUAL OUTPUT 1

EVIDENCE-BASED VLAIDAION REQUIREMENTS AND CRITERIA

DECEMBER 2019

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Acronyms and abbreviations

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

Other Abbreviations	
AF	Application Form
NA	National Agency
M(x)	Month x since project start
VALCHILD	VALidation of non-formal and informal learning in CHILD-minding
VET	Vocational Education and Training
VNIL	Validation of Non-formal and Informal Learning
VPL	Validation of Prior Learning

CHAPTER 1 Introduction

The aim of the VALCHILD project is to address the lack of a common European mechanism to assess, validate and classify prior learning and qualifications which motivates informal childminders to advance their knowledge and skills.

Validation of non-formal and informal learning (VNIL) has been of high priority at a European level and has been identified to improve lifelong learning since the early 2000's. In alignment with European policies and societal evolving demands towards better quality in Early Childhood Care and Education (ECEC), employers and associations hiring and promoting carers, vocational and educational training (VET) providers as well as the parents that purchase these services opt for added value services. This involves having children's mental development boosted by people that have the knowledge and skills to do so through proper and ongoing training.

This project will overcome this challenge through assessing informal childminders prior learning against pre-set guidelines by developing a validation scheme that can be adopted in a European context. Furthermore, the project will facilitate the training provision for childminders by enabling vocational and educational training (VET) providers improve and customise training programmes that match the learner's different levels of learning. This project also serves as a tool to foster further educational and employment opportunities for all and overcome inequalities.

This project aims to address these challenges by essentially developing a mechanism for validating informally developed knowledge skills and competences to link informal childminders with guidance services. It is anticipated that this will support them to seek personalised learning pathways towards further training and qualifications, facilitating transparency and promoting quality in the service provided. This mechanism will be designed to provide childminder employers and recruiting agencies with evidence derived from the identification measurement and assessment of the knowledge and skills an individual has acquired against a relevant benchmark. In this context, VALCHILD will offer informal childminders direction on further learning steps, motivating them at the same time to be part of a more formal framework. This initiative will lay the groundwork upon which a childminding policy could be developed, supported and reinforced in compliance with European regulation.

The main aim of the VALCHILD Project is to enable the development of the assessment and validation materials and tools to facilitate assessment and recognition of prior learning for childminders. The project

aims to support inclusive vocational and educational training (VET) in Early Childhood Care and Education (ECCE) for informal childminders. The project intends to define validation requirements and criteria and provide a recommendation and certification scheme for the recognition of prior learning of childminders.

The overall goal is to increase the quality, supply and accessibility of vocational education and training for childminders.

The project will aim to provide guidance and resources for personalised learning pathways for childminders and to reduce disparities in learning for informal childminders and recognise all learning in the early childhood education and care sector.

The VALCHILD project will provide a validation mechanism for practitioners in early childminding and develop a recommendation and certification scheme which is recognised at a European level.

1.1 Objectives of the VALCHILD project

The main objectives of this project are as follows:

- define validation requirements and criteria
- enable the development of the assessment and validation materials and tools, to facilitate assessment and recognition of prior learning
- provide a recommendation and certification scheme
- increase the quality, supply and accessibility of vocational education and training for childminders
- provide guidance and resources for personalised learning pathways
- provide a validation mechanism for practitioners in early childminding
- develop a recommendation and certification Scheme

1.2 Target Groups

The groups identified by the partners to target include the following:

- Validation Experts/practitioners, national certifies bodies.

- Childminders who have acquired prior learning within informal, or non-formal settings.

- VET providers offering childcare courses who are interested in expanding their training provision.

- Policy makers/Regulated or related bodies.

- Sector representatives.

1.3 The Purpose and Aim of this report

The O1-T3 report will present the research undertaken (field + desk and is expected to provide evidence-based validation requirements and criteria upon which the VALCHILD validation framework will be based.

This report presents the actual information/data collected through the implementation of the methodology developed in O1-T1. The report comprises of desk and field research on the following:

- Identification and elaboration on VNIL best practices (Annex A) to include:
  - Current approaches to validation adopted by relevant institutions in the partner countries regarding the validation of prior learning, focusing on the needs within the sector of childminding.
  - The collection of best practices in VNIL among the partner countries and the EU countries with most advanced VNIL systems.
- Collection of evidence on the barriers to implementing assessment (field research) through questionnaires that were distributed to the target groups identified in this project within the five partner countries.

Chapter 2 O1-T1 Definition of evidence collection methodology and tools

2.1 Context and purpose of the VALCHILD O1-T1

As European countries move towards expanding childcare coverage and increasing the quality of the offered services, the need for up-skilling among informal practitioners has become highly important. However, motivation of informal child-minders to develop their knowledge and skills is highly dependent on validation and classification of prior learning and qualifications, which is not yet fully operational across

all sectors of education, and in third sector, at all EU countries, although it has been placed higher on their policy agendas[1].

VALCHILD is an Erasmus+ project that aims to address this challenge, by delivering an informal child-minders' validation scheme of prior learning that could be adopted in a European context. This scheme will facilitate training provision for childcare practitioners, by enabling VET providers to improve and customise training programs according to learners' different levels of learning.

The first intellectual output of the project comprises tasks to define the requirements and criteria which will set the ground for the development of the VALCHILD assessment and validation toolbox. This section is the outcome of O1-T1, namely "Definition of evidence collection methodology and tools".

This methodology provided the project partners with appropriate tools and guidelines to describe the current landscape of existing VNIL practices (in childcare and other sectors that have demonstrated some progress in the subject), as well as to reveal evidence of the main barriers, when it comes to VNIL assessment implementation.

In particular, the methodology guided the subsequent information collection activities by addressing:

a) Research methods and activities,
b) Information collection tools,
c) Sampling considerations, and
d) Data collection targets.

The methodology also provided instructions on how to define validation criteria, and connect those with the Child In Mind learning outcomes (in terms of what a learner knows, understands and is able to do upon the completion of the learning process), upon which the assessment tools in the following Intellectual Outputs will be developed.

This section is outlined as follows: section 2 offers definitions of key concepts that will be used across the VALCHILD project; section 3 describes the methodological approach, defines research questions, and details the research methods and information collection tools; sections 4 defines targets (i.e. KPIs) for data collection per project partner and presents an indicative timetable; and section 5 provides

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[1] CEDEFOP (2017). *European inventory on validation of non-formal and informal learning (Synthesis Report)*. Luxembourg: Publications Office of the European Union.

instructions on how to define the VALCHILD validation criteria, through connecting them with the learning outcomes Child In Mind project has defined for informal childminders.

2.2 Understanding key concepts

2.2.1 The context of childminding in partner countries

The Erasmus+ funded project, Child In Mind, the learning outcomes of which will set the basis for the definition of validation criteria and the development of the assessment and validation tools, explored to some extent the concept of "childminding", and that of an "informal" childminder.

By "childminders" we refer to any childminding provider that has the responsibility of supervising children in a way that they are kept healthy and safe, no matter the context, the payment or the legal status of it.

"Informal childminding" is generally defined as care that is arranged by the child's parent either in the child's home or at the caregiver's place, it is provided by relatives, friends, neighbours, babysitters or nannies, and it is, in most cases, unregulated, as opposed to "formal childminding".

Given the fact that the terms used in each country may differ significantly, and so do the characteristics that describe an umbrella term, such as "childminder", the VALCHILD partnership decided to share information on the context of "childminding", as perceived in each partner country.

2.2.2 Childminding in Ireland

A "childminder" is a person who singlehandedly minds children in own home. Childminders are self-employed, agree their own terms, fees and conditions with parents, and are responsible for their own tax and PRSI arrangements.

If a childminder plans to mind 4 or more pre-school children they must register with TUSLA (Child and Family Agency), 3 months prior to the commencement of minding the 4th pre-school child. TUSLA registered childminders are subject to inspection by TUSLA's Early Years' Inspectorate.

The childminder must be a person aged 18 or over who is genuinely interested in caring for children and is of a suitable character to do so.

Best practice is to have First Aid and Child Protection training. Childminders who are required to register with TUSLA must undertake First Aid training and have a minimum of QQI (Fetac) Level 5 in Childcare. Childminders are eligible for a Childminder Development Grant.

Childminders offer home-based childcare in the own home for preschool and school going children. It is personal, unique, adaptable and family friendly. Childminders play a vital role in supporting families: an estimated 76,000 children are cared for by professional Childminders in Ireland according to the Department of Children and Youth Affairs in 2016.

2.2.3 Childminding in Greece

There is no widely accepted Greek work for "childminder". In Greece, we usually talk about child minding (= φύλαξη παιδιών). The two broad categories are:

- Formal childminding: it takes place in a formal context (kindergarten, crèche, or any other preschool institution); childminders are hired as a matter of their studies and diplomas obtained; in the majority of cases they are compliant with the applicable labor and insurance legislation. In this category, the practitioners are called "βρεφονηπιοκόμοι", the real meaning of which is related to the age of the children "βρέφη=babies" and "νήπια=toddlers". It could be full time, or part-time (depending on the employment contract).
- Informal childminding: it takes place in an informal context, home environment, either the child's, or the childminder's; childminders are hired either because child care and education is their studies area, or because they have a long experience and they are therefore recommended; the vast majority of informal childminders are not registered. In this category, the practitioners are called "νταντά=nanny" or "paramana" or babysitter. We do include family and friends in this category, especially because this is very popular in Greece. Employment could be full-time or part-time (depending on the needs of the child's family). In many cases, informal childcare is combined with formal childcare, as a matter of demanding working conditions for the parents.

2.2.4 Childminding in Netherlands

A childminder is a person who takes care of children of other parents and receives children in their own domestic circle, for a compensation for having the responsibility for the children (so it is not a wage). For the right to receive childcare allowance, the childminder and the childminder agency must be registered in the National Register for Childcare (het Landelijk Register Kinderopvang en Peuteropvang - LRKP). This

register contains the childminders and childminder agencies that meet the legal requirements, complying with the Childcare Act.. Most childminders are affiliated to a Childminder agency (gastouderbureau), which most of them are working a local community level. These agencies are audited by the community health services.

Quality assurance is through audits by the childminder agency. The quality aspects are amongst others:

1. Having the right diploma
   - Assistant care and welfare (level2)
   - Assistant wellbeing (level 2)
   - Assistant social work (level 2)
   - Care assistant (level 2)
2. Having a registered and valid first aid certificate for children´s care
3. Certificate of good conduct
4. Using a pedagogical plan

A VPL-certificate in the Netherlands is not the same as a diploma. The VPL-certificate shows that you have the competences, and with this certificate the person asks VET (issuing diplomas) for having the VPL-certificate formalized in a diploma.

The age of children ranges between 0 and 13 years. The maximum number of children per childminder varies from 4 (age 0) to 10 (age 8-13).

Advantages of childminder care:

- A homely character.
- Small-scale, so optimum attention for your child.
- Flexibility in terms of daycare and hours.
- Connection with the home situation, parenting wishes and the daily routine of your child.
- Quality through the set selection requirements of the childcare agency.
- Right to childcare allowance.

A childminder determines how many children are being cared for, depending on the available play and sleeping space. Informal childminders (not eligible for childcare allowance) are not registered as childminder (gastouder) and

The free care, like babysitting by the (grand-) parents, family, neighbours who take informally care of the children, are often not regarded as childminding.

2.2.5 Childminding in France

When talking about childminders, IPERIA is addressing the two following profiles:

- "Garde d'enfants" (= Children carer): A professional who takes care of children of all ages in their everyday development stages. He/she pursues his/her activity directly at parent's domicile. This person does not need any authorization;
- "Assistant(e) Maternel(le)" (= Maternal assistant): A professional that hosts and takes care of children from their birth to their majority, in their everyday development stages. He/she pursues his/her activity at own domicile. This person needs an administrative authorisation from a regional authority.

Professionals working in institutions such as crèche or preschool institutions are also considered as childminders however these are not informal.

The term "baby sitters" refers to non-professionals working only a few hours to make some pocket money and they are therefore not considered as childminders. In France, family members (grandparents, siblings, etc.) caring for children are not considered as childminders too.

2.2.6 Childminding in Portugal

There is no specific term that could translate the whole spectrum of the activity resumed in the expression "child minder". Generally, two main distinctions can be found:

- The English word "babysitting" is used to designate someone who takes care of children from zero up to ten years old occasionally but unlike the USA or UK reality, also in a continuous way. Generally, young people carry this out and it is a support service provided in the homes of the families. It entails picking up children from kindergartens, schools or accompany them to extra-curricular activities like music, swimming lessons, gym, as well as helping them with homework, at home. It can also mean

helping to take care of a small baby who is attending or not a nursery. This activity does not have specific legal framework, it falls under the general classification of "provision of services".

- The profession of "nannies" is of the guardianship of the Ministry of Labour and Social Security, more specifically of the Institute of Social Security and supervised by IPSSs (Private Institution of Social Solidarity).

In families' homes	Family Day Care Centres
(lack of legal framework)	(covered by IPSSs - physically and legally)
- They can receive a maximum of 4 children	- There is an explanation of pedagogical intentionality
- Should be over 21 years of age	- There is a kindergarten teacher assigned to each day-care centre.
- They must have, as minimum, the compulsory education	
- The house must offer space conditions for play and rest activities	
- Supervised by kindergarten trained teachers	

2.3 Assessment, Validation, Qualification, Certification in the context of the VALCHILD project

According to the "Terminology of European education and training policy" by CEDEFOP[2] (2014), the following definitions are cited:

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[2] CEDEFOP (2014). *Terminology of European education and training policy: a selection of 130 terms*. 2nd ed. Luxembourg: Publications Office.

2.3.1 Assessment of learning outcomes

Assessment of learning outcomes is defined as the "process of appraising knowledge, know-how, skills and / or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes), specifying learning methods and expectations"[3].

2.3.2 Validation of learning outcomes

CEDEFOP[4] defines the validation of learning outcomes as the "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.

According to the Council of the European Union[5], validation of learning outcomes 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 a partial or full qualification.

2.3.3 Qualification

Qualification is a broad term covering different aspects:

• Formal qualification: the formal outcome (certificate, diploma or title) of an assessment process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A

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[3] CEDEFOP; Tissot, P. (2004). *Terminology of vocational training policy – A multilingual glossary for an enlarged Europe*. Luxembourg: Publications office.

[4] CEDEFOP (2008). *Terminology of European education and training policy – A selection of 100 key terms.* Luxembourg: Publications Office.

[5] Council of the European Union (2012). *Council recommendation of 20 December 2012 on the validation of non-formal and informal learning*.

qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade[6].

• Job requirements: knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position[7]

2.3.4 Certification of learning outcomes

CEDEFOP[8] gives the definition of "certification of learning outcomes" as the process of issuing a certificate, diploma or title formally of learning outcomes attesting that a set of learning outcomes (knowledge, knowhow, skills and/or competences) acquired by an individual have been assessed by a competent body against a predefined standard.

In the context of the VALCHILD project, certification is the documented end result of the VNIL process, and goes along the steering VNIL candidates' personal and professional progress.

[6] OECD (2007). *Qualifications systems: bridges to lifelong learning* [Systèmes de certification: des passerelles pour apprendre à tout âge]. Paris: OECD.
[7] ILO – International Labour Organization (1998). *ILO thesaurus* [Thesaurus BiT = Tesauro oiT]: *labour, employment and training terminology*. Geneva: ILO.
[8] CEDEFOP (2008). *Terminology of European education and training policy – A selection of 100 key terms*. Luxembourg: Publications Office.

2.4 Methodological approach

2.4.1 Research questions

For the purposes of the research, the VALCHILD partners thoroughly addressed the following key questions:

- Which are the **current VNIL and VPL practices** implemented in partner countries that exhibit progress in the field of informal learning validation?
- Which are the **best practices of prior learning validation**, currently used by relevant institutions in EU countries, focusing on specific needs that child-minding indicates?
- Which are the **most prominent barriers that stakeholders face**, when it comes to implementation of all stages involved in a validation system?

2.4.2 Research Methodology

Information collection aiming to answer the above project questions regarding the current VNIL landscape, involved the conduction of 2 research steps; desk research and field research.

1. **Desk research**. Its aim was to collect information on existing informal-learning validation schemes for childminders, implemented by relevant institutions of partner countries and best practices of EU countries.
2. **Field research**. Its aim was to gather evidence and data on what constitutes barriers to the whole process of the validation system, as well as which are the suggested practices that are considered to be necessary to take into account in partner countries. It will be implemented using an online questionnaire that will be addressed to relevant stakeholders for capturing their perceptions on the topic.

Figure 1: Progression of tasks leading to the production of the first intellectual output

Preparation of research methodology (i.e. research methods and collection tools) → **Collection of evidence and data (desk + field)** → **Data analysis** → **Definition of VALCHILD criteria and requirements**
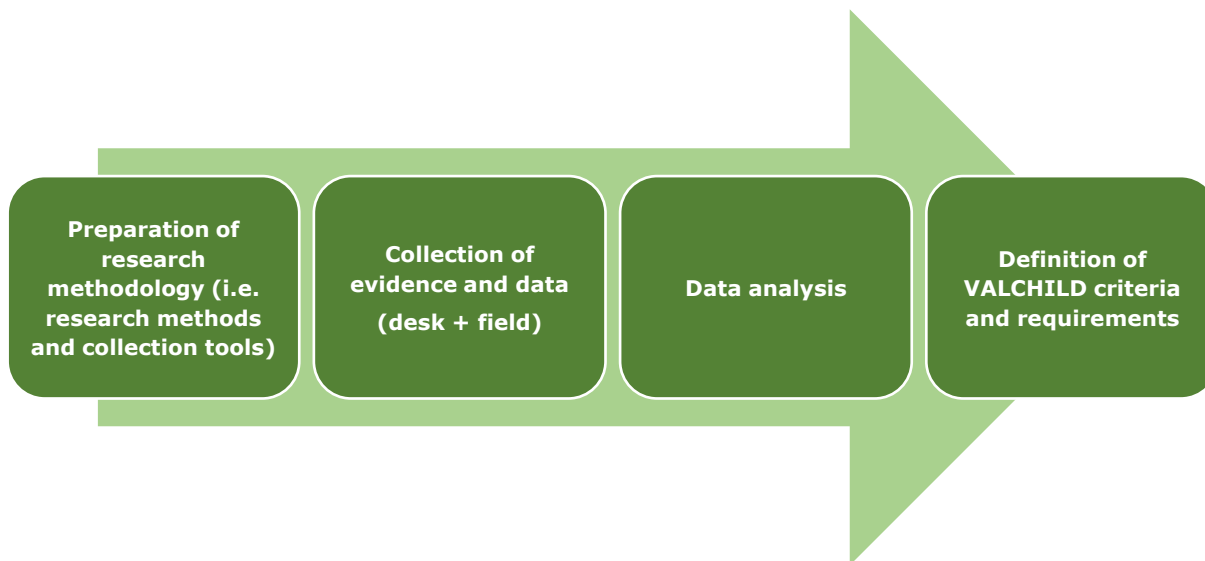
2.4.3 Current approaches to validation (desk research)

Desk research was carried out:

a) to determine existing approaches to validation (methodologies & guidelines) adopted by relevant institutions (in childminding and other sectors that have recorded progress in VNIL) in partner countries, and

b) to juxtapose them with the best practices adopted in the EU countries with most advanced VNIL systems.

Desk research is as significant as the field research in this project; it is important to understand/ assess the progress of each country in VNIL development, as well as the components, themes and structure that exist behind current successful practices, in order to understand and identify existing barriers that should be taken into account.

By using this method of secondary research, it was possible to form a framework that will take into account steps and policies that have been proven to work effectively in the present, ending up to a validation system that will be based on existing learnings and take them forward. Focusing on retrieving secondary data from different sources, this research approach bears the advantage of providing perspectives based on already analysed and validated evidence, allowing for a deeper and more constructive meta-analysis that will provide valuable and more advanced research insights.

Information on current informal learning validation practices of all VALCHILD partners was based on internal desk research, implemented through online research among credible online sources, such as directories and European tools related to formal/informal learning in childcare and relevant sectors, web portals of agencies and bodies responsible for vocational education and training, as well as similar EU initiatives and projects. Indicative sources of information can be found at the following table:

Table 1: Indicative sources of information for desk research

Indicative	Links
NATIONAL SOURCES	
Quality and Qualifications Ireland, QQI (IE)	https://www.qqi.ie/
The Certification of Qualifications and Vocational Guidance, EOPPEP (GR)	https://www.eoppep.gr/index.php/el/eoppep
The National Directory of Professional Certifications, RNCP (FR)	http://www.cncp.gouv.fr/
National Knowledge Center, EVC (NL)	http://www.nationaal-kenniscentrum-evc.nl/
National Agency for Qualification and Professional Education, ANQEP (PT)	http://www.anqep.gov.pt/
EU SOURCES	
Monitoring the use of validation of non-formal and informal learning	https://www.eqavet.eu/Eqavet2017/media/publications/Monitoring-the-use-of-validation-of-non-formal-and-informal-learning.pdf?ext=.pdf
Validation of non-formal and informal learning in Europe	https://www.bibb.de/en/71831.php
Overview of national qualifications framework developments in Europe 2017	http://www.cedefop.europa.eu/files/8608_en.pdf

SOURCES FROM SIMILAR EU PROJECTS	
LEVER-UP project	http://www.leverproject.eu/
ValiSkills project	http://www.valiskills.eu/projekt/konsortium/
Early Childhood Education and Development Programme (ECD) - Childminder and other Caregivers Aga Khan Foundation	https://www.akdn.org/where-we-work/europe/portugal/early-childhood-development-portugal

All partners contributed with evidence from own country, while ECI explored good practices adopted in countries with most advanced VNIL systems, across the EU area.

A common approach was employed for documenting information on current validation practices. The reporting form is presented in Annex A. The different sections of the reporting form are meant to help project partners understand the requirements for O1-T1 and facilitate the Output leader with the definition of validation requirements and criteria. **Project partners completed the form in English and delivered it in an editable form (e.g. Word file) to the Output Leader (ECI).**

2.4.4 Barriers and bottlenecks to implementing assessment (field research)

Field research enabled the partnership to identify common barriers to the use of assessment methods for validation of prior learning, as well as suggested actions that could facilitate the faster and more efficient implementation of a common validation framework in childcare. It comprised an online survey and, if required, additional interviews, with the involvement of VALCHILD target groups and relevant stakeholders.

2.4.5 Online survey (Online questionnaire with closed questions)

A survey questionnaire (Annex B) was the main instrument for gathering survey data. The questionnaire was used to establish a structured, organised and well documented way to collect respondents' opinions and views on possible barriers to the implementation of assessment and validation of prior learning in the 5 countries of VALCHILD partnership (Ireland, Greece, Netherlands, France, and Portugal). A web-based approach (in Google forms) was employed for reasons of practicality, and to facilitate the data collection, coding, and analysis process. The questionnaire was structured in a clear and simple manner to encourage

participation and facilitate communication with target groups. Direct communication (by e-mail or phone) with survey respondents also took place so as to establish an initial contact, allowing to ask for additional evidence or clarifications on certain aspects concerning VNIL in childcare sector and challenges on the process implementation efforts.

The survey questionnaire comprised of closed-ended questions as they are easier and quicker for respondents to answer (offer better coding, simplified analysis and comparison possibilities) and can clarify question meaning for respondents through response choices. Open questions were not included, as they posed the risk of obtaining different degrees of detail in answers; responses may be irrelevant; comparisons and analysis become difficult and beyond the scope and resources available in the VALCHILD project. To ensure consistency and facilitate data analysis, the questionnaire was developed in English, and translated in partner languages for easier completion by the stakeholders. Each partner was responsible for the translation of questionnaire content, as well as responses (in case of further communication, etc.), while ECI were responsible for the Google forms preparation.

The questionnaire began with a short introduction that will included: a) the background and objectives of the VALCHILD project as well as the purpose of data collection on VNIL challenges in the childcare sector, and b) assurances that their responses will contribute to knowledge exchange in the field. The online questionnaire that was sent to survey respondents can be found at the following link: URL goes here after review and finalisation.

2.4.6 Survey population (target groups)

According to the scope/objectives of the survey, the target respondents included individuals with experience and involvement within non-formal and informal learning validation in the childcare sector. The main groups that comprised the target population of the survey are field experts, VET providers, sectoral stakeholders and associations. An indicative (non-exhaustive), list of survey respondents involved the following:

1. Practitioners in validation of prior learning (non-formal and informal learning)
2. Policy makers/ regulators/ national certified bodies
3. Childminders' employers and recruiting agencies
4. VET providers of training for early childhood and care/ childminding (or relative sectors)

2.4.7 Sampling

According to the VALCHILD Application Form, the sample should represent the countries included in the project consortium (Ireland, Greece, Netherlands, France, and Portugal). The methodology suggests two scenarios, regarding the expectations for the target number of answers to be collected: a baseline and a good scenario. In the baseline scenario, the desirable number of completed questionnaire is 100; the good scenario foresees 145 completed questionnaires.

The suggested number of answers per consortium country and project partner, presented on Table 2 has been estimated, taking into account factors, such as

a) Partners' type of organization, and

b) Partners' access to relevant stakeholders

However, an increased number of answers (good scenario) would be desirable for the successful development of validation requirements and criteria.

Table 2: Target number of answers per consortium country and project partner

Partner	Country	Target number (baseline scenario)	Target number (good scenario)
ECI	Ireland	20	25
PROMEA	Greece	15	20
EC-VPL	Netherlands	15	20
IPERIA	France	25	40
ESEIMU	Portugal	15	20
TOTAL		**100**	**145**

2.5 Research stages, KPIs and timetable

2.5.1 Research stages and KPIs

Research was implemented in three (optionally four) stages so as to guarantee the collection of adequate evidence on VNIL that will guide the development of VALCHILD requirements and criteria.

Stage A: Desk research on VNIL current practices in own country - ALL PARTNERS

- Identify relevant sources of information
- Literature review
- Fill in reporting form

Stage B: Desk research on VNIL best practices in EU - ECI

- Identify relevant sources of information
- Literature review
- Fill in reporting form

Stage C: Online questionnaire

- Create a list of relevant stakeholders to take part in the survey
- Select promotional channels to reach target respondents
- Contact stakeholders to communicate the nature of survey
- Collect completed questionnaires

Stage D: Interviews (optional)

- Identify potential interviewees
- Communication with sector representatives
- Carry out interviews
- Prepare summary reports

To ensure the quality of data collection and results, it was important for all partners to have a clear perception of research objectives as well as accepted quality assurance considerations. To this end, a series of quantitative key performance indicators (KPIs) were set to guide data collection and evaluate the achievement of activity goals. Table 3 presents indicative targets per partner for each (research) stage of the task (O1-T1).

Table 3: Key Performance Indicators (KPIs) per partner

Partner	Country	online questionnaire (baseline scenario)	Interviews (if feasible)	Desk research on current approaches to VNIL
ECI	Ireland	20 completed questionnaires	3 interviews*	Own country and EU
PROMEA	Greece	15 completed questionnaires	2 interviews*	Own country
EC-VPL	Netherlands	15 completed questionnaires	3 interviews*	Own country
IPERIA	France	25 completed questionnaires	3 interviews*	Own country
ESEIMU	Portugal	15 completed questionnaires	2 interviews*	Own country
TOTAL	**VALCHILD partnership**	**100 completed questionnaires**	**1 summary report per partner***	**In total: current techniques across EU**

2.5.2 Research timetable

The suggested timetable for the implementation of the field and desk research is presented in Table 4:

Table 4: VALCHILD Research timetable for Intellectual Output 01

ACTIVITY	RESPONSIBLE PARTNER	DEADLINE
O1-T1.1a Drafting and distribution of research methodological tools and guidelines	PROMEA	15 February 2019
O1-T1 b. Provision of input	ALL PARTNERS (except PROMEA)	12 March 2019
O1-T1 c. Fine-tuning of the research methodological tools and guidelines in EN	PROMEA	15 March 2019
O1-T1 d. Translation of information collection tools in EL, NL, FR, PT	PROMEA, EC-VPL, IPERIA, ESEIMU	19 March 2019
O1-T2 a. Documentation of best VNIL practices in EU countries (with most advanced VNIL systems) and in own country (IE) – Set up of online questionnaire, based on O1-T1	ECI	8 April 2019
O1-T2.b Documentation of existing VNIL practices in own country and provision of input for desk research to the task coordinator	PROMEA, EC-VPL, IPERIA, ESEIMU	8 April 2019
O1-T2 c. Data collection (field research) in own country	ALL PARTNERS	15 April 2019
O1-T2 d. Semi-structured interviews (if applicable)	ALL PARTNERS	20 April 2019
O1-T3 a. Compilation and analysis of data and information gathered in O1-T2 drafting of the VALCHILD validation requirements & criteria report	ECI	06 May 2019
O1-T3 b. Contribution in the definition of validation requirements & criteria	EC-VPL	13 May 2019
O1-T3 c. Review and provision of input in the validation requirements & criteria draft report	PROMEA, IPERIA, ESEIMU	13 May 2019
O1-T3 d. Fine-tuning and drafting of the final version of the VALCHILD validation requirements & criteria (including partners' feedback and revisions)	ECI	20 May 2019

2.6 Validation criteria and connection with ChildInMind learning outcomes

2.6.1 Purpose of defining assessment requirements and criteria

The ultimate purpose of the methodology and tools is to ascertain key requirements and criteria for assessing non-formal and informal learning of childminders. These requirements and criteria facilitated the development of a framework that provided childminders' employers and recruiting agencies with evidence derived from the identification, measurement and assessment[9] of the knowledge and skills a childminder has acquired in different learning settings and contexts, outside the formal education and training system.

2.6.2 The role of learning outcomes in VNIL

The **European Qualification Framework (EQF)** is the common European reference framework, which connects countries' qualifications systems increasing the transparency of qualifications throughout Europe. It acts as a translation device to make national qualifications more readable and comparable across Europe, aiming to promote workers' and learners' mobility between countries and facilitate their lifelong learning.

In particular, the EQF relates different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels based on **"learning outcomes"** (defined in terms of knowledge, skills and competences). This approach shifts the emphasis from input (type and duration of learning experience) to actual learning i.e. to what a person is able to do upon the completion of a learning process. By shifting the focus to learning outcomes, the EQF manages to:

- Match the needs of the labour market with education and training offerings;
- Facilitate the transfer and use of qualifications across different countries and education and training systems;
- Enable the validation of non-formal and informal education;
- Transfer units of learning outcome, based on a credit system (ECVET).

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[9] CEDEFOP (2009). *European Centre for the Development of Vocational Training: European guidelines for validating non-formal and informal learning*. Luxembourg: Office for Official Publications of the European Communities.

Since the focus has shifted from learning input to learning outcomes, the European Qualifications Framework (EQF) facilitates validation of non-formal and informal learning, besides formal learning. The European Credit system for Vocational Education and Training (ECVET) is a further tool to achieve qualification through documentation of competences and provides greater comparability between learning providers across Europe.

To be compatible with learner-centred EQF and ECVET, VALCHILD project aims to develop a mechanism for the assessment of childminders' prior learning using learning outcomes that were created and tested at another Erasmus+ project, Child In Mind (Self-learning resources for informal childminders), 2016-1-IT01-KA202-005393; the primary research that was carried out in the context of the Child In Mind project identified learning outcomes, that were further grouped in learning units and are cited in the Table 5. At first, the abovementioned learning outcomes have to be checked across the learning outcomes as they are mentioned in the different qualifications in the national qualification frameworks of the partner countries.

Table 5: Child In Mind developed Learning Outcomes, as

		Child In Mind Learning Outcomes		
Learning Outcome	Knowledge	Skills	Competences	**Evaluation Criteria**
THE DEVELOPING CHILD– SUPPORTING HOLISTC DEVELOPMENT	Importance of the childminder's role in the development & well-being of young children	Distinguishing between a safe and a non-safe home environment for young children. First aid techniques for young children.	Promoting Holistic development of children. Recognising the emergency and responding quickly and efficiently when emergencies arise. Ability to provide cardiopulmonary resuscitation (CPR), if necessary.	**1.** Knowledge of childminders role **2.** Choosing between safe and non-safe **3.** Problems solution
PROMOTING POSITIVE INTERACTION WITH CHILDREN	Childminder's general attitude and approach to Childminding.	Managing cultural and/or religion differences between different ethnic and/or religious reasons. Identify hazards within a home environment.	Supporting personalized programs for young children on a day to day basis. Managing chronic condition, such as asthma, when necessary.	**1.** Knowledge of best practices of interactional approach **2.** Ability in creating empathy **3.** Managing and designing a day to day

				project
PROMOTION OF SAFE ENVIRONMENTS FOR CHILDMINDING	Risk associated with home-based childminder.	Distinguishing between a safe and a non-safe home environment for young children. Identify hazards within a home environment. First aid techniques for young children.	Preparing a safe home environment for young children. Planning for emergencies well before issues take place.	**1.** Knowledge of safe rules **2.** Ability in recognizing hazards and risks **3.** Solution of emergency
PLAY – CREATING OPPORTUNITIES FOR CHILDREN WITHIN THE HOME	Basic principles in working with young children.	Home preparation to perform educational play activities for children aged 0-6.	Being able to prepare a stimulating home environment for young children.	**1.** Knowledge of basic principles of pedagogy **2.** Ability on home preparation **3.** Planning activities for children

KNOWLEDGE OF WORKING WITH FAMILIES AND LOCAL COMMUNITIES	Factors defining healthy interaction with child's family members. Knowledge of diversity in culture, religion.	Managing cultural and/or religion differences between different ethnic and/or religious reasons.	Development of language skills in the country of residence.	**1.** Knowledge of main life rules of different religions **2.** Ability to manage cultural and religious differences

2.7 Guidelines for formulating assessment and validation criteria

2.7.1 Examples of assessment criteria

Validation criteria are written statements that are expected to be true if the childminder's knowledge and skills are to be assessed and validated. Validation criteria should directly relate to and provide adequate coverage of the learning outcomes that knowledge, skills or competences imply. In general terms, a validation criterion is a statement that prescribes the quality of performance that will indicate that the person claiming a certain skill has reached a particular standard. Criteria are developed by analysing the learning outcomes and identifying the specific characteristics that contribute to the overall skill. These characteristics are the standards, by which learning can be judged.

Each criterion should comply with the following requirements:

- **To clearly refer to what is important, critical and central** about doing well at the particular discipline or area of study/activity covered by the skill under investigation. The criteria should not include aspects of performance that are not essential to the nature of the activity/discipline.
- **To be meaningful to the particular skill-** not being so generic that could apply to any skill. However, this does not mean that generic skills do not appear; it means that the criterion will be about this generic skill should be related to the context of the childcare sector, in the particular way in which it occurs.

Constructively aligned assessment criteria begin with a noun that complements the verb in the learning outcome of a skill description. For example, if the objective is for students to "explain how different children activities work" one of the criteria might be "Clarity of explanation". That is, the criterion describes the quality in the assessment task that will be judged during marking. Other commonly used words in criteria include:

- ➢ Accuracy
- ➢ Depth
- ➢ Impact
- ➢ Legibility
- ➢ Quality
- ➢ Clarity
- ➢ Relevance

2.7.2 Examples of assessment criteria

The most common methods to be used for verifying the abovementioned learning outcomes could be verbal or practical; it should be clear on whether the assessment task should be explained or described (which mainly applies to theoretical knowledge), or whether the process should include a practical demonstration of a certain skill.

Examples of VALCHILD criteria, based on Child In Mind learning Outcomes		
Learning Outcome	**Verification Method**	**Assessment Criteria**
THE DEVELOPING CHILD– SUPPORTING HOLISTC DEVELOPMENT	- Verbal explanation of responsibilities and obligations of a childminder - Practical demonstration of distinguishing safe from unsafe home areas	- Factual correctness of the description of a childminder's responsibilities and obligations - Correctness, quality and speed in recognizing unsafe

	- Practical demonstration of CPR on a training manikin.	from safe within a home environment - Correctness, quality and efficiency in applying CPR.
PLAY – CREATING OPPORTUNITIES FOR CHILDREN WITHIN THE HOME	- Verbal explanation of the basic principles of pedagogy - Verbal demonstration of three (3) child development activities and the gained benefit for children below 6 years of age - Practical demonstration on preparing a stimulating home environment for young children (2 examples).	- Factual correctness and completeness of explanation - Correct choice of activities for young kids and correct justification on gained benefits - Correct procedures followed for preparing a stimulating home environment.

Overall, it has to be noted that both the expected learning outcomes and the methods for verifying the learning outcomes and the assessment criteria should be specified.

2.8 Annexes

2.8.1   Annex A: Desk Research Reporting Form

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
Example									
Greece	General VNIL	http://www.cedefop.europa.eu/files/executive_summary_-_validation_inventory_2016_0.pdf	2015	EOPPEP (https://www.eoppep.gr/index.php/el/)	**Under development** Validation practices are in place but are fragmented Online Greek Qualifications Register is in place but	Presidential Decree is expected (to outline the conditions for the certification of outputs)	Inclusion of all (4) validation stages in the existing processes of validation in education subsectors, BUT not all 4 are distinctly implemented.	Validation arrangements in place, in at least one subsector of education Opportunities for validation exist across different sectors of education, e.g. Greek language for foreigners, and	Provision of proof of professional experience (by applicants), written tests, practical application

					needs constant update			other languages, 'private security services', etc.	

Please add as many rows as needed.

Validation of non-formal and informal learning in child-minding (VALCHILD)

Purpose of this survey:

We are inviting you to take part in this survey to determine the most common barriers to the Validation of Non-formal and Informal Learning (VNIL) in your country. Your input will help us design and develop an up-to-date mechanism for validating informally obtained knowledge, skills and competences, so as to link childminders with support services, in the context of the ERASMUS+ project VALCHILD.

Who should participate?

Field experts with experience in recognition and validation of prior learning, qualified trainers, policy makers, national certified bodies, VET providers in early childhood and care, designers and providers of training for childminders, childminders who have acquired prior learning "informally", for example, and childminders' employers and recruiting agencies.

Duration of survey:

Approximately 10-15 minutes.

Thank you in advance for your valuable contribution!

All participants (who provide their email addresses) will have early access to VALCHILD validation requirements and criteria!

A. Respondent profile

1.   Country

2. Email *(Optional, provide in case you want to have early access to VALCHILD material)*

3. What best describes your job function? (*Please choose one answer*)

   o Practitioner in validation of prior learning (non-formal and informal learning)

   o Childminders' employer and recruiting agency

   o Policy maker /regulator/ national certified body

   o VET provider of training for early childhood and care/ childminding (or relative sectors)

   o Childminder

B. Experience on validation

4. Do you have experience in assessing/ validating prior learning?

   o Yes

   o No

5. Are you familiar with best practices in assessing/ validating prior learning?

   o Yes

   o No

6. Please rate the significance of the following barriers to implementing assessment of prior learning in your country. Please select your answer on a scale of 1-5, where

   - 1 stands for "very insignificant barrier",

   - 2 stands for "insignificant barrier"

   - 3 stands for "neither insignificant/ nor significant"

   - 4 stands for "significant barrier",

   - and 5 stands for "very significant barrier"

   (*Only one answer per statement*).

	1	2	3	4	5
a. Lack of awareness from the general public of the prior learning validating possibilities.	○	○	○	○	○

b. Low awareness of institutions and stakeholders regarding possibility and the benefits of Validation of Non-formal and Informal Learning.	○	○	○	○	○
c. Validation of Non-formal and Informal Learning assessments not aligned with national qualifications and reference frameworks describing learning outcomes.	○	○	○	○	○
d. Integration of validation of non-formal and informal Learning with frameworks for education and training systems.	○	○	○	○	○
e. Validation stakeholders' perception that Validation of Non-formal and Informal Learning leads to increased substitution of formal education.	○	○	○	○	○
f. General public's perception of the proven benefits (monetary or non-monetary) of the recognition of their knowledge and competences.	○	○	○	○	○
g. Candidate's personal capacity to enter into a VNIL process (linguistic difficulties, social background/ geographical area limitations, low motivation).	○	○	○	○	○
h. Complexity of validation processes.	○	○	○	○	○
i. Multiple governmental departments involved in Validation of Non-formal and Informal Learning procedures.	○	○	○	○	○
j. Lack of support and involvement by social partners.	○	○	○	○	○
k. Lack of financial motivation for training institutions to pursue Validation of Non-formal and Informal Learning progress.	○	○	○	○	○

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l.	Employers do not encourage validation procedures, for fear of wage claims.	○	○	○	○	○
m.	Candidates frequently drop out of validation processes, following the award of partial qualifications by assessment panels.	○	○	○	○	○
n.	Difficulty of developing ICT-based assessments that capture dimensions of non-formal and informal learning.	○	○	○	○	○
o.	Availability of sufficient numbers of competent assessors/ validation practitioners.	○	○	○	○	○
p.	Lack of a dedicated authority mandated to manage funds for validation purposes.	○	○	○	○	○
q.	Lack of funding towards validation purposes.	○	○	○	○	○
r.	Standards setting organisations' difficulty in matching occupational and qualification standards.	○	○	○	○	○
s.	Lack of a comprehensive monitoring and evaluation system for VNIL.	○	○	○	○	○
t.	Lack of staff specially trained to assess/ validate prior learning.	○	○	○	○	○

7. In your experience, which are the most urgent actions that could facilitate the faster and more efficient implementation of a common validation framework in childcare? (*Up to three answers*)

☐ Awareness raising campaigns for VNIL benefits'

☐ Additional motivation for VNIL promotion

☐ Encouraging accreditation as a step to access qualifications

☐ Better communication & cooperation among social partners and stakeholders (from labour market, VET providers, higher education)

☐ Clarification of responsibilities and processes among entities involved in the VNIL process (cross-institutional cooperation)

☐ Simplification of the VNIL process and requirements

□   Actions to ensure transparency in quality assurance measures to support valid and credible assessment

□   Consistency in validation standards across education subsectors

□   Extension in the beneficiaries-from-validation range to ensure inclusion

□   Subsidised funding and clear pattern of who pays for prior learning assessment/ validation

□   Obligation to have a diploma

□   None. I don´t see enough benefit of VNIL

□   ….

C. Closure

8.   Would you like to receive more information about VALCHILD project and its results?

     o   Yes

     o   No

Thank you for your time.

Chapter 3 – O1-T2 Evidence collection on best VNIL practices and common barriers to implementing assessment

3.1 Determining the context of the education resource

To determine the criteria required to develop the VALCHILD validation framework, the consortium engaged in both field and desk research.

The field research consisted of an online questionnaire distributed to relevant VET providers and associations, childminders and caregivers, field experts and early education and care stakeholders in the partners' countries.

Desk research was conducted as a complementary means of evidence collection focusing on a) current approaches to validation adopted by relevant institutions in the partner countries regarding the validation of prior learning, focusing on the particular needs of childminders, and b) collection of best practices in VNIL among the partner countries and the EU countries with most advanced VNIL systems. The field and desk research was carried out in the partner countries (IE, NL, EL, FR, PT). Each partner collected data for its own country and forwarded the outcomes to the activity lead partner ECI as outlined within the contents of this document.

This section of the document summarises the outcome of the field research data collected by the consortium, that is France, Portugal, Greece, The Netherlands and Ireland. It is the data that was collected by each partner via an online questionnaire. The data has been analysed together to obtain a median result and presented in graph format.

The structure of this section of the report will follow the structure of the questionnaire, containing sections on:

1. Respondent profile.
2. Experience on validation
3. Barriers to implementing assessment of prior learning
4. Possible Actions
5. Closure

3.2 Respondent target groups and survey participation

Each of the consortium countries had a <u>specific</u> target of respondents for the online questionnaire (see table 1) to help inform the design and development of an up-to-date mechanism for validating informally obtained knowledge, skills and competences to link childminders with support services, in the context of the ERASMUS+ project VALCHILD.

Table 1: Target number of answers per consortium country and project partner

Partner	Country	Target number (baseline scenario)	Target number (good scenario)	Completed Questionnaires
ECI	Ireland	20	25	23
PROMEA	Greece	15	20	16
EC-VPL	Netherlands	25	40	23
IPERIA	France	25	40	60
ESEIMU	Portugal	15	20	15
TOTAL		**100**	**145**	**136**

Some countries did not achieve their targets on the first campaign, and this resulted in a second and third campaign on behalf of the project partners to ensure representation from each country. Both campaigns lead to delays in the delivery of Intellectual Output 1 as identified in the progress report. However, this challenge was overcome by communicating the importance of participation at partner meetings. Through time and effort by each partner country resulted in a successful distribution. The result was that 136 questionnaires were analysed from the 5 partners. (see table 1)

It is evident from the table above that France exceeded their target and therefore the data analysed is slightly disproportionate, however it was agreed that all questionnaires should be analysed and therefore, the graphs and analysis will extract country specific data.

3.0 Field Research Results

3.1 Overview

This section presents the results from the survey questionnaires that were distributed among our target group.

Given the transnational dimension of the project and recognising the significance of country – specific systems in the VNIL provision, this chapter analyses the survey results across the 5 partner countries and extracts country – specific data.

3.2 Respondents profile

The first question of the survey was to ascertain the country of residence of the respondent. Each of the partner countries had a result of 100% response from residents within their respective countries. It was part of the methodology that scope of countries participating in the field research would be widened to other EU countries if the minimum number of respondents was not achieved. This was not necessary.

3.2.1 Job Function

This was to establish the profile of the respondents across the stakeholder profile set out in the methodology.

42.6% of the responses came from VET providers of training for early childhood care/childminding (or relative sectors). 33.8% were practitioners in validation of prior learning (non- formal and informal learning) while 8.8% and 9.5% of the responses represented policy makers and childminders respectively. The smallest representation within the target group consortium was employers of childminders and recruiting agencies with 5.1% of the group.

The most represented group within this survey with a total of 76.4% of responses are VET providers and practitioners in validation. These were the main target group for this project as their experience and knowledge of this sector was identified as valuable to the project.

What best describes your job function? (Please choose one answer)

- 33.82%
- 9.56%
- 42.65%
- 8.82%
- 5.15%
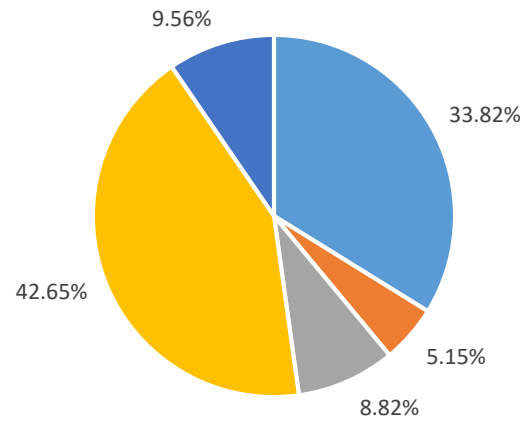
■ Practitioner in validation of prior learning (non-formal and informal learning)

■ Childminders' employer and recruiting agency

■ Policy maker /regulator/ national certified body

■ VET provider of training for early childhood and care/ childminding (or relative sectors)

■ Childminder

What best describes your job function? (Please choose one answer)

Legend: THE NETHERLANDS · GREECE · PORTUGAL · FRANCE · IRELAND

Categories (top to bottom):
- Childminder
- VET provider of training for early childhood and care/ childminding (or relative sectors)
- Policy maker /regulator/ national certified body
- Childminders' employer and recruiting agency
- Practitioner in validation of prior learning (non-formal and informal learning)

3.2.2 Experience

This question was to ascertain the experience of validation from the respondents. The experienced nature of the group should be borne in mind when considering later aspects of the report. Previous research in the UK has indicated that experience is often associated with confidence in professional practice (Georgeson et al., 2014a).

Overall 85% of respondents answered positively to having experience in assessing/validating prior learning with a mere 15% answering 'no'.

This result is representative of the profile of the respondents in the previous question with 76.4% of the respondents having a validation background.

Do you have experience in assessing/ validating prior learning?
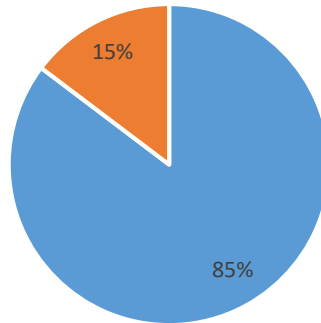
- YES
- NO

Ireland has the least amount of experience of assessing/validating and this could be attested to the lack of VNIL systems within the Irish sector. The other partner countries had a large amount of experience with an average of 87% answering 'yes' to this question. This could be explained by the fact that there are some developed systems of validation within these countries.

Do you have experience in assessing/ validating prior learning?
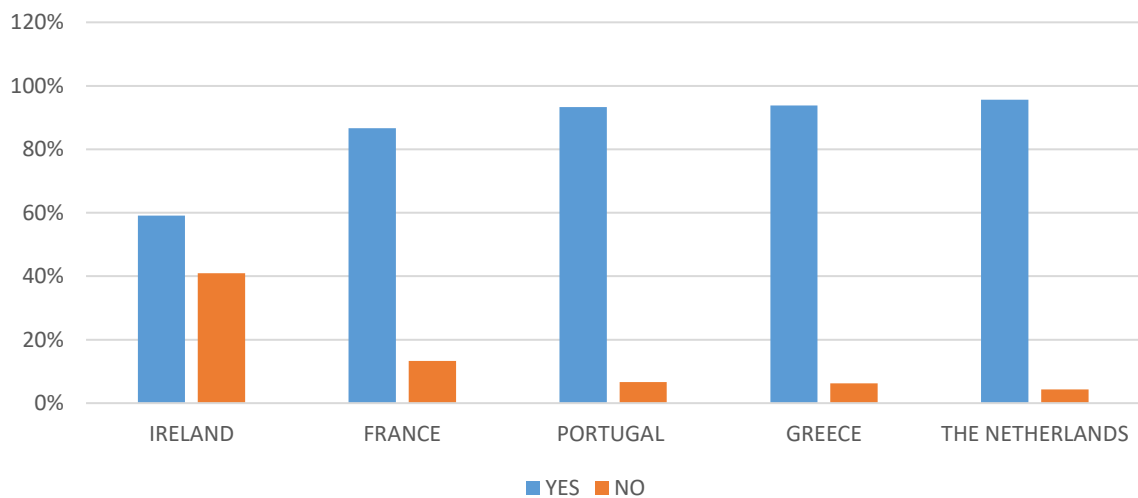
- YES
- NO

3.2.3 Familiarity with best practices

This question directly relates to how familiar respondents were with best practices with assessing/validating prior learning. Overall 87% of respondents acknowledged their familiarity with these systems.

Are you familiar with best practices in assessing/ validating prior learning

12.50%

87.50%

■ YES ■ NO
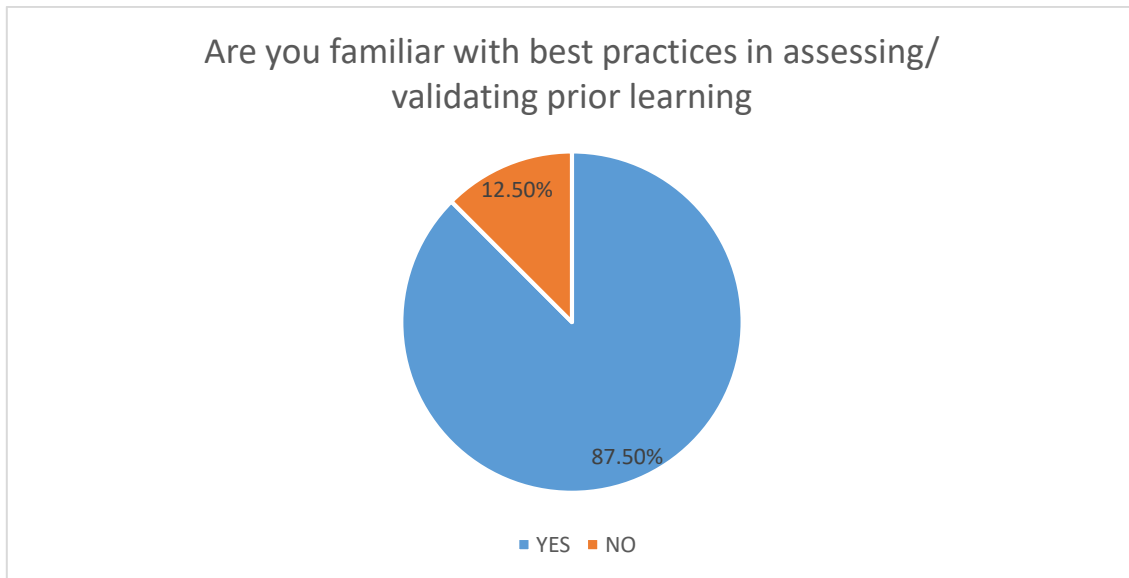
Ireland and The Netherlands were split 50:50 in their response while the other three partner countries (France, Greece and Portugal) all expressed positively to their familiarity with best practices in assessing.

Do you have experience in assessing/ validating prior learning?

■ IRELAND ■ FRANCE ■ PORTUGAL ■ GREECE ■ THE NETHERLANDS
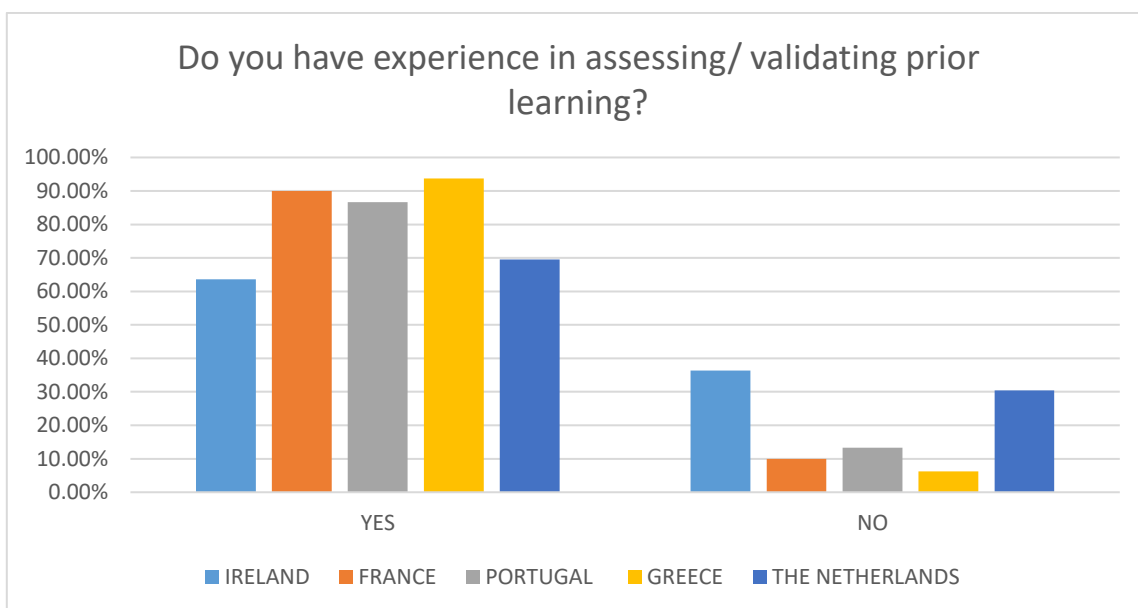
3.2.4 Barriers to implementing assessment of prior learning

In this section of the survey, the respondents were asked to rate the significance of the following statements as barriers to implementing assessment of prior learning in each country.

Their answers were rated on a scale of 1 – 5, 1 being seen as a very insignificant barrier and 5 as a very significant barrier.

The first statement was relating to the lack of awareness from the general public of the prior learning validating possibilities.

Overall a response of 59.4% (81 respondents) felt that this was a very significant barrier or significant barrier with 22.7%, 8% and 1.4% listed further down the rating scale as being insignificant barriers.

Lack of awareness from the general public of the prior learning validating possibilities.

1.47% 8.09%
37.50%
22.79%
22.06%

- 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier
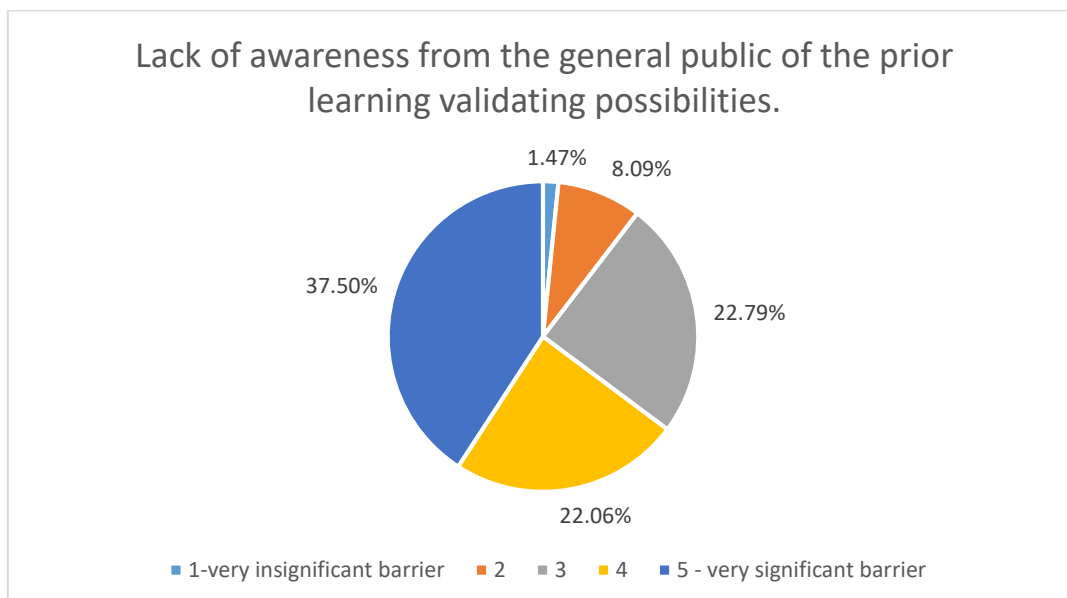
The following graph showcases how each country responded. Ireland, Greece, Portugal and The Netherlands all felt that this was a significant barrier however France did not see it as a significant barrier with their respondents rating 3 (34.9% - 21 respondents) as the highest for this question. This may be due to France having an established system of assessment in place and therefore more people are aware of it. While in the other countries this is a new and growing concept which is developing at different rates.

Lack of awareness from the general public of the prior learning validating possibilities.
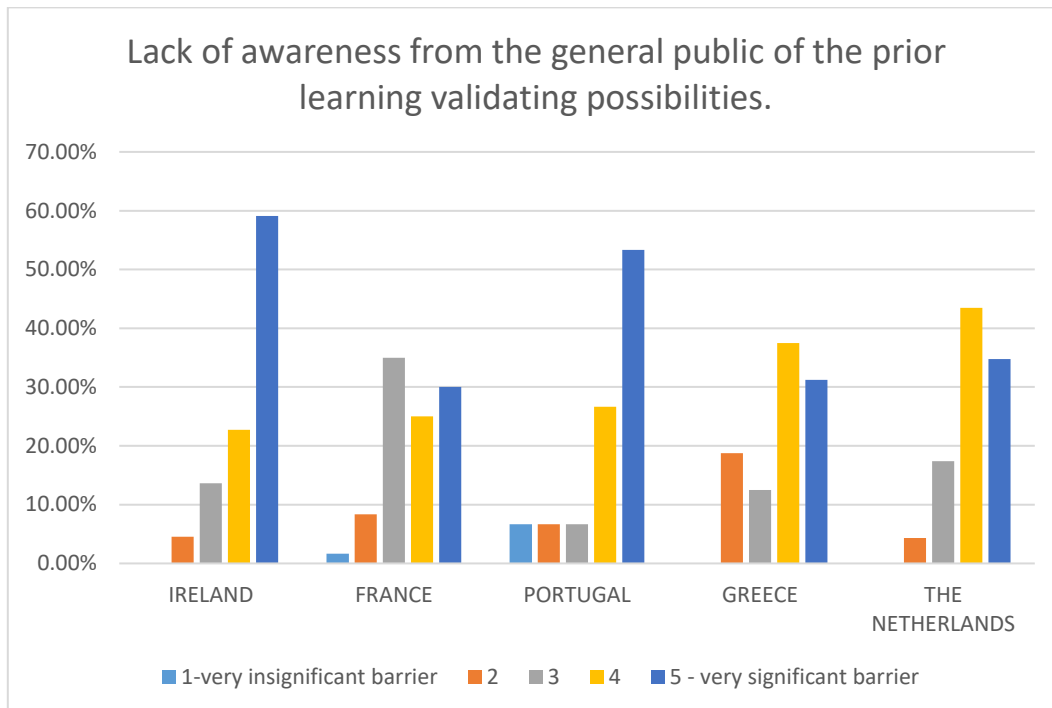
This statement looks at the possibility and the benefits of the VNIL and the low awareness of institutions and stakeholders of these possibilities.

Overall a total of 63.8% (87 respondents rating a 4 or 5) felt that this was a very significant or significant barrier with 23.5%, 10.2% and 2.2% saying that it was somewhat of a barrier to a very insignificant barrier.

Low awareness of institutions and stakeholders
regarding possibility and the benefits of VNIL

2.21% 10.29%

26.47%

23.53%

37.50%

■ 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier
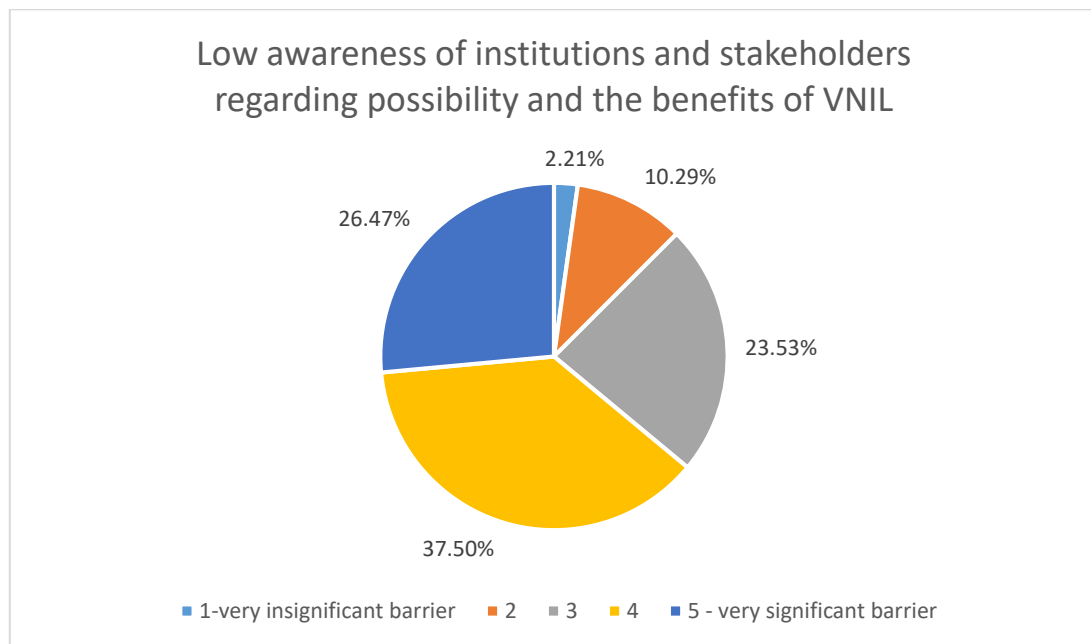
Similarly, to the first statement the response from the France participants indicated that this was not a very significant barrier with their highest rating on the scale as 3 (34.9% - 21 respondents) however Ireland, Greece, Portugal and The Netherlands viewed this as a very significant barrier in each of their respective countries.

Low awareness of institutions and stakeholders regarding
possibility and the benefits of VNIL

■ IRELAND ■ FRANCE ■ PORTUGAL ■ GREECE ■ THE NETHERLANDS
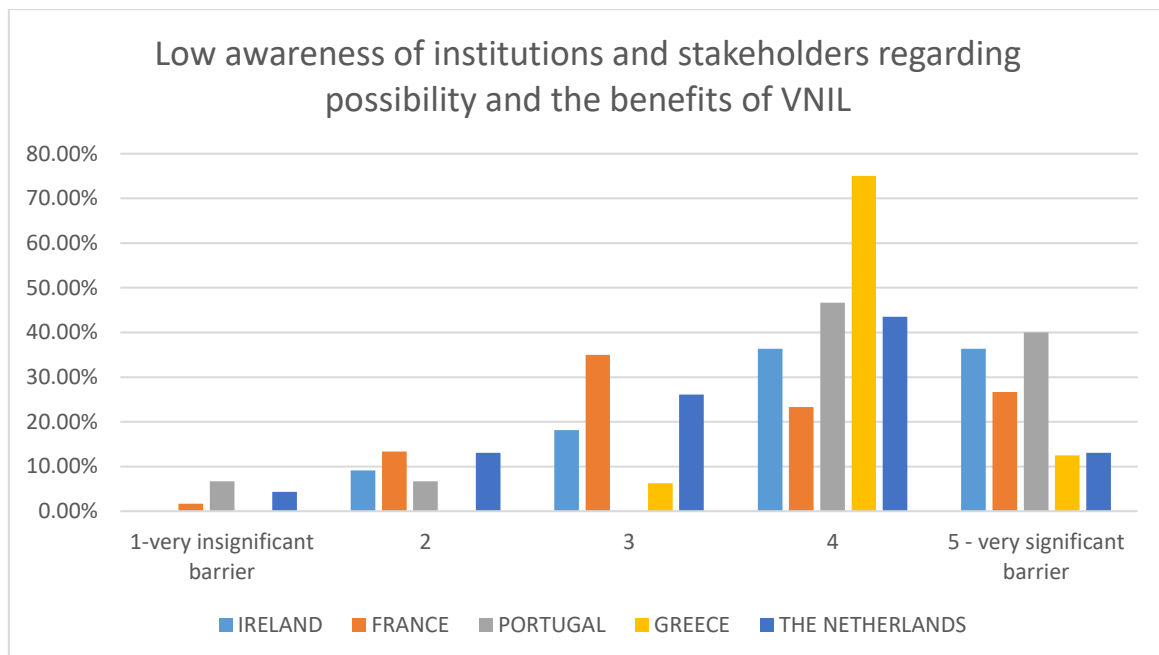
The next statement was related to the VNIL assessments not being aligned with the national qualifications and reference frameworks describing learning outcomes as being a barrier. Interestingly

just over half of the target group in the consortium, 53.6% (73 respondents) identified this as a very significant or significant barrier. 11.7% (16 respondents) felt that this was a very insignificant barrier while 19.1% (26 respondents) and 15.4% (21 respondents) identified it as an insignificant barrier and somewhat of a barrier respectively.

VNIL assessments not aligned with national qualifications and reference frameworks describing learning outcomes

- 11.76%
- 19.12%
- 15.44%
- 30.15%
- 23.53%

■ 1-very insignificant barrier   ■ 2   ■ 3   ■ 4   ■ 5 - very significant barrier
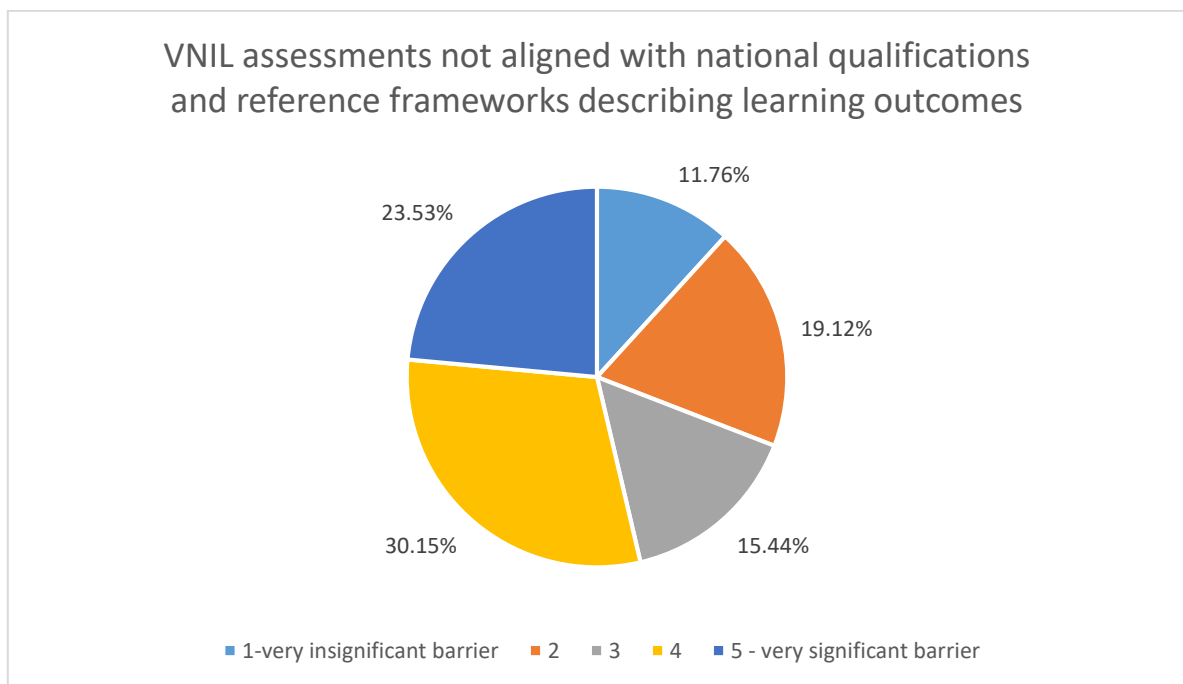
Again, a similar response from Ireland, Portugal, Greece and The Netherlands rating this question between a score of 4 and 5. While France identified this as an insignificant barrier with 33.3% (20 respondents) giving this statement a rating of a 2.

VNIL assessments not aligned with national qualifications and reference frameworks describing learning outcomes
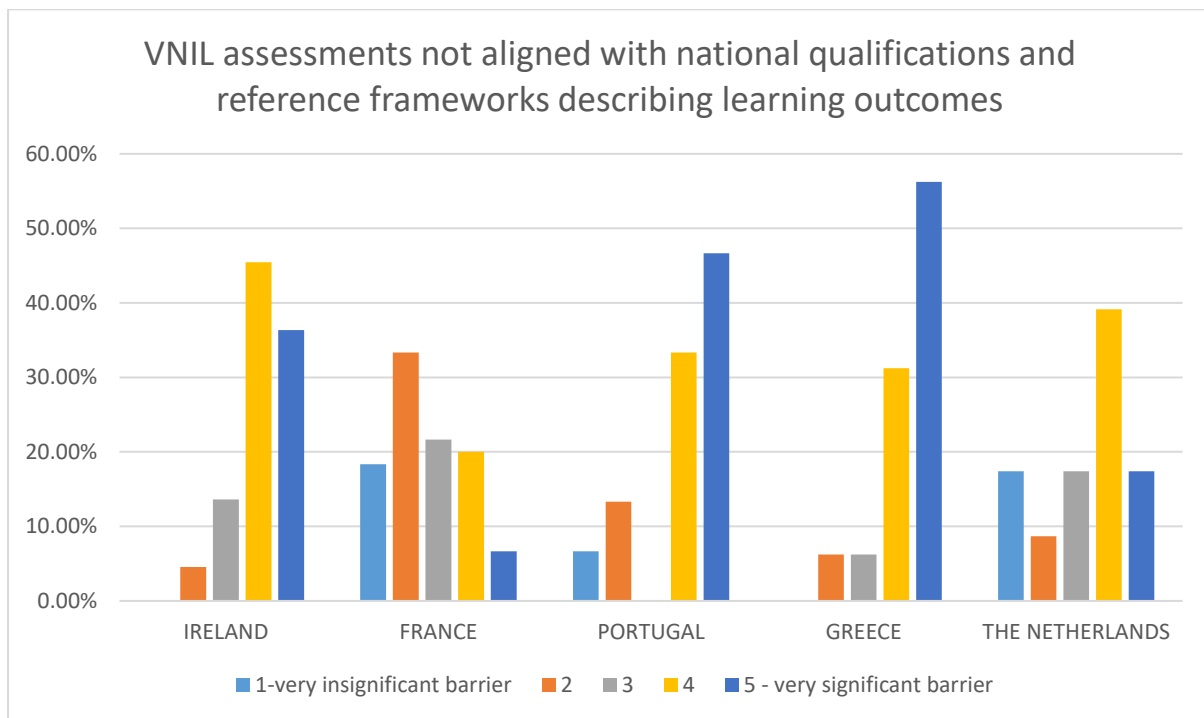
This statement relates to the integration of the VNIL with frameworks for education and training systems. Again, over half of the target group in the consortium agreed that this was seen as a very significant or significant barrier with a total of 56.3% (77 respondents). Only 6.6% (9 respondents) viewed it as a very insignificant barrier while the remaining 13.2% (18 respondents) and 23.5% (32 respondents) rated this at a level 2 and 3 respectively.

Integration of the VNIL with frameworks for education and training systems.
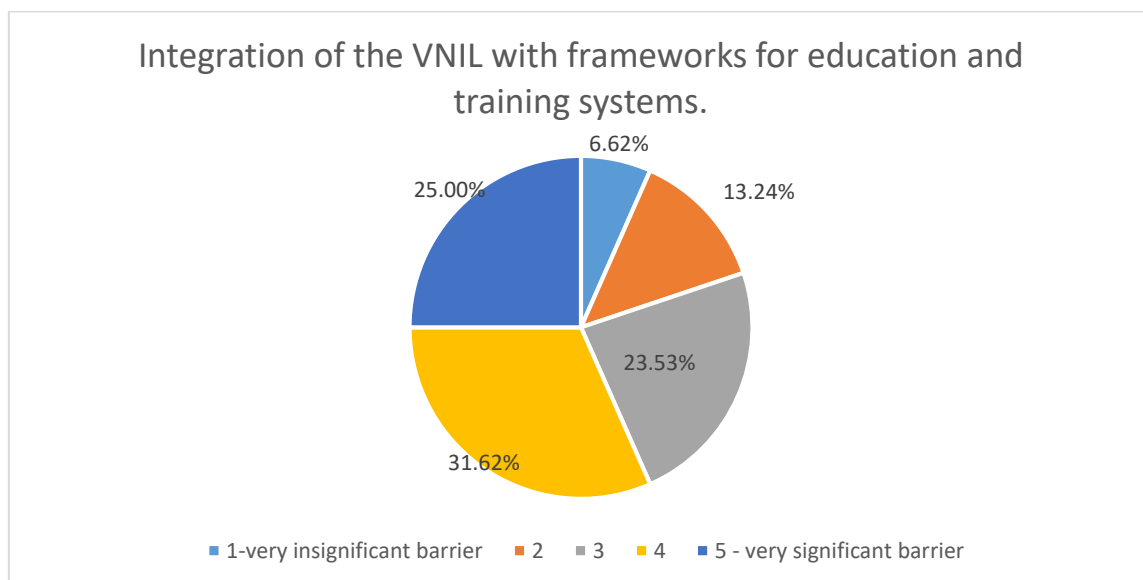
Again, there were no major variations from Ireland, Portugal, Greece and The Netherlands with a rating of 4 and 5 being the most popular answer in each country while France did not view this statement as a barrier with only 8.3% (5 respondents) and 23.2 (14 respondents) rating this as 5 and 4 respectively. The most common answer for France on this statement was a rating of 3 with a result of 41.5% (25 respondents).

Integration of VNIL with frameworks for education and training systems.
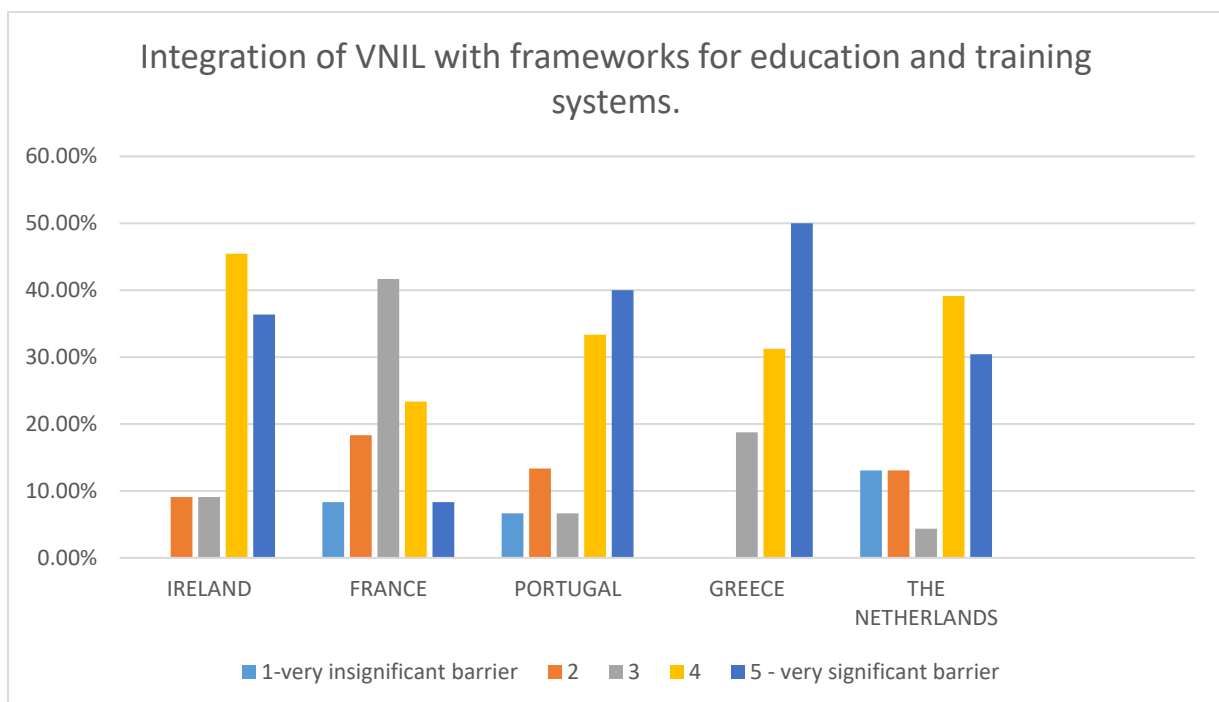
This statement was asking the participants to rate whether they seen the perception that VNIL leads to increased substitution of formal education as a barrier to the assessment of prior learning.

The most popular rating of the target group consortium for this statement was a level 3 with 28.6% (39 respondents) viewing this as somewhat of a barrier with 27.9% (38 respondents) rating it at a 4

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and considering it to be a significant barrier. The lowest percentage of 8.8% (12 respondents) viewed this as very significant barrier.

Validation stakeholders' perception that VNIL leads to increased substitution of formal education.

- 1-very insignificant barrier
- 2
- 3
- 4
- 5 - very significant barrier

8.82%
15.44%
19.12%
28.68%
27.94%
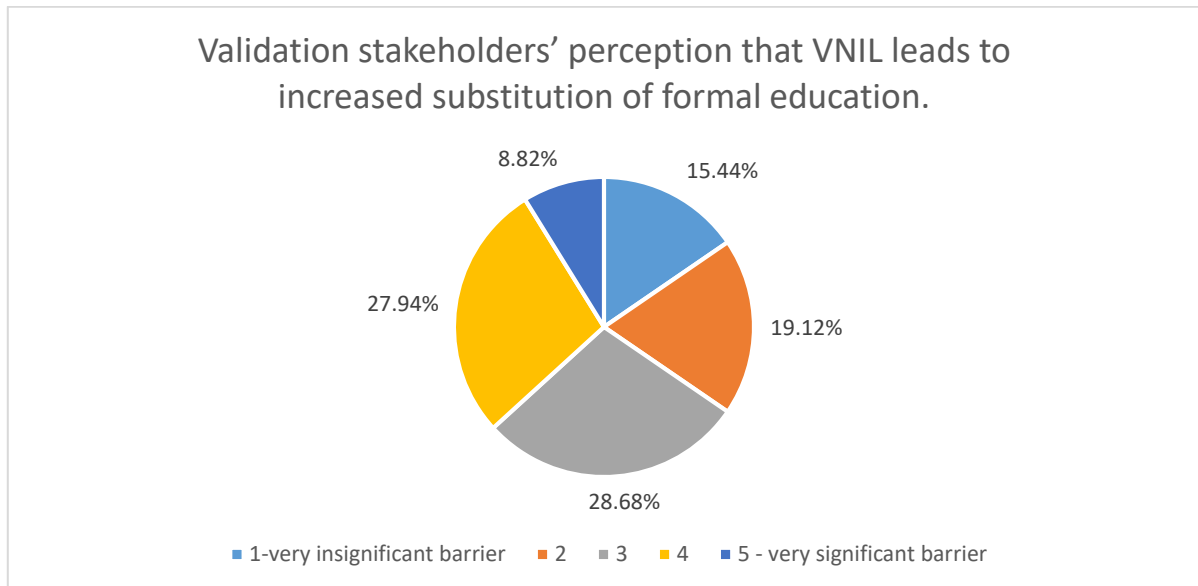
There were quite a few variations between the partner countries in relation to this statement with Ireland's lowest percentage of no respondents rating this a very insignificant barrier while in the Netherlands no respondents viewed this as a very significant barrier with 0 rating 5. The highest rating for Ireland was a rating of a 4 (39% - 9 respondents) which indicated that they viewed this as a significant barrier while both Greece and Portugal agreed and rated 4 as their highest rating. France however, did not see this as a barrier and their highest rating of 28.3% (17 respondents) rated this statement as a 1, a very insignificant barrier.

Validation stakeholders' perception that VNIL leads to increased substitution of formal education.

Legend: ■ 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier
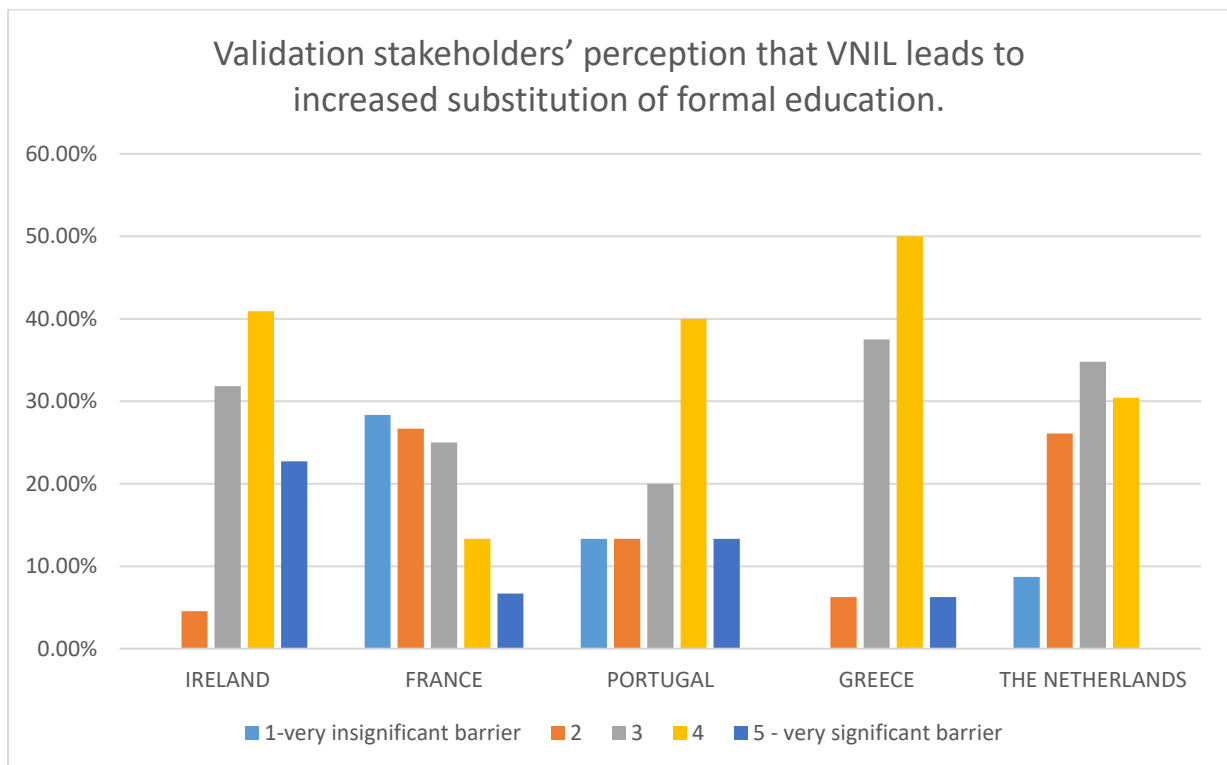
This statement asked about the general public's perception of the proven benefits (monetary and non-monetary) of the recognition of their knowledge and competencies. 52.9% (72 respondents) rated this as a significant and very significant barrier to implementing assessment of prior learning. The highest rating in each country was 4, a significant barrier and the lowest rating was 1 and 2 for all partner countries.

General public's perception of the proven benefits (monetary or non-monetary) of the recognition of their knowledge and competences.

- 1-very insignificant barrier
- 2
- 3
- 4
- 5 - very significant barrier

General public's perception of the proven benefits (monetary or non-monetary) of the recognition of their knowledge and competences.

- 1-very insignificant barrier
- 2
- 3
- 4
- 5 - very significant barrier
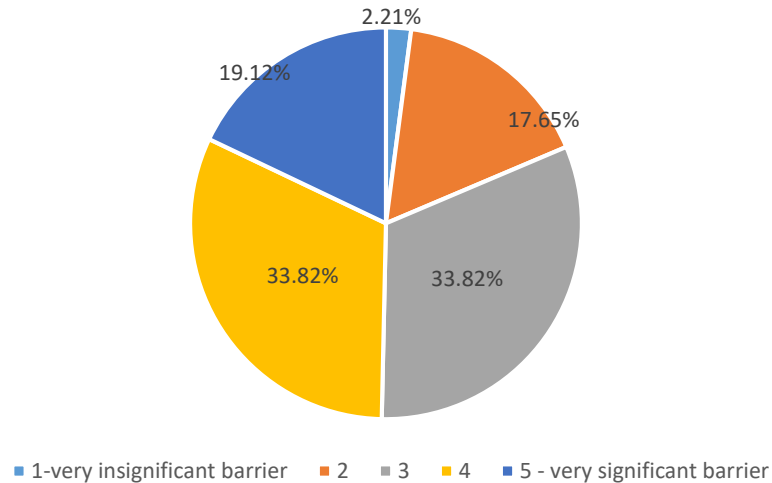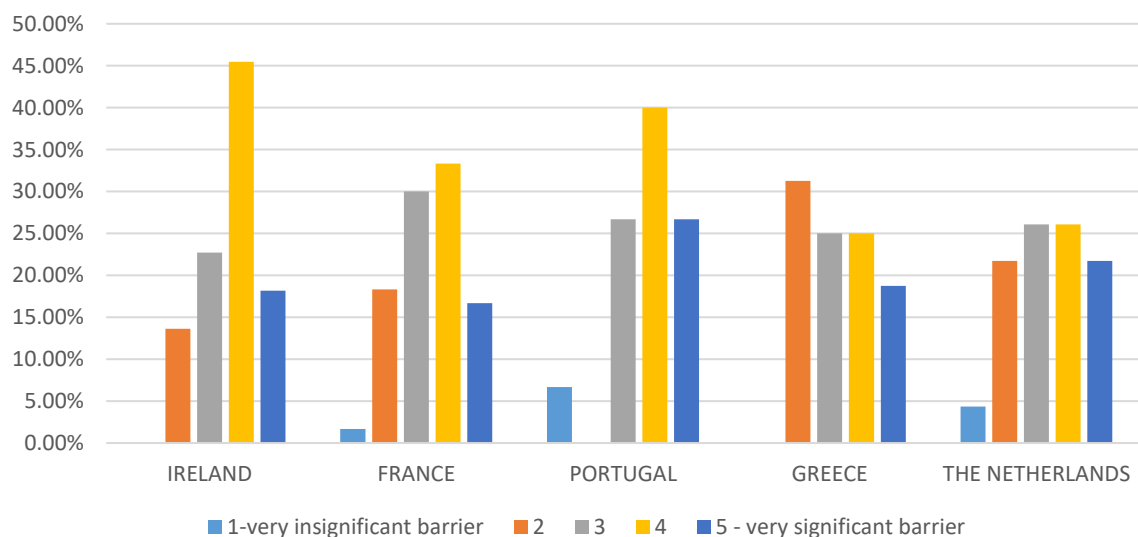
This statement asked about the complexities of the validation processes in each country. A significant percentage of 60.9% (83 respondents) viewed this as significant or very significant barrier across all 5 partner countries.
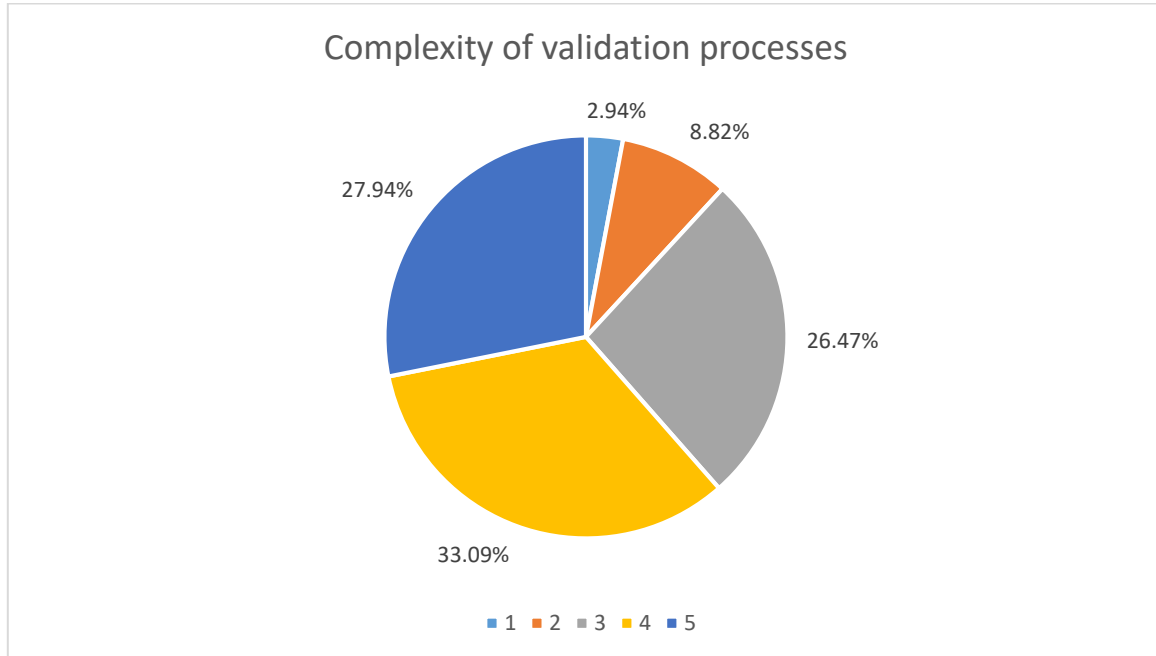
The partner results show little variations in their responses with 4 and 5 receiving the most responses and 1 and 2 receiving the lowest.
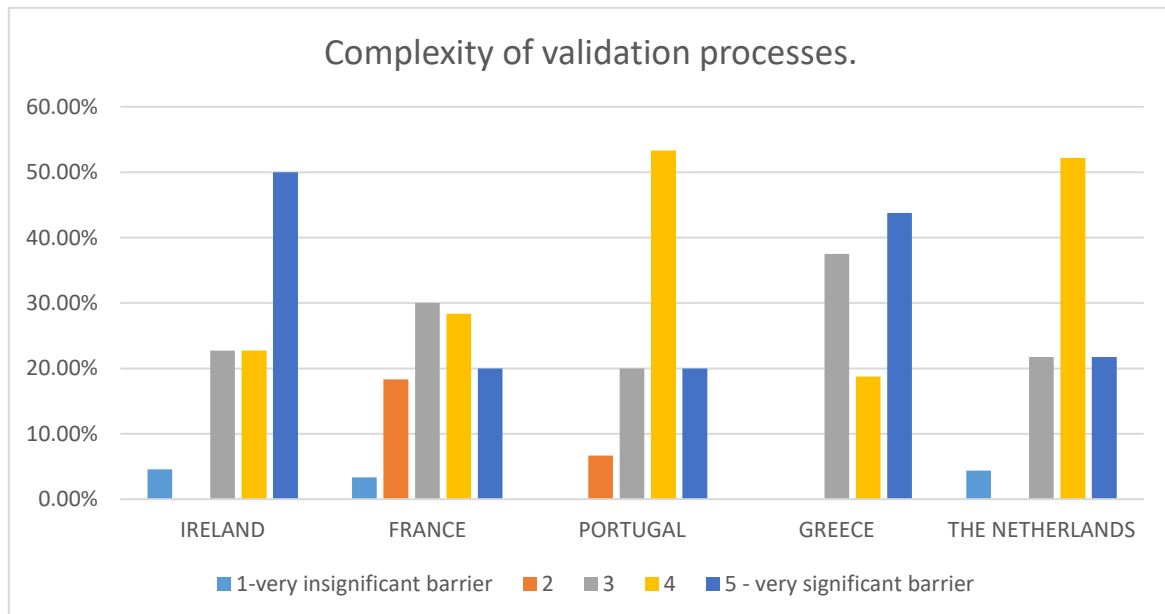
The next statement asked if the respondents viewed the multiple governmental departments involved in VNIL and procedures as significant or insignificant barriers to the implantation of assessment of prior learning. 19.1% (26 respondents) and 26.4% (36 respondents) viewed this as a significant or very significant barrier while the highest rating overall was a 3 with 30.8% (42 respondents) viewing this as somewhat of a barrier. The remaining 7.3% and 16.1% rated this as a very insignificant and insignificant barrier respectively.
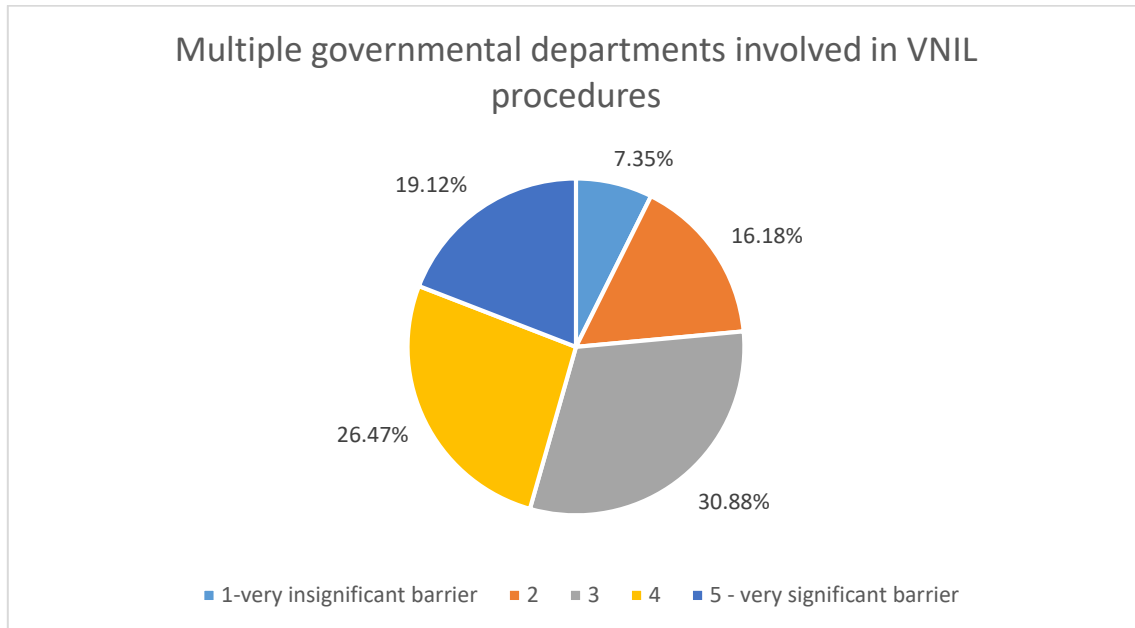
The main differences between the countries is The Netherlands evenly viewed this statement as a very insignificant barrier and insignificant barrier with a 30.4% result for both while the remaining partner countries scored this statement as a significant and very significant barrier.
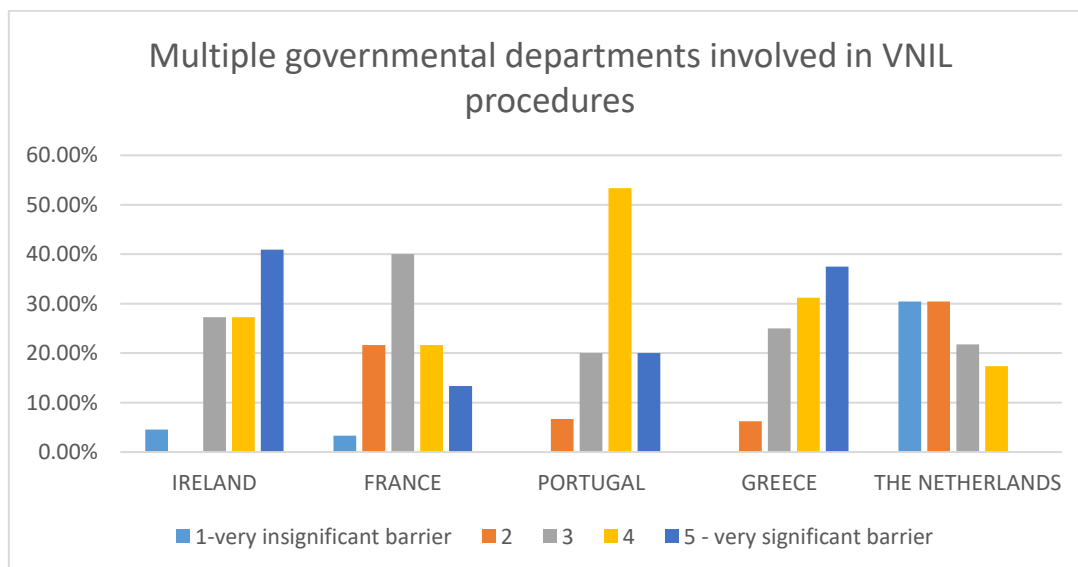
The next statement looks at the lack of support and involvement by social partners.

36.2% (49 respondents) and 16.1% (22 respondents) viewed this as a significant or very significant barrier while the lowest rating overall was even between 1 and 2 with an equal 8.8% viewing this as an insignificant barrier. The remaining 22% rated this as somewhat of a barrier.

Lack of support and involvement by social partners

8.09%
8.82%
22.06%
36.03%
16.18%

■ 1-very insignificant barrier   ■ 2   ■ 3   ■ 4   ■ 5 - very significant barrier
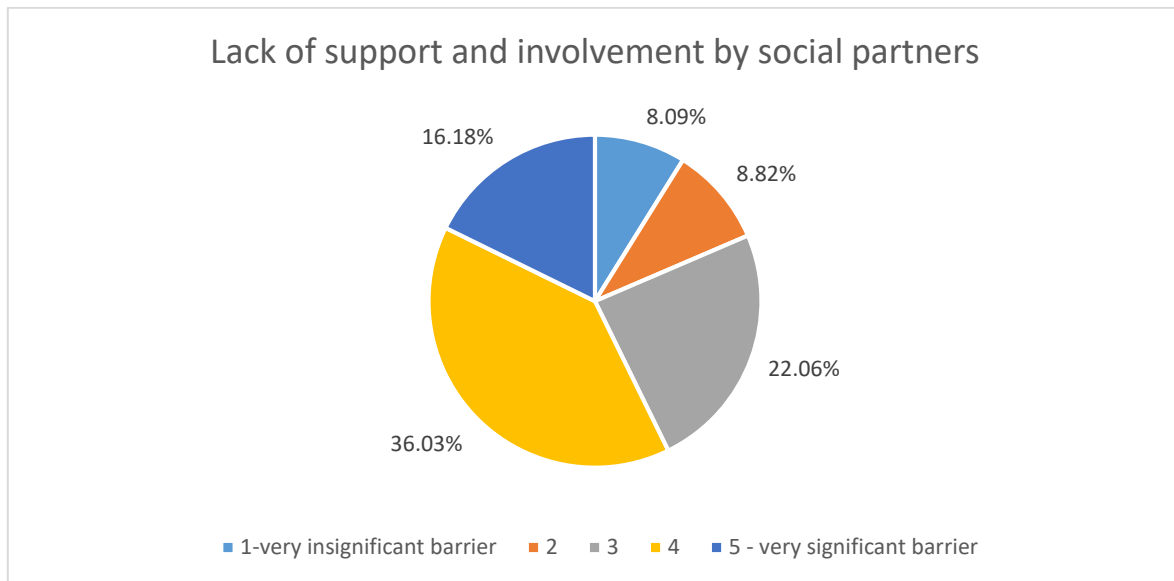
Again with this question, The Netherlands evenly viewed this statement as a somewhat of a barrier and a significant barrier with no scores to rating 5 so they did not view this as being a very significant barrier. This is in contrast to the median of all other partner countries. The Netherlands again scored the highest rating of 1 to this statement and viewed this as a very insignificant barrier with a score of 34.7% (8 respondents) with the other partner countries similar in their ratings from somewhat of a barrier to a very significant barrier.

Lack of support and involvement by social partners.
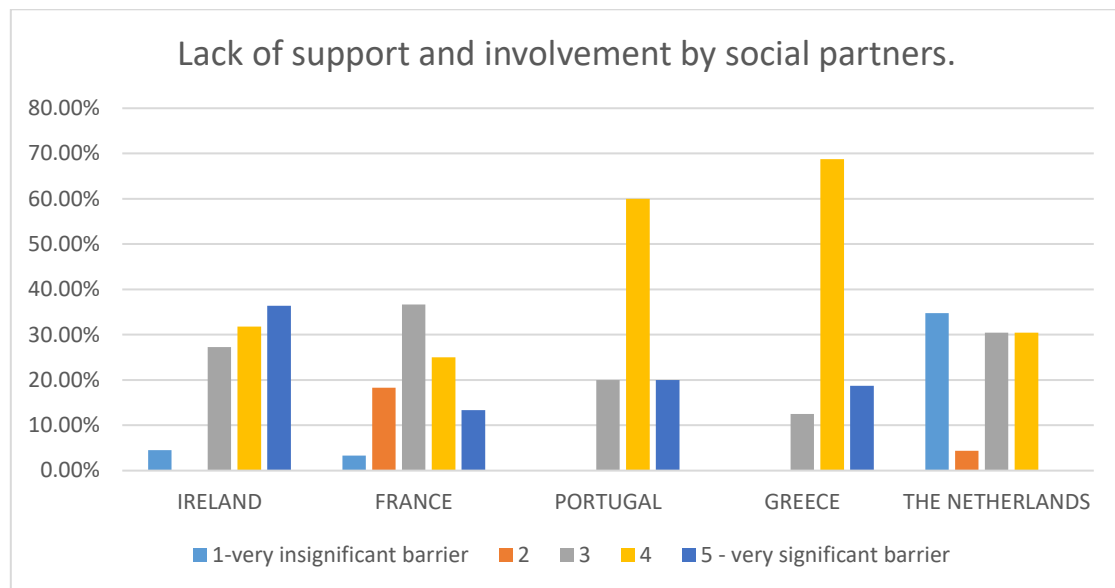
The next statement looks at the lack of financial motivation for training institutions to pursue VNIL progress as a potential barrier to assessment of prior learning.

27.9% (38 respondents) and 28.6% (39 respondents) viewed this as a very significant barrier or a significant barrier respectively while the lowest rating of 1, a very insignificant barrier, scored 11.0% (15 respondents and equally a rating of 2 scored 11.0% (15 respondents). A rating of 3 was one of the highest responses with a score of 27.2% (37 respondents) and therefore viewing thismstatement as somewhat of a barrier.

Lack of financial motivation for training institutions to pursue VNIL progress
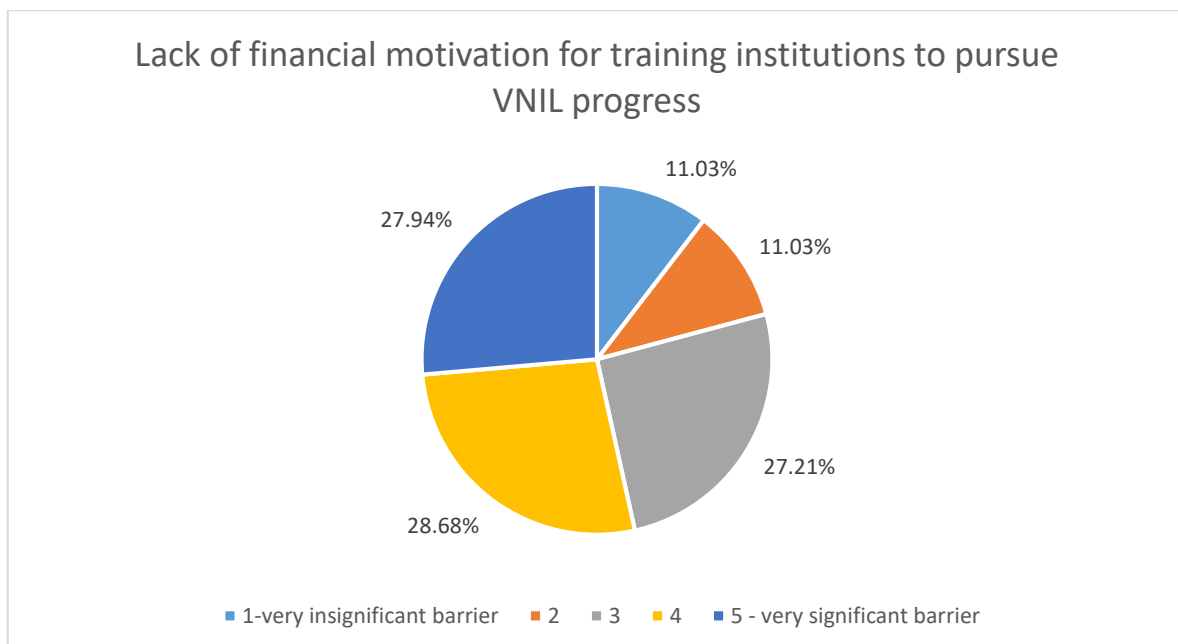
There were some variations between the partner countries which may be directly related to the amount of funding available within each country. Ireland and Portugal both scored this as a very significant barrier with 52% (12 respondents) and 46.6% (7 respondents) scoring this as a rating 5. The remaining 3 partner countries viewed this as either somewhat of a barrier or a significant barrier. All partner countries identified this statement as a barrier of some description.
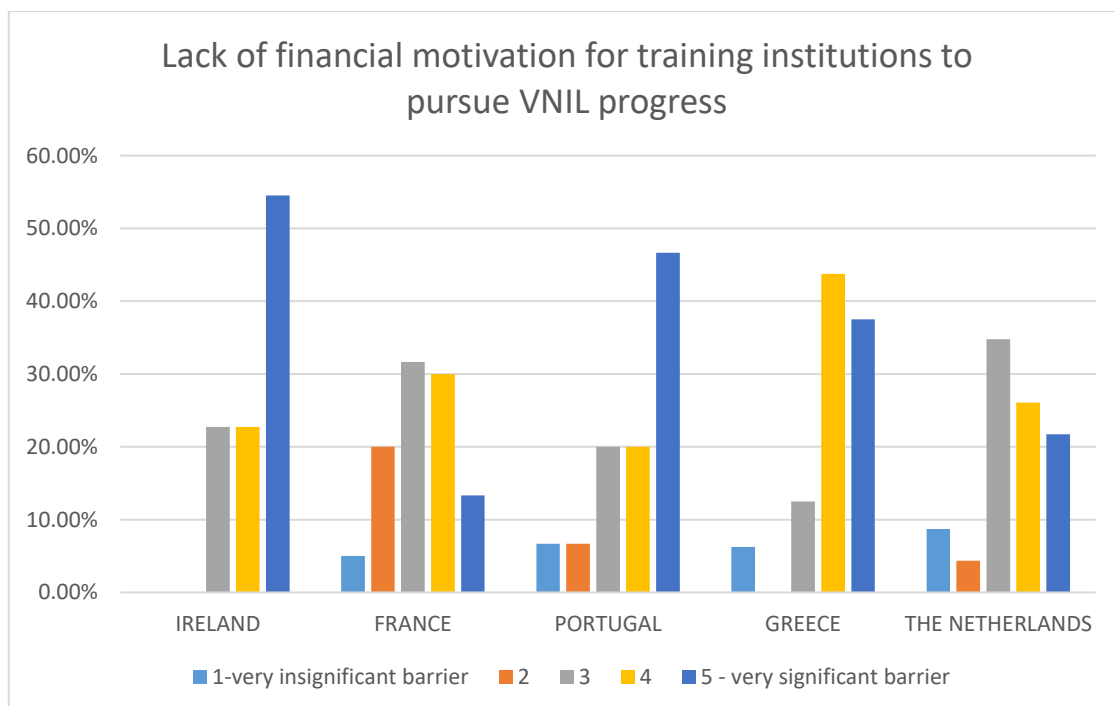
The next statement asks the respondents to rate whether they feel that employers not encouraging validation procedures, for fear of wage claims, as a barrier.

28.6% (39 respondents) and 27.2% (37 respondents) viewed this as a significant barrier or somewhat of a barrier respectively while the lowest rating of 1, a very insignificant barrier, scored 10.2% (14 respondents).

15.4% (21 respondents) scored a rating of 2 while only 17.6% (24 respondents) scored this as a very significant barrier.

Employers do not encourage validation procedures, for fear of wage claims

10.29%
15.44%
27.21%
28.68%
17.65%

- 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier
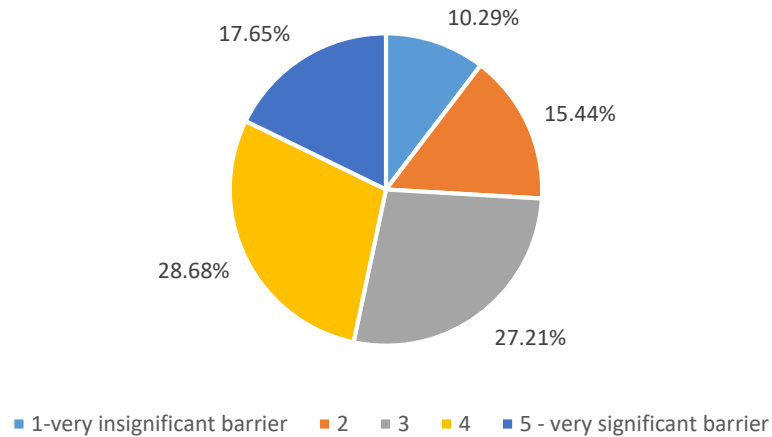
The results were similar between Ireland, France, Portugal and Greece with each partner country viewing this statement as a significant barrier or a very significant barrier. The Netherlands however, did not rate this statement as a very significant barrier with 0% scoring this rate. The highest ratings for the Netherlands were spread between 3, somewhat of a barrier with a score of 39.1% (9 respondents) and a rating of 1 which scored 26% (6 respondents), therefore viewing this as a very insignificant barrier.

Employers do not encourage validation procedures, for fear of wage claims

THE NETHERLANDS
GREECE
PORTUGAL
FRANCE
IRELAND

0.00% 5.00% 10.00% 15.00% 20.00% 25.00% 30.00% 35.00% 40.00% 45.00% 50.00%

- 5 - very significant barrier ■ 4 ■ 3 ■ 2 ■ 1-very insignificant barrier

57
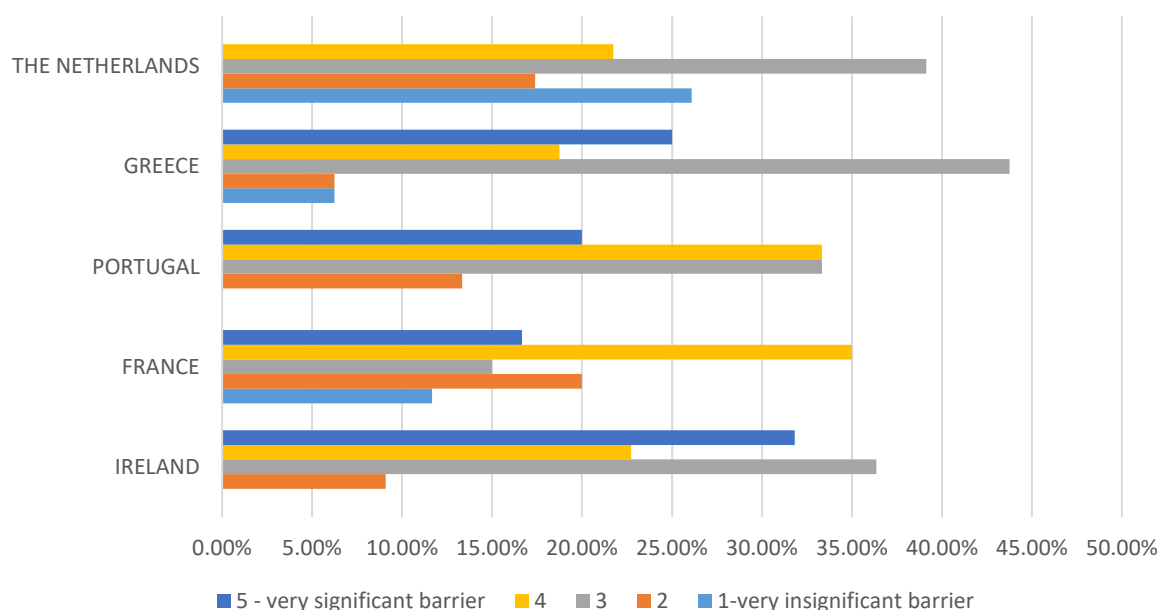
The next statement asks the respondents if they feel that candidates dropping out of validation processes following the award of partial qualifications by assessment panels is viewed as a barrier to implementing assessment of prior learning.

Overall the highest rating within the target group consortium was a rating of 3, somewhat of a barrier with a score of 39.7% (54 respondents) and a rating of 4, significant barrier scoring a close second highest result of 31.6% (43 respondents)

Again, the lowest rating of 1, a very insignificant barrier scored a mere 5.4% (7 respondents) and a rating of 2 and 5 surprisingly scored a similar result of 11% (15 respondents) and 12.4% (17 respondents) respectively.
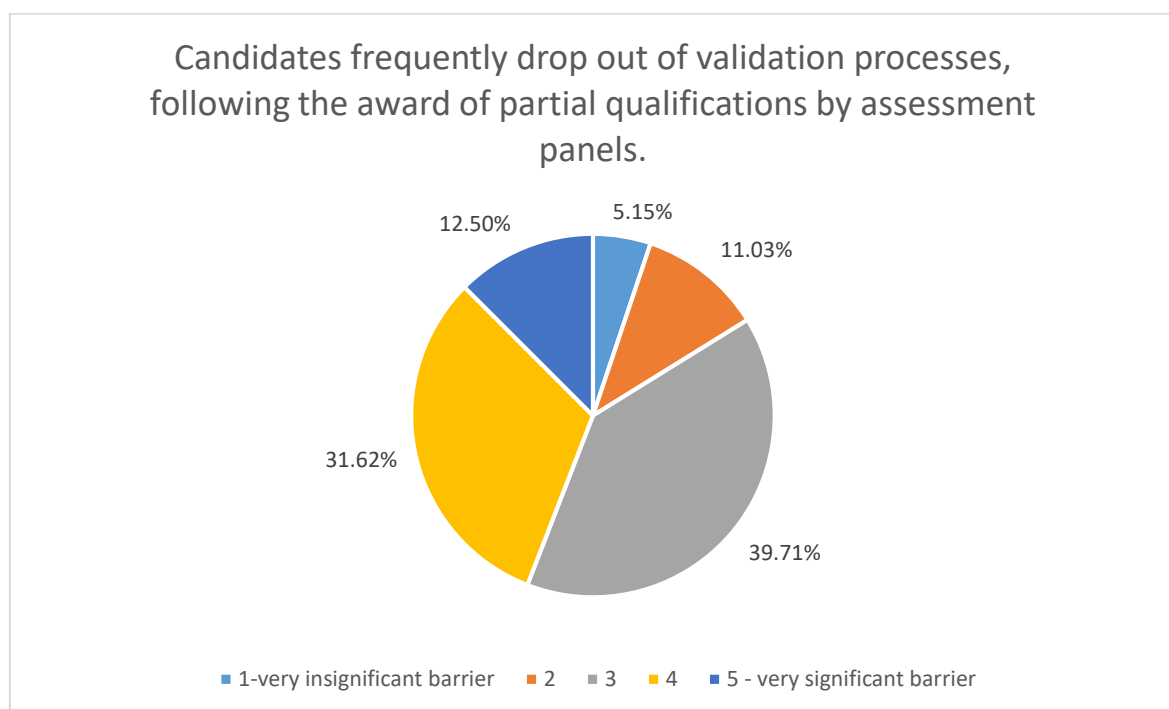
As with the previous statement, the Netherlands did not view this statement as a very significant barrier with 0% scoring a rating of 5. However, 3 partner countries, Ireland, Greece and The Netherlands viewed it as somewhat of a barrier with a rating of a 3 scoring the highest in all 3 countries.

Candidates frequently drop out of validation processes, following the award of partial qualifications by assessment panels.

Legend: ■ 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier
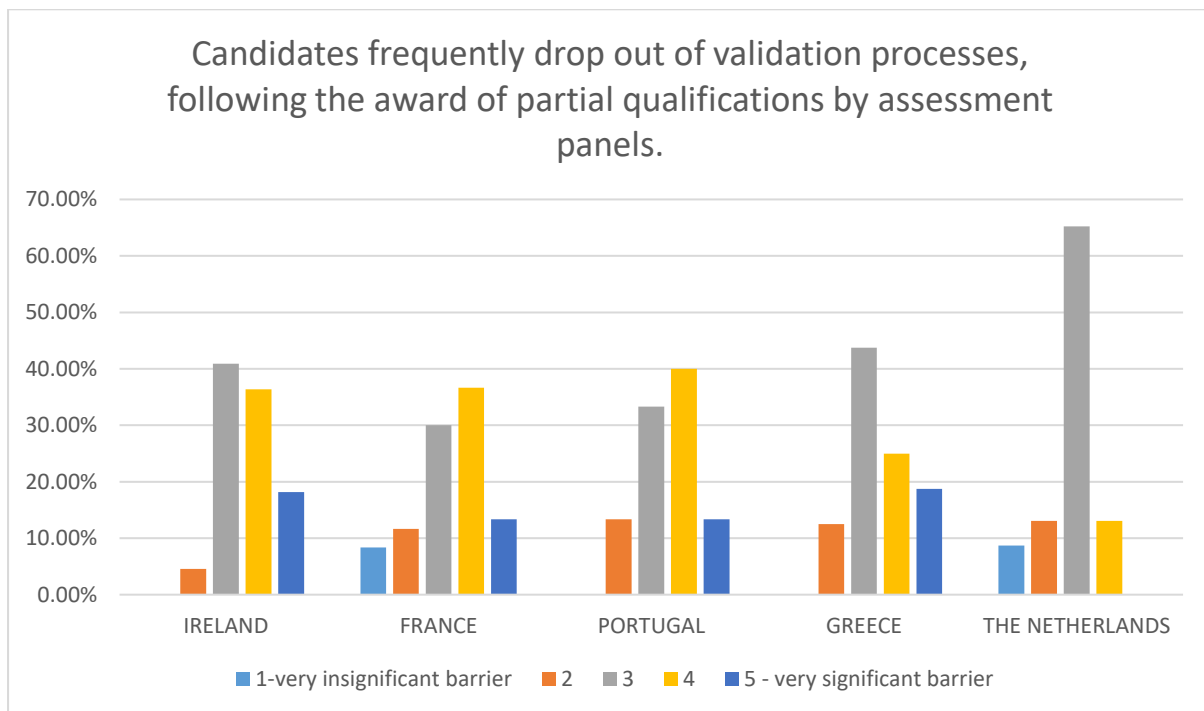
The next statement looks at the difficulty of developing ICT-based assessments that capture dimensions of non-formal and informal learning.

Overall the highest rating within the target group consortium was a rating of 4, which meant that most of the respondents across all 5 partner countries felt that this was a significant barrier.

The lowest scoring rating was 1 a very insignificant barrier scoring 8% (11 respondents) and 2 and 5 scoring similar results of 16.9% (23 respondents) and 12.4% (17 respondents) respectively.

Difficulty of developing ICT-based assessments that capture dimensions of non-formal and informal learning

8.09%

18.38%

16.91%

25.74%

30.88%

■ 1-very insignificant barrier   ■ 2   ■ 3   ■ 4   ■ 5 - very significant barrier
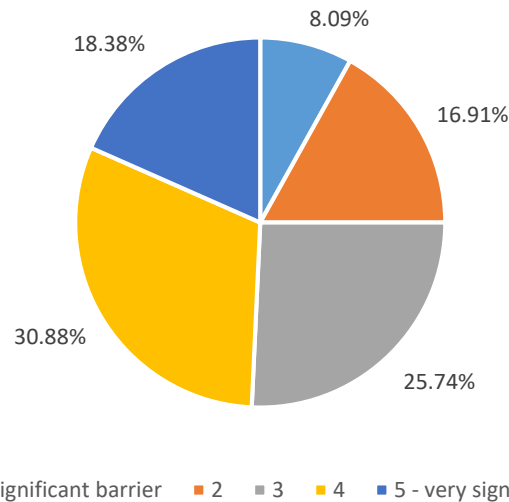
Ireland was the only partner country who rated this as a very significant barrier with a score of 39% (9 respondents) while this completely contrasts with the Netherlands and Greece which rated 5 quite low with 0% (no respondents) and 6.2% (1 respondent) viewing this as a very significant barrier. The remaining partner countries gave their highest rating to 4, a significant barrier with The Netherlands closely behind with a rating of 1 at 26% (6 respondents).

Difficulty of developing ICT-based assessments that capture dimensions of non-formal and informal learning

The next statement looks at the availability of sufficient numbers of competent assessors/validation practitioners in each partner country.

Overall the highest rating within the target group consortium was a rating of 4, which meant that most of the respondents across all 5 partner countries felt that this was a significant barrier.

The lowest scoring ratings were 1, a very insignificant barrier scoring 7.3% (10 respondents) and 5, a very significant barrier with a score of 16.1% (22 respondents). 2 and 3 scored similar results of 23.5% (32 respondents) and 22.7% (31 respondents) respectively.

Availability of sufficient numbers of competent assessors/ validation practitioners
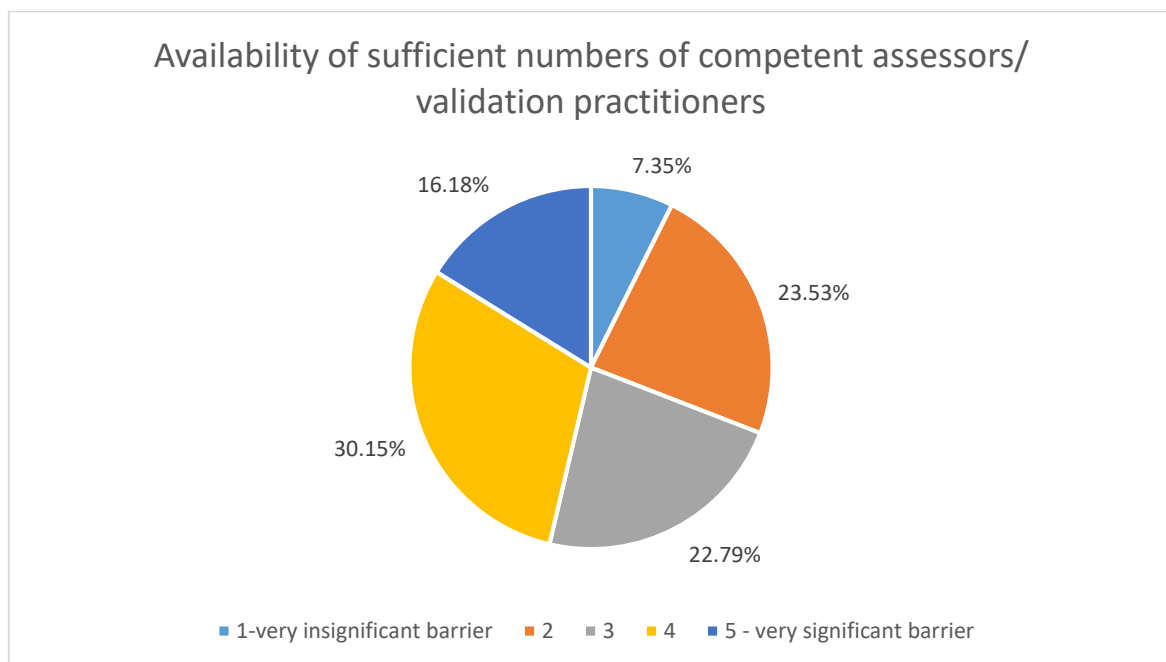
Both Ireland and Portugal viewed this as a very significant barrier with a rating of 5 being their highest score with a score of 39% (9 respondents) and 33% (5 respondents) respectively. The Netherlands and France however rated 5 as their lowest score with 0% and 8.3% (5 respondents). The Netherlands viewed this statement as an insignificant barrier with their highest score rating 2 with 47.8% (11 respondents).   The remaining countries viewed this as somewhat of a barrier or a very significant barrier.
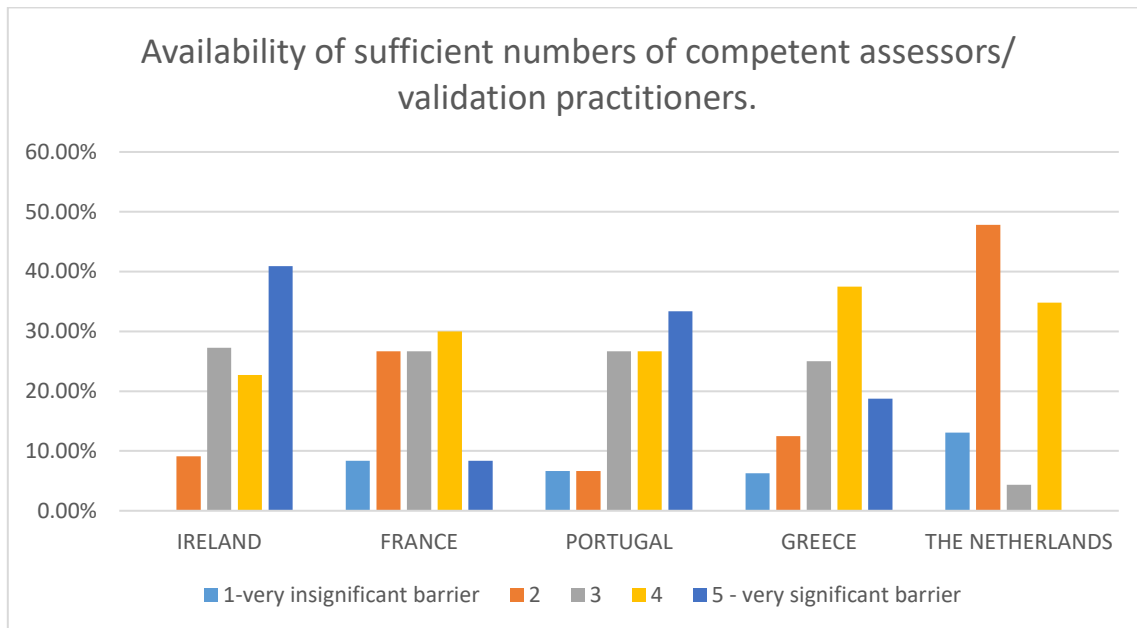
The next statement asks the respondents to rate the lack of a dedicated authority mandated to manage funds for validation purposes as a barrier within this rating scale.

Overall the highest rating within the target group consortium was a rating of 4 (34.5% (47 respondents), which meant that most of the respondents across all 5 partner countries felt that this was a significant barrier.

The lowest scored rating was 1, a very insignificant barrier scoring 8.8% (12 respondents). 17.6% (24 respondents) rated 2 and similarly, 18.3% (25 respondents) rated 5, a very significant barrier.

Lack of a dedicated authority mandated to manage funds for validation purposes

- 8.82%
- 17.65%
- 21.32%
- 34.56%
- 18.38%

■ 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier
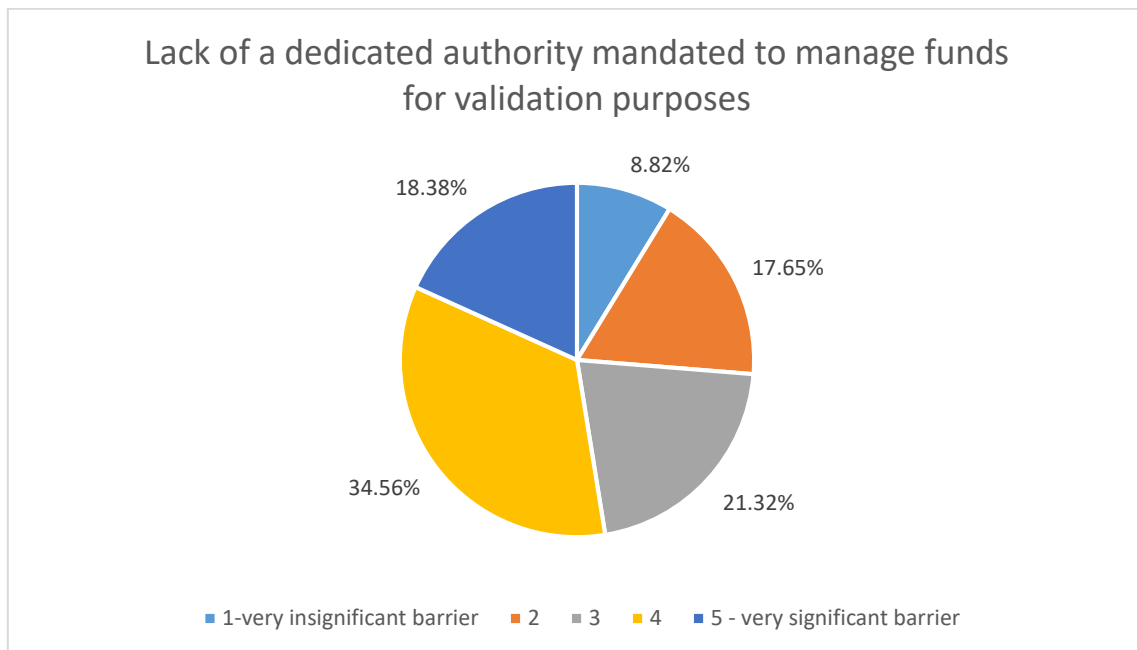
Portugal, Greece and the Netherlands rated 4 their highest score and viewed this statement as a significant barrier. Ireland rated it as a very significant barrier with 47.7% (11 respondents). Ireland (0%), Greece (0%) and Portugal (6.6%) rated this statement as a very insignificant barrier with 1 being their lowest score however both France (9.9%) and The Netherlands (8.6%) identified rating 5, a very significant barrier as their lowest score and therefore not a huge barrier for them.

Lack of a dedicated authority mandated to manage funds for validation purposes

■ 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier
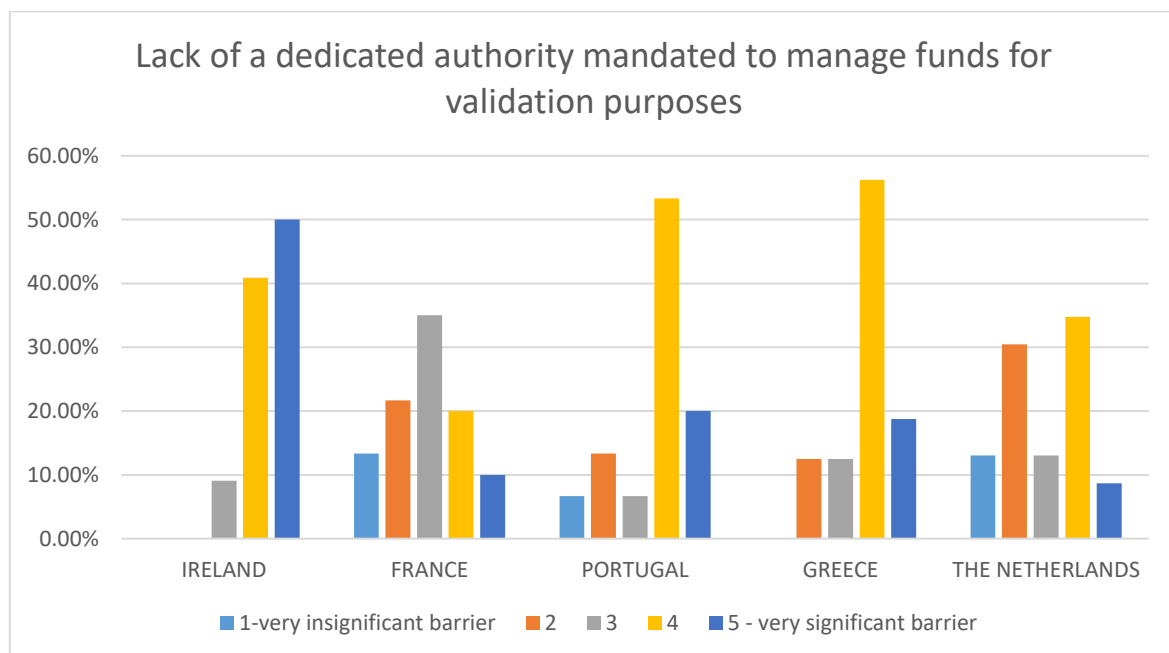
The next statement looks at the lack of funding towards validation purposes in each partner country.

Overall the highest rating within the target group consortium was a rating of 4 (33% (45 respondents), which meant that most of the respondents across all 5 partner countries felt that this was a significant barrier.

The lowest scored rating was 1, a very insignificant barrier scoring 10.2% (14 respondents) with a rating of 2 as a close second scoring 13.2% (18 respondents). 23.5% (32 respondents) rated 3 and similarly, 19.8% (27 respondents) rated 5, a very significant barrier.

Lack of funding towards validation purposes

- 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier
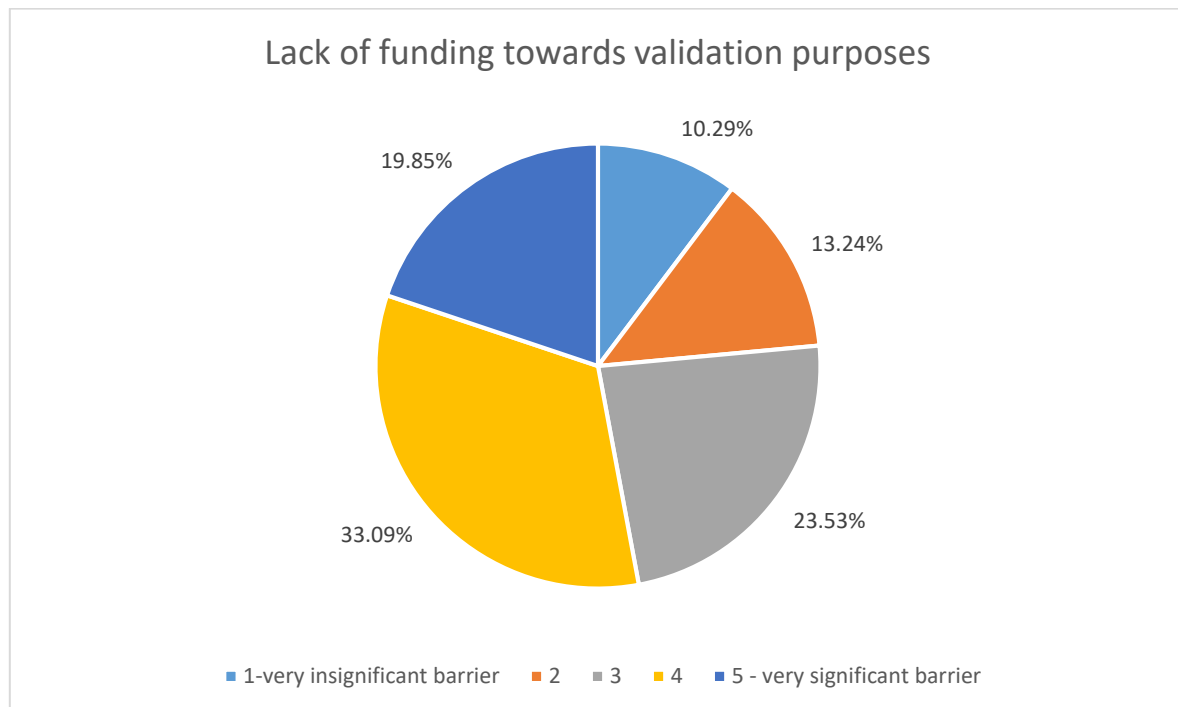
There were little variations between Ireland, Greece, Portugal and The Netherlands with their highest rating as either 4 or 5 which meant they viewed it as a significant or very significant barrier. However, France scored 3 as their highest rating which meant they felt it was only somewhat of a barrier with a rating of 2 a very close second stating that they felt this was seen as an insignificant barrier.

Lack of funding towards validation purposes
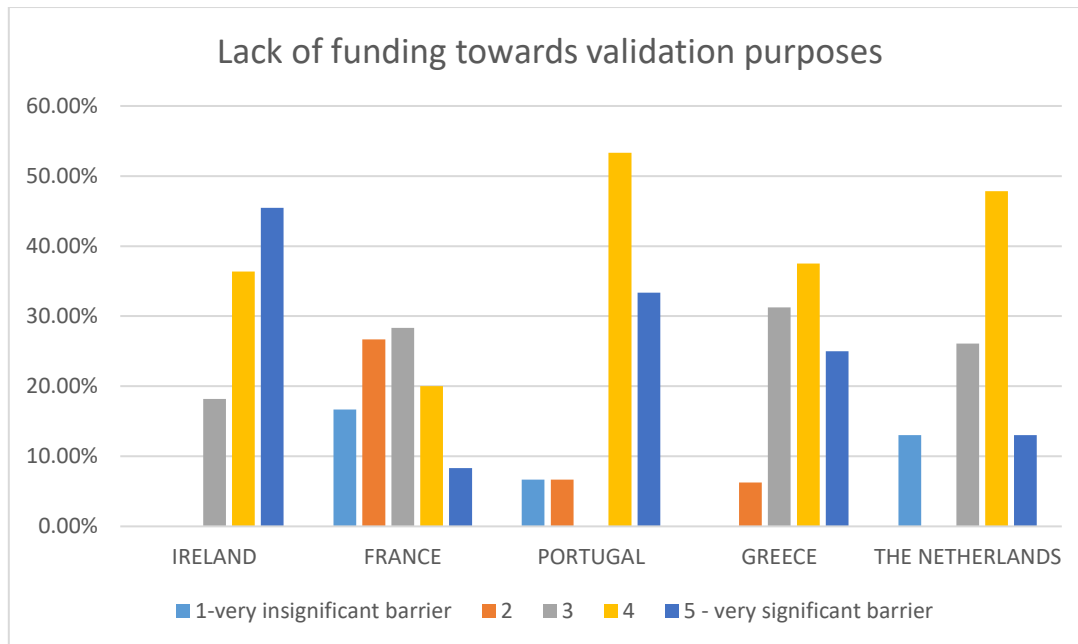
The next statement looks at the difficulty of matching occupational and qualification standards for standard setting organisations.

Overall the highest rating within the target group consortium was a rating of 4 with a score of 31.6% (43 respondents), which meant that most of the respondents across all 5 partner countries felt that this was a significant barrier. The lowest scored rating was 1, a very insignificant barrier scoring 10.2% (14 respondents) with a rating of 5, a very significant barrier as a close second scoring 14.7% (20 respondents). 25.7% (35 respondents) rated 3 as somewhat of a barrier and 17.6% (24 respondents) rated 2, an insignificant barrier.

Standards setting organisations' difficulty in matching occupational and qualification standards.

- 1-very insignificant barrier
- 2
- 3
- 4
- 5 - very significant barrier
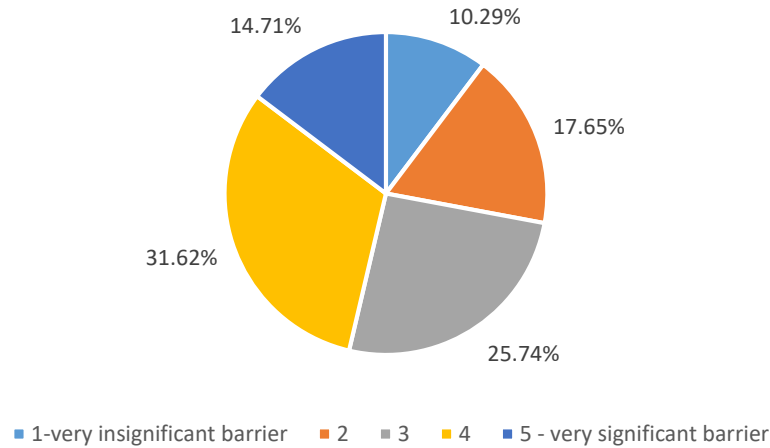
There were little variations between Ireland, Portugal, Greece and The Netherlands with their highest rating as either 4 or 5 which meant they viewed it as a significant or very significant barrier. However, France scored 3 as their highest rating which meant they felt it was only somewhat of a barrier.

STANDARDS SETTING ORGANISATIONS' DIFFICULTY IN MATCHING OCCUPATIONAL AND QUALIFICATION STANDARDS.

- 1-very insignificant barrier
- 2
- 3
- 4
- 5 - very significant barrier
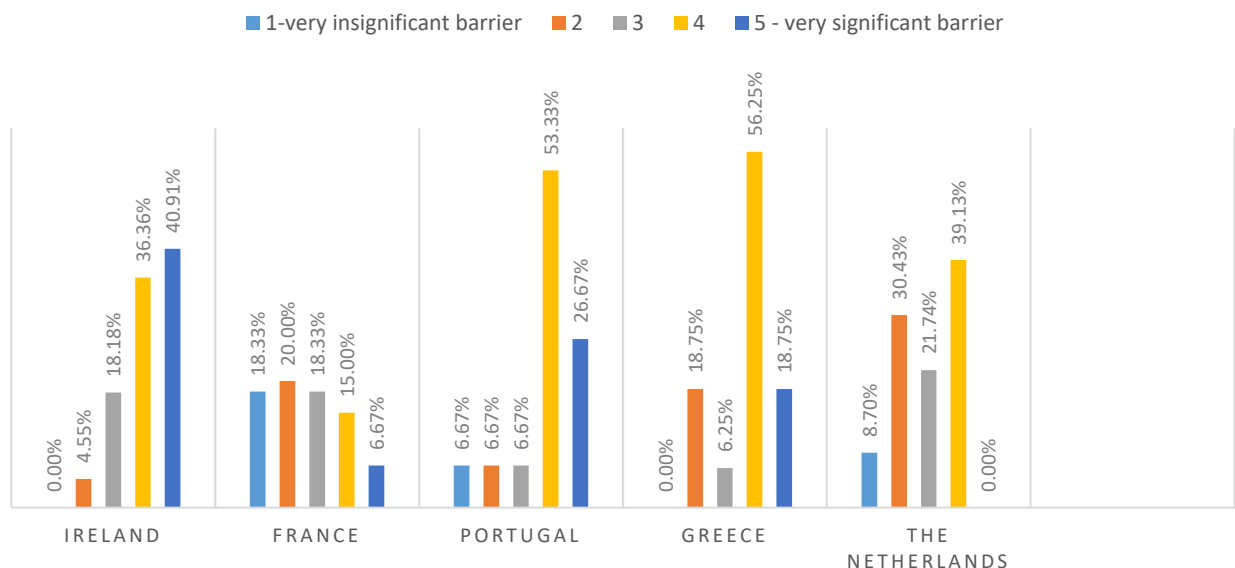
The next statement asked the respondents to rate the lack of comprehensive monitoring and evaluation system for validation of non-formal and informal learning as a barrier to implementing assessment of prior learning.

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Overall the highest rating within the target group consortium was a rating of 4 with a score of 33% (45 respondents), which meant that most of the respondents across all 5 partner countries felt that this was a significant barrier.

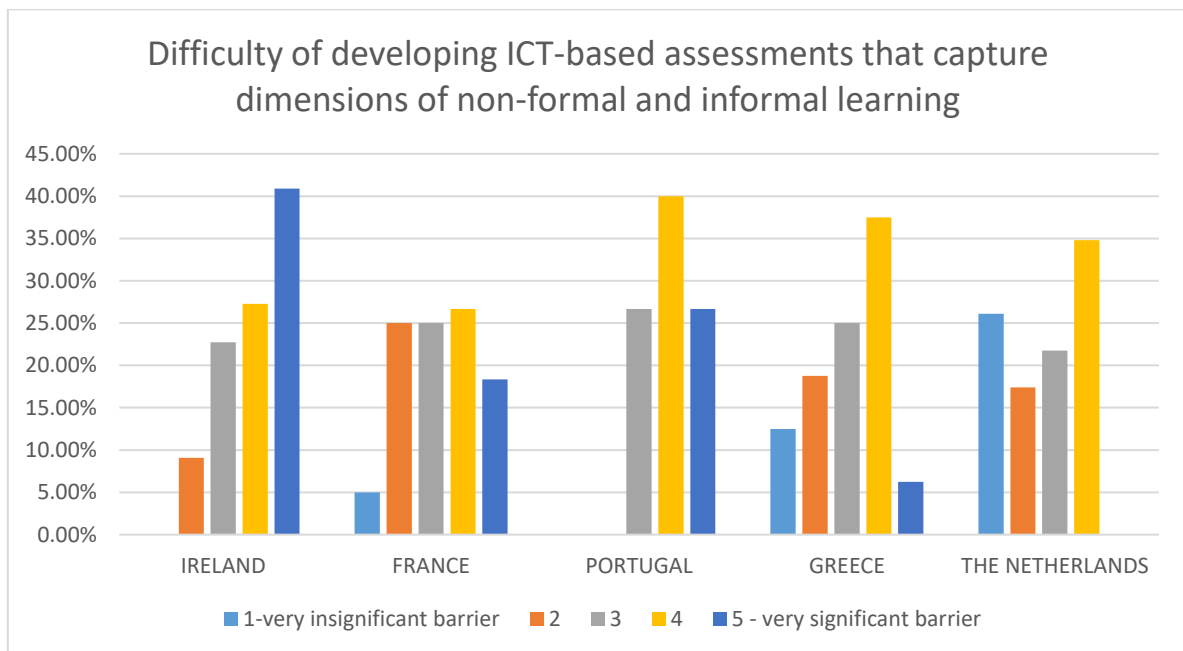The lowest scored rating was 1, a very insignificant barrier scoring 9.5% (13 respondents). A rating of 5, a very significant barrier and 2, an insignificant barrier scored the same result of 17.6% (24 respondents) while the second highest result was a rating of 3, somewhat of a barrier with a score of 21.3% (29 respondents).
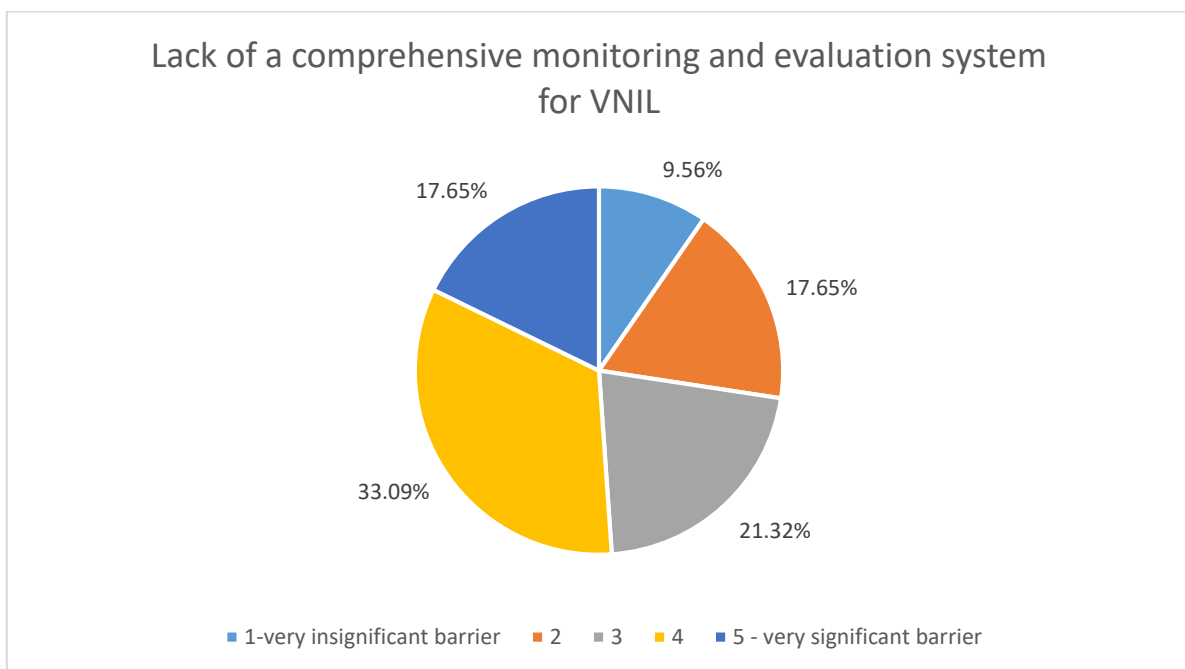
Lack of a comprehensive monitoring and evaluation system for VNIL

- 1-very insignificant barrier ■ 2 ■ 3 ■ 4 ■ 5 - very significant barrier

There were little variations between Ireland, Portugal, Greece and The Netherlands with their highest rating for this statement as a 4, a significant barrier to assessment of prior learning. France on the other hand viewed this statement as an insignificant barrier or somewhat of a barrier with their highest scores going to 2 and 3 equally with a result of 28.3% (17 respondents) each.

Lack of a comprehensive monitoring and evaluation system for VNIL
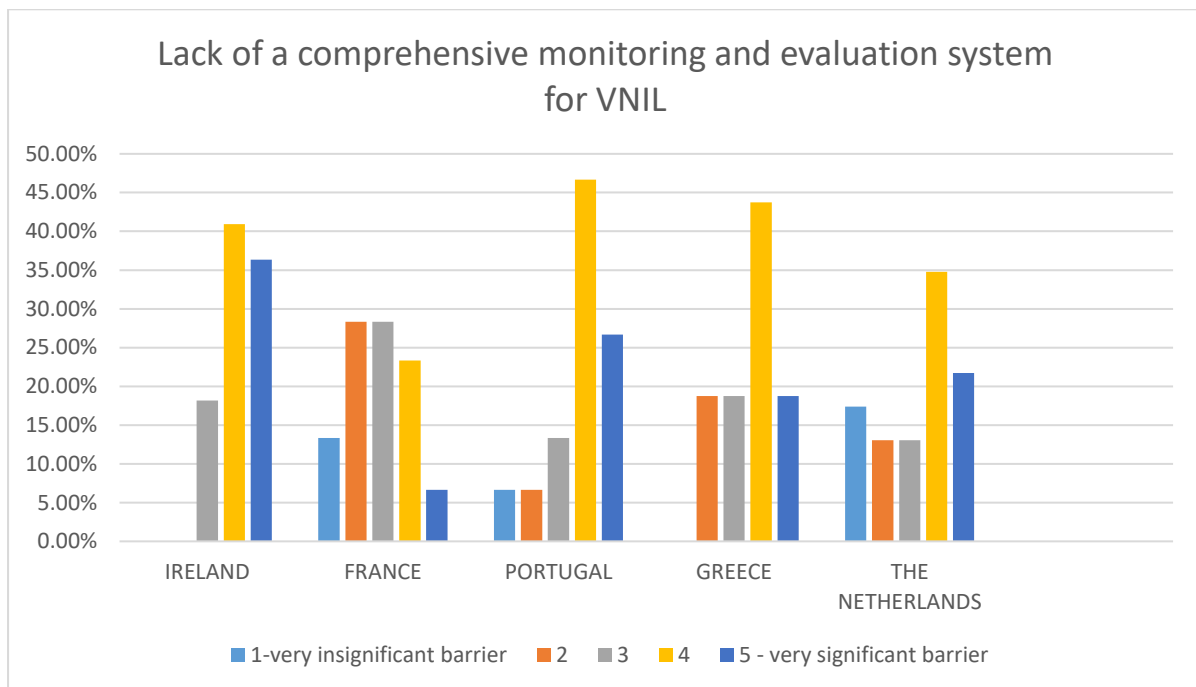
For the final question in this section, respondents were asked to rate the lack of staff specially trained to assess/validate prior learning as a barrier to implementing assessment of prior learning.

Overall there was an even spread of scores with the highest rating within the target group consortium being 2 with a score of 24.9% (34 respondents), which meant that most of the respondents across all 5 partner countries felt that this was an insignificant barrier. A very close 23.5% rated a score of 3 and 4 equally which meant that some respondents viewed this statement as somewhat of a barrier or a significant barrier. Only 7.3% (10 respondents) viewed this as a very insignificant barrier while 19.8% (27 respondents) felt that is was a very significant barrier with a rating of 5.

Lack of staff specially trained to assess/ validate prior learning

7.35%

19.85%

25.00%

23.53%

23.53%

- 1-very insignificant barrier
- 2
- 3
- 4
- 5 - very significant barrier
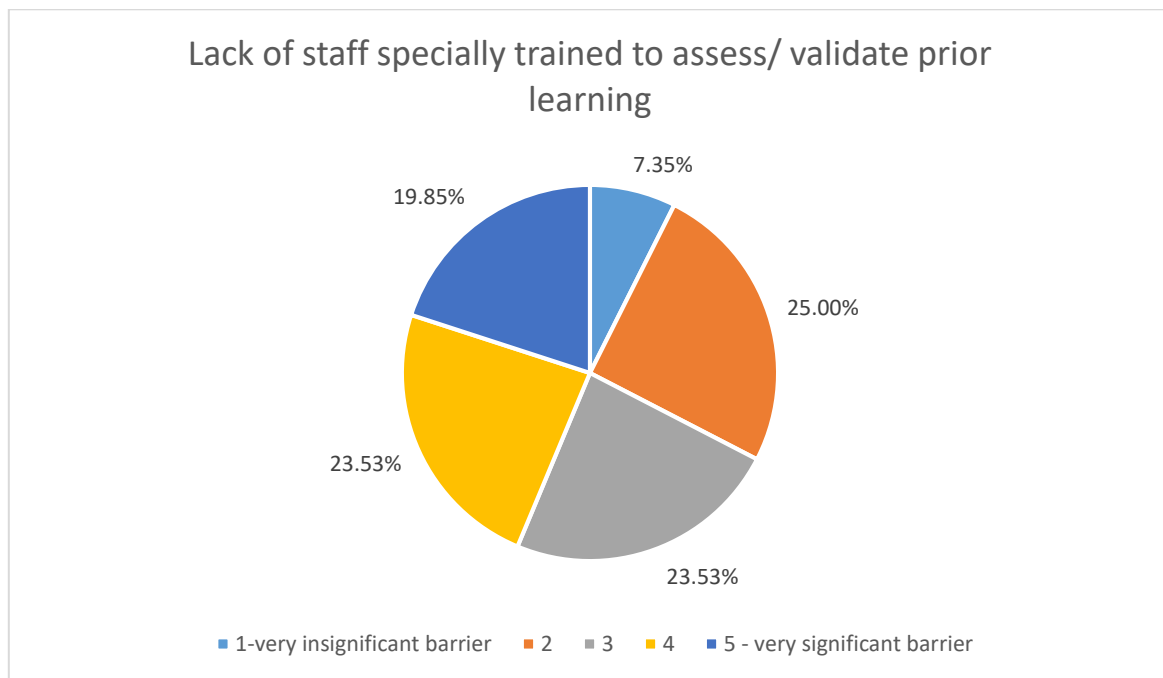
There were a number of differences between each country regarding this statement with The Netherlands scoring 2, an insignificant barrier as its highest score of 52.1% (12 respondents). France only viewed this statement as somewhat of a barrier with their highest score of 33.3% (20 respondents) giving a rating of 3. However, Ireland, Portugal and Greece all scored 4 and 5 as their highest scores which means that they felt that this is a significant or very significant barrier.

Lack of staff specially trained to assess/ validate prior learning
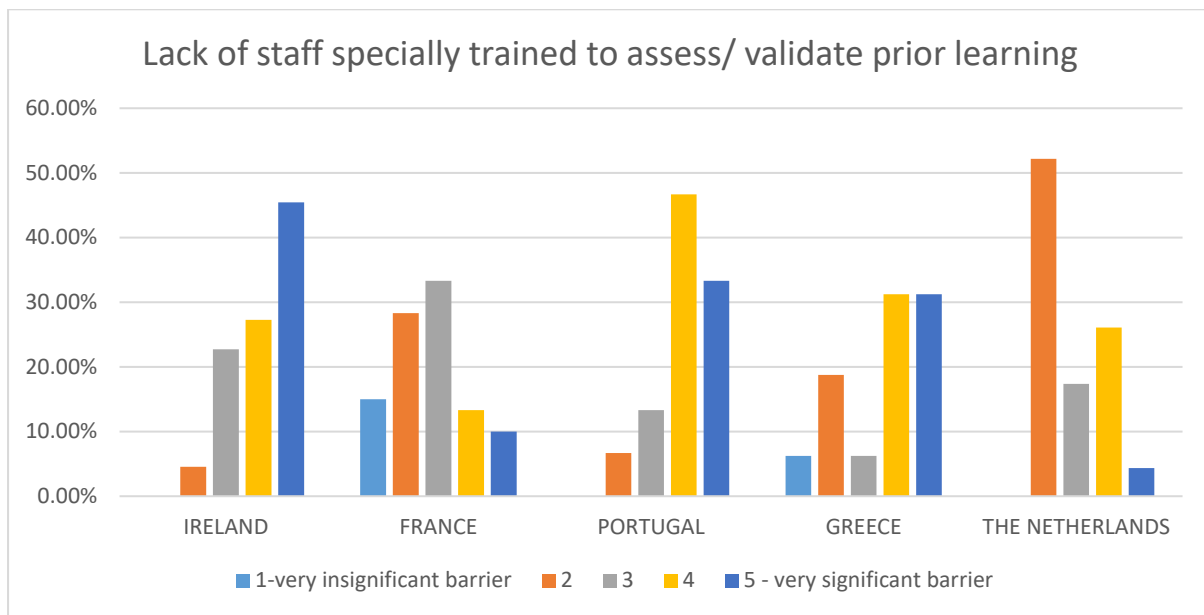
3.3 Results

3.3.1 Scores for the barriers to implementing assessment of prior learning

The desk and field research, the compilation of collected data and analysis of evidence, resulted in this report and identified the main barriers to implementing assessment of prior learning for Output 1 of this project. Each partner country identified that the highest proportion of respondents believe that the low awareness of institutions and stakeholders regarding the possibility and the benefits of VNIL is a very significant barrier to assessment of prior learning. The following table demonstrates the median scoring for rating 4 and 5 and identifies the levels of barriers for this project:

BARRIERS TO IMPLEMENTING ASSESSMENT OF PRIOR LEARNING	4	5	4 & 5	RANKING
Lack of awareness from the general public of the prior learning validating possibilities.	22.0%	37.4%	59.4	3
Low awareness of institutions and stakeholders regarding possibility and the benefits of Validation of Non-formal and Informal Learning.	37.4	26.4	63.8	1
Validation of Non-formal and Informal Learning assessments not aligned with national qualifications and reference frameworks describing learning outcomes	30.1	23.5	53.6	6
Integration of validation of non-formal and informal Learning with frameworks for education and training systems.	31.6	24.7	56.3	5
Validation stakeholders' perception that Validation of Non-formal and Informal Learning leads to increased substitution of formal education.	27.9	8.8	36.7	19
General public's perception of the proven benefits (monetary or non-monetary) of the recognition of their knowledge and competences.	33.8	19.1	52.9	7
Complexity of validation processes.	33.0	27.9	60.9	2
Multiple governmental departments involved in Validation of Non-formal and Informal Learning procedures	26.4	19.1	45.5	16
Lack of support and involvement by social partners.	36.0	16.1	52.1	10
Lack of financial motivation for training institutions to pursue Validation of Non-formal and Informal Learning progress	28.6	27.9	56.5	4

Employers do not encourage validation procedures, for fear of wage claims	28.6	17.6	46.2	14
Candidates frequently drop out of validation processes, following the award of partial qualifications by assessment panels.	31.6	12.4	44	17
Difficulty of developing ICT-based assessments that capture dimensions of non-formal and informal learning	30.8	18.3	49.1	12
Availability of sufficient numbers of competent assessors/ validation practitioners.	30.1	16.0	46.1	15
Lack of a dedicated authority mandated to manage funds for validation purposes	34.5	18.3	52.8	8
Lack of funding towards validation purposes	33.0	19.7	52.7	9
Standards setting organisations' difficulty in matching occupational and qualification standards.	31.6	14.7	46.3	13
Lack of a comprehensive monitoring and evaluation system for VNIL	33.0	17.6	50.6	11
Lack of staff specially trained to assess/ validate prior learning	23.5	19.8	43.3	18

3.3.2 Barriers in ranking order

The following table demonstrates the results from the questionnaires relating to the barriers to implementing assessment of prior learning in ranking order from highest to lowest:

BARRIERS TO IMPLEMENTING ASSESSMENT OF PRIOR LEARNING	4	5	4 & 5	RANKING
Low awareness of institutions and stakeholders regarding possibility and the benefits of Validation of Non-formal and Informal Learning.	37.4	26.4	63.8	1
Complexity of validation processes.	33.0	27.9	60.9	2
Lack of awareness from the general public of the prior learning validating possibilities.	22.0%	37.4%	59.4	3

Lack of financial motivation for training institutions to pursue Validation of Non-formal and Informal Learning progress	28.6	27.9	56.5	4
Integration of validation of non-formal and informal Learning with frameworks for education and training systems.	31.6	24.7	56.3	5
Validation of Non-formal and Informal Learning assessments not aligned with national qualifications and reference frameworks describing learning outcomes	30.1	23.5	53.6	6
General public's perception of the proven benefits (monetary or non-monetary) of the recognition of their knowledge and competences.	33.8	19.1	52.9	7
Lack of a dedicated authority mandated to manage funds for validation purposes	34.5	18.3	52.8	8
Lack of funding towards validation purposes	33.0	19.7	52.7	9
Lack of support and involvement by social partners.	36.0	16.1	52.1	10
Lack of a comprehensive monitoring and evaluation system for VNIL	33.0	17.6	50.6	11
Difficulty of developing ICT-based assessments that capture dimensions of non-formal and informal learning	30.8	18.3	49.1	12
Standards setting organisations' difficulty in matching occupational and qualification standards.	31.6	14.7	46.3	13
Employers do not encourage validation procedures, for fear of wage claims	28.6	17.6	46.2	14
Availability of sufficient numbers of competent assessors/ validation practitioners.	30.1	16.0	46.1	15
Multiple governmental departments involved in Validation of Non-formal and Informal Learning procedures	26.4	19.1	45.5	16
Candidates frequently drop out of validation processes, following the award of partial qualifications by assessment panels.	31.6	12.4	44	17
Lack of staff specially trained to assess/ validate prior learning	23.5	19.8	43.3	18

73

Validation stakeholders' perception that Validation of Non-formal and Informal Learning leads to increased substitution of formal education.	27.9	8.8	36.7	19

3.3.3 Conclusion

Across the five partner countries within this consortium, the most significant barrier to implementing assessment of prior learning is the low awareness of institutions and stakeholders regarding the possibility and the benefits of VNIL. The next highest scoring barrier identified within this consortium was the complexity of the validation process.

Through this project it is imperative that these barriers are considered while developing a system of VNIL for childminders. Therefore, moving forward in the project, it is important to ensure that awareness raising campaigns are carried out in line with the original application form (AF) especially within institutions and stakeholders. Information about the possibilities and benefits of VNIL should be highlighted through all forms of communication especially all social media platforms. Through this report and throughout the dissemination campaign as per our AF, will allow opportunities for this to take place. This will initially happen within each partner country and eventually within the EU.

As complexity of the validation systems scored second as a significant barrier for VNIL, this project needs to ensure that systems of VNIL for childminders are accessible, user friendly, flexible and easy to navigate. This will inform 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 must be easy to use for childminders. Other systems of validation have been identified through research within this project (e.g. Lever up) and these could be modified and reviewed to suit the needs of the childminder and the specific set of skills required for this role.

The third highest barrier identified within this consortium is linked to the number one barrier and is again related to the lack of awareness from the general public of the prior learning validating possibilities. This result could be attested to the lack of systems within three of the partner countries (Ireland, Greece and Portugal). However, this informs the project of the need for effective communication and dissemination systems in relation to this project. Although, social media platforms such as facebook and a website have been developed, it is imperative that these are

updated regularly and shared as much as possible with all stakeholders. An email campaign is another planned approach to eliminate this as a barrier.

Understandably the lack of financial motivation for training institutions to pursue VNIL was identified within the top 5 barriers, however, it is interesting to see that it was not scored as the number one barrier. This says that like any sector, money is an issue, however more awareness and easy to use systems of VNIL are of a higher priority to this consortium.

Lack of funding, support and a comprehensive monitoring and evaluation system were all scored mid-way on the list of barriers and therefore need to be given consideration within this project.

The statements that were viewed as the least barrier to implementing assessment of prior learning, according to this survey included the lack of staff specifically trained to assess/validate. This signifies that the staff are present and are trained to assess/validate but require better systems and more support to do so adequately.

This data will be crucial to inform the development of the Valchild assessment materials and practical examination framework and processes.

3.4 Annex A: Desk Research Reporting Form

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
Example									
Greece	General VNIL (all sectors)	**National knowledge:** https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-32_el	**2015** (implementation) **2016** (update) **2018** (a Presidential Decree is in progress)	EOPPEP (https://www.eoppep.gr/index.php/el/)	**National framework for Validation is under development** Validation practices are in place but are fragmented Online Greek Qualifications	**Presidential Decree** and **Ministerial Decisions** that will follow are expected (1. to outline the strategy for validation of outputs 2. to define the necessary criteria for the certified	Inclusion of all (4) validation stages (identification, documentation, assessment, certification) in the existing processes of validation in education	Validation arrangements in place, in at least one subsector of education Opportunities for validation exist across different sectors of education, e.g.:	Provision of proof of professional experience (by applicants), written tests, practical application

					Register is in place but needs constant update	qualifications to correspond to the relevant certified occupational profiles 3. to set out the processes for the licensing & monitoring of non-formal and informal learning institutions)	subsectors, **BUT not all 4 are distinctly implemented**.	1. Greek language for foreigners, and other languages 2. 'private security services', etc.	
		Country report Greece 2016 http://www.cedefop.europa.eu/files/executive_summary_-_validation_inventory_2016_0.pdf (new edition will be out in second half of 2019)							

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
The Netherlands	EVC: Erkenning van Verworven Competenties(For all sectors)	National Knowledge centre EVC http://www.nationaal-kenniscentrum-evc.nl/ Country report Netherlands 2016 https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_NL.pdf	- Commenced / adapted in 1998 / 2006 / 2016	For the labour market route: National Knowledgecentre EVC http://www.nationaal-kenniscentrum-evc.nl/ For the educational route https://www.mboraad.nl/themas/erkenning-verworven-competenties	Framework since 2006 operational	https://www.nrto.nl/wp-content/uploads/2013/10/beleidsregel-afgifte-EVC-verklaringen-2014.pdf Convenant ter stimulering van het erkennen van eerder verworven competenties als onderdeel van een leven lang leren https://zoek.officielebekendmakingen.nl/stcrt-2016-59145.html For Gastouder (=Childminder) is since 2012	threefold approach: 1. **Recognition of prior learning** – an informal procedure that leads to a career or learning advice, in the form of a validated portfolio or **'Ervaringsprofiel'**, 2. **Accreditation of prior learning** – a formal procedure in which a candidate can get accreditation of his/her learning	VNIL is not existing in The Netherlands. The term used is EVC (Validation of all learning). EVC is in all sectors in place. Its use is for vocational recognition (VET and/or specific sector) The recognition at NQF/EQF level 2 – 4 is measured against the qualifications in the national Qualification Framework (NQF)	EVC-instruments: Quality code EVC 1. The goal of EVC is to define, evaluate and accredit individual competences. 2. EVC primarily answers to the need of the individual. Entitlements and arrangements are clearly defined and guaranteed. 3. Procedures and instruments are reliable and based on solid standards. 4. Assessors and counsellors are competent, impartial and independent.

| | | | | | | an EVC-certificat not sufficient anymore. A legal diploma is required. | outcomes measured against a national qualification standard (**'Ervaringscertificaat'**). This is not equal to a diploma. A vocational school can decide which parts of a qualification are covered by the outcome of EVC. Since 2015 other VPL-instruments can also be used for this purpose, including intake-assessment, e-portfolio, competence tests, etc. There is no monopoly for the 'ervaringsertifica | https://www.mboraad.nl/themas/kwalificatiestructuur qualification dossiers: https://www.s-bb.nl/onderwijs/kwalificeren-en-examineren/kwalificatiedossiers | 5. The quality of the EVC-procedure is guaranteed and is being improved on an on-going basis. Procedure in general: 1. Awareness raising, explaining, intake 2. Portfolio development incl prroof 3. Assessment a. Portfolio assessment b. Critiria Based Interview c. Observation on the job d. simulation 4. EVC-report See also the table below: |

							at' in accrediting people's learning outcomes. 3. **Validation of prior learning (VPL)** – the umbrella-term that includes all forms of validation: the two formal ones already mentioned, but also the informal use of VPL by anyone or any organisation when trying to link someone's prior learning outcomes to more than a formalised lifelong learning perspective, such as a job-promotion, transition from		

						work-to-work, validation as a volunteer, etc.		

The process of 'Validation of Prior Learning'		
Phase	**Step + question**	**Action individual**
I. Preparation	1. AWARENESS Where and how did I learn so far? Which necessity is there for self-investment?	Open mind to lifelong learning. Inventory of personal learning wishes. Start self-management of competences.
I. Preparation	2. SETTING TARGETS Which learning targets are relevant?	Self-assessment. Personal SWOT-analysis. Formulate learning targets.
II. Recognition	3. SETTING A PERSONAL PROFILE how to determine the need for competences?	Writing a personal profile. Choosing a portfolio-format.
II. Recognition	4. RETROSPECTION how to describe and document learning outcomes/prior learning?	Filling in a portfolio. If needed, portfolio-guidance.
III. Valuation & Validation	5. STANDARD SETTING what is the relevant standard related to the targets?	Choosing a standard to refer to. Re-arranging the personal portfolio. Self-assessment. Inventory of career-opportunities.
III. Valuation & Validation	6. VALUATION How to get valuated?	Valuation of the portfolio. Getting advice on certification- and career opportunities.

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IV. Development	7. VALIDATION How to get validated?	Turning the advice into proper certification and career-evaluation.
	8. PROSPECTION How to set up a personal development plan (PDP)?	Turning validation into a PDP for reasons of certification, employability, empowerment. Arranging learning-made-to-measure.
	9. IMPLEMENTING A PDP Working on learning targets	Executing the PDP.
V. Implementation	10. STRUCTURAL IMPLEMENTATION & EMPOWERMENT How did it go? If ok, how to embed VPL structurally in a personal lifelong learning strategy?	Evaluation of the process. Maintaining portfolio-documentation.

Source: Duvekot, 2005

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
Portugal	Recognition, Validation and Certification of Competences (RVCC)	https://www.qualifica.	2007 - With regular updates, the	Agência Nacional para a Qualificação	Framework completed but operation system still being adjusted	https://dre.pt/home/-/dre/75216372/details/maxim	Acording to the Legal framework (Portaria nº 232/2016) "The recognition, validation and certification of	VNIL (a part of RVCC) might be awarded by professional and/or school graduation.	According to the same Legal Framework, for the recognition and validation of competences, the main instrument is

| | | gov.pt/#/modalidades https://unesdoc.unesco.org/ark:/48223/pf0000232656 | last one in 2019 | e Ensino Profissional ANQEP http://www.catalogo.anqep.gov.pt | | ized?p_auth=OZ8cvHjz Legal frameworks - Portaria nº 232/2016 | the competences are developed by adults throughout their lives by means of formal, informal and non-formal, school graduation, professional or double certification, and are based on the references of the National Catalog of Qualifications " In Portugal VNIL doesn't occur by itself rather is a part of RVCC process. | If it's a school graduation process it might be at basic or secondary education level. If it's a graduation professional process it might be in one of the areas of the National Qualification Framework (NQF). | a reflective and documentary portfolio. As Unesco underlines (2015) "One of the tools **Portugal** uses is biographical, narrative-based assessment that allows individuals to present their experiences less formally than in the usual documentation". There is a Technical Tutor for guidance, recognition and validation of adult's skills. |

| France | VAE | http://www.cedefop.europa.eu/files/2016_validate_fr.pdf | 2002 | RNCP http://www.cncp.gouv.fr/repertoire | VAE has now been in place for 17 years. It is an integrated system, connected to the national qualification framework (RNCP).

Qualifications awarded through VAE have exactly the same value as those awarded through participation in formal VET. | The procedure is defined and regularly updated by law and decrees. Il is integrated in the Labour and Education code.
The law "for the freedom to choose one's professional future" (2018) includes the latest measures in favor of the VAE: It strengthens the funding of the VAE and opens the possibility on an experimental | After the information and eligibility phase, the main approach is the portfolio method completed with interviews and debates with a jury (with in some cases, a professional simulation in front of the jury).
Since 2014, a methodological support to candidates is officially part of the VAE process.
(to describe his activities and | VAE has developed from a national perspective.

With the exception of specific cases defined by law or regulations, all qualifications (public and private) registered in the RNCP are opened to VAE. It covers levels 3 to 8 of the EQF. RNCP does not include qualifications from general education, notably primary and lower | The general information portal on VAE (www.vae.gouv.fr) provides information on VAE for the public - including employers - on the procedure with a lot of tools on the use of the VAE and access to reference documents.

The main VNIL tool is the portfolio where the candidate demonstrate that he/she possesses the necessary competencies required for the targeted qualification. |

| | | | basis to validate not a certification but one or more skill blocks composing it. | | experience in his portfolio) The procedure must last at least 24 hours. Some branches finance up to 100h. | | | secondary education or general upper secondary qualifications (the General Baccalaureate). | |

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
Ireland	FET HET	https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IE.pdf	2009	Quality and Qualifications ireland (QQI) https://www.qqi.ie/Articles/Pages/Our-role-Internationally07.aspx	Access, Transfer and Progression Policy Restatement 2015	Qualifications and Quality Assurance (Education and Training) Act 2012	Holistic rather than competence/ skills matching

Mainly used for **recognition of prior** | Validation arrangements in place across different sectors | Varied – e.g. -portfolio -examination -assignment -interview -observation |

							certified learning (RPCL) to seek exemption from modules Where processes for **recognition of prior experiential learning** (RPEL) in place uptake is low except for specific targeted projects		

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
Luxemburg	Validation des acquis de l'expérience (VAE) General secondary sector	https://ec.europa.eu/ploteus/sites/eac-eqf/files/lu_3.pdf	2012	http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=2237	Validation of prior experiential learning in place since 2010	2016 Law on recognition	To gain part or complete qualification	Across a range of sectors	Portfolio of knowledge, skills and competencies Interview Additional skill building or training

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
Germany	General VNIL		Aligned in 2013	https://ec.europa.eu/ploteus/en/content/f s	No common legal framework	Vocational Training Act (BBiG)	Under Article 91b(2) of the Basic Law, the	Validation of non-formal and informal learning	Different approaches at

		https://ec.europa.eu/ploteus/sites/eac-eqf/files/de_6.pdf		ederal-governmentl%C3%A4nder-coordination-point-german-qualifications-framework-b-l-ks-dqr	and standardised system for the validation of non-formal and informal learning at national level and across education sectors in the country.	Federal Training Assistance Act (BAföG) Career Advancement Training Promotion Act (AFBG) Act to Establish a National Scholarship programme (the Deutchlandstipendium)	Federation and the Länder can mutually agree to cooperate on assessing the performance of education in international comparison	is taking place in all education sectors.	the various levels.

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
LATVIA		https://ec.europa.eu/ploteus/sites/eac-eqf/files/lv_2.pdf	2010	http://www.nki-latvija.lv/en		2001 amendment to Education law (1998) 2009 amendment to Vocational education Law (1999)			

VALCHILD partner country	SECTOR	SOURCE	Year NQF following EQF	National Coordination Point for EQF	STATUS of national framework for VALIDATION	Legal requirements in place	Current VNIL approach	Areas where VNIL is in place	VNIL tools
DENMARK		https://ec.europa.eu/ploteus/sites/eac-	2011	https://ufm.dk/en/education/recognition-and-transparency/t					

		eqf/files/ introduct ion_and_ one- off_repor t_- _denmar k.pdf		ransparency- tools/qualifica tions- frameworks/e uropean- qualifications- framework/eq f-coordination- point					

4.0 Chapter 4 Development of evidence-based validation requirements and criteria

4.1 Introduction

Learning is more than ever important and valuable; people are encouraged to invest in their potential throughout their lives, taking into account their prior learning. According to policy papers across the globe, this should concern all citizens. The learning needs not only focus on qualifications and certification but also on valuing learning in itself as a motor for personal development and empowerment. This brings about a need for personalising learning since all learning in the context of the present 'learning society' always starts with the learner.

This also counts for childminders. Their tasks often cover broad expertise: entrepreneur, childcare, pedagogics, hygiene, first aid, administration, marketing, room designer, guiding parents, etc. And while taking care of the children, they have to cope with other professional demands, laws, regulations, demands from outside (parents, quality control). And most important of all are the personality, the motivation, the attitude as the inner driving force for further development and for formal and informal recognition.

The learner understands how they learn best, so they are active in designing their personal learning goals. The learner has a voice in how they like to access and acquire information, and a choice in how they express what they know and how they prefer to engage with the content. When learners own and take responsibility for their learning, they are more motivated and engaged in the learning process.

The project ValChild aims to have an impact on the challenges by further developing and implementing a lifelong learning-culture in the childminding programs that will strengthen the position of (future ánd existing) professionals on the childcare market and in social and citizenship activities.

Strengthening VPL-systematics is at the heart of creating a personalised learning concept in childminding. VPL aims at helping practitioners to explore pedagogies and practices and develop their own practice, within their own organisational context, for their own specific purposes. VPL is also about making a personal inventory of learning outcomes so far, to have the learning outcomes (competencies) recognized and being able to decide on the need for further learning. Moreover, VPL-systematics are suitable for practitioners (professionals in childminding and all learners) operating in lifelong learning contexts in childminding and wanting to enhance learning opportunities and VPL experiences.

This document provides the building-blocks for enhancing such a childminding-based approach towards VPL-enhanced personalized learning strategies in different chapters:

1.   (inter-)national policy developments. Since the 1970s, the development and gradual

implementation of VPL-systematics can be observed in the international context.

This chapter aims at clarifying *'the why'* of VPL:

- Why has is it been developed and only gradually been implemented so far?
- Why is it that the time's ripe for full implementation on national and sector-levels?

2. When implementing VPL on a national and sector level, it is of great importance to be aware of the complex nature of the VPL- systematics, the **critical success factors** and its reaching out to a variety of perspectives.

    'The how' of VPL by analysing best practices of VPL-systematics in different countries. This analysis is finalised with the formulation of the four main models for VPL-steered learning-strategies for personalised learning in childminding

3. '**The what'** of VPL. Main purpose is to answer the question 'What to do when implementing VPL in childminding?'.

    First the stage is set for both conclusions as well as critical success factors regarding the implementation of VPL-systematics in the context of the sector. Then the challenges for the specific sector are formulated in combination with a roadmap for the further implementation of VPL in the sector-arena.

4. The toolbox for setting up VPL in a Childminder-context contains several existing methods, tools and designs for capturing the learning reality of target groups for VPL-enhance personalized learning in this project. Every organisation can apply these tools themselves in their national context and develop its target-group orientation for lifelong learning.

5. The template for a personalised portfolio provides insight into the main task for offering Personalised Lifelong learning: assisting and guiding people to build further learning options on their learning history.

6. The final chapter covers another essential expertise that needs to be embedded: being able to match people's life history adequately with flexible and tailor-made learning opportunities in Childminding.

4.2 Competences and competence management

Validation of competences[10] is about measuring the ability of a person to fulfil tasks skillfully and is measured against formal reference frameworks, such as the national qualifications framework or job-profiles in a branch standard.

Cedefop uses as the definition for **Competence**:

The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

Or

The ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

With validation, the competences of person are measured against a specific reference framework. The person has to choose which reference framework. A few examples:

1. The competence profiles as mentioned in the national qualification framework
2. The competence profiles used by national or regional branch organisations
3. Competence profiles at an international level, such as the European e-Competences Framework
4. Profiles fitting to (groups of) products, such as the Windows-certificates or the SAP-programmers
5. Competence profiles as described and used with a company or organisation
6. The social standards, such as colleagues, friends and family
7. The personal standard.

For a person, it will always be a combination of the formal validation/accreditation and the more informal valuation. Good insight gives the opportunity for finding the right mix as a driver for persons to participate in VPL. In a project with volunteers, most participants stopped after the valuation, after they had become aware of their competences and could this describe to others.

The basis for **competence management** in working and living is actually quite simple: there is a demand for competences and a supply of competences.

A. Everywhere in our society is a **demand for competences** in activities at home, for a hobby, paid work, volunteer work, on holiday, living, being unemployed, survival, living on the moon, etc. The demand can differ from internally driven, like the ability to speak of a child, because the child knows that if the right words are chosen, someone can understand or will react. But

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[10] The term 'competences´ refers to competences that a <u>person</u> has. In specific cases, the term refers to competences of a company/organisation (abilities or strengths of resources that are available in an organisation, which gives it a competitive advantage over its peers and contribute to its long-term success).

it also could be the ability to perform complex activities, together with others, for which a complex of competences is needed. So, competence can vary from personal competences, social competences, methodological competences and professional competences.

B. And there is the **supply of competences**: by individual persons or groups of persons. Up to recently it was quite simple: persons were ´educated´ / trained, get a diploma or certificates and were allowed to perform in certain fields of expertise and to use their competences at places where there was a need for those competences. And in return they were rewarded for the work they did (with money, awards, gratitude, esteem, joy, social recognition). Our initial education and some additional training and learning on the job was most of the time enough for working until retirement.

But it isn´t that simple any longer. We are living and working in a dynamic society. A diploma is not anymore, a guarantee for a lifetime job and lifelong learning is a necessity for everyone to stay employable. Simple tasks are taken over by computers, robots and even artificial intelligence. Globalization, regionalization, individualization, networking, industrialization 5.0, increasing service industry, our society is changing even faster. And even more, pressing is **the increasing speed of change in the present network-society**. More often changing from jobs/work activities, with less low qualified work, increasing competence level for all kinds of work.

The benefits of VPL can be reflected on eight dimensions (Duvekot,2007, Euroguidance, 2011)

1. **Personal**, increased self-esteem and empowering further personal development

2. **Socially**, aiming at motivation, reintegration, self-management of competences and personal development (empowerment),

3. **Economically**, aiming at getting and/or keeping a job (employability),

4. **Organisational**: increased competence at company level

5. **Educationally**, aiming at qualification, updating, upgrading or portfolio-enrichment by means of creating output-oriented standards focusing on learning outcomes and learning made to measure,

6. **Education**: strengthening the qualifying role; increased number of students

7. **activating citizenship: Change** is having its impact, can also be distinguished, the civil society, aiming at social activation, voluntary activities, societal awareness & reintegration and citizenship,

8. On the **macro-level**, authorities and social partners are responsible for organising the match between these levels by means of legislation, regulations, labour agreements, fiscal policy, training funds, etc.

In general, the whole process is summarised in a competence market model:

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The Competence Marketplace

By: C. Schuur, EC-VPL, 2015
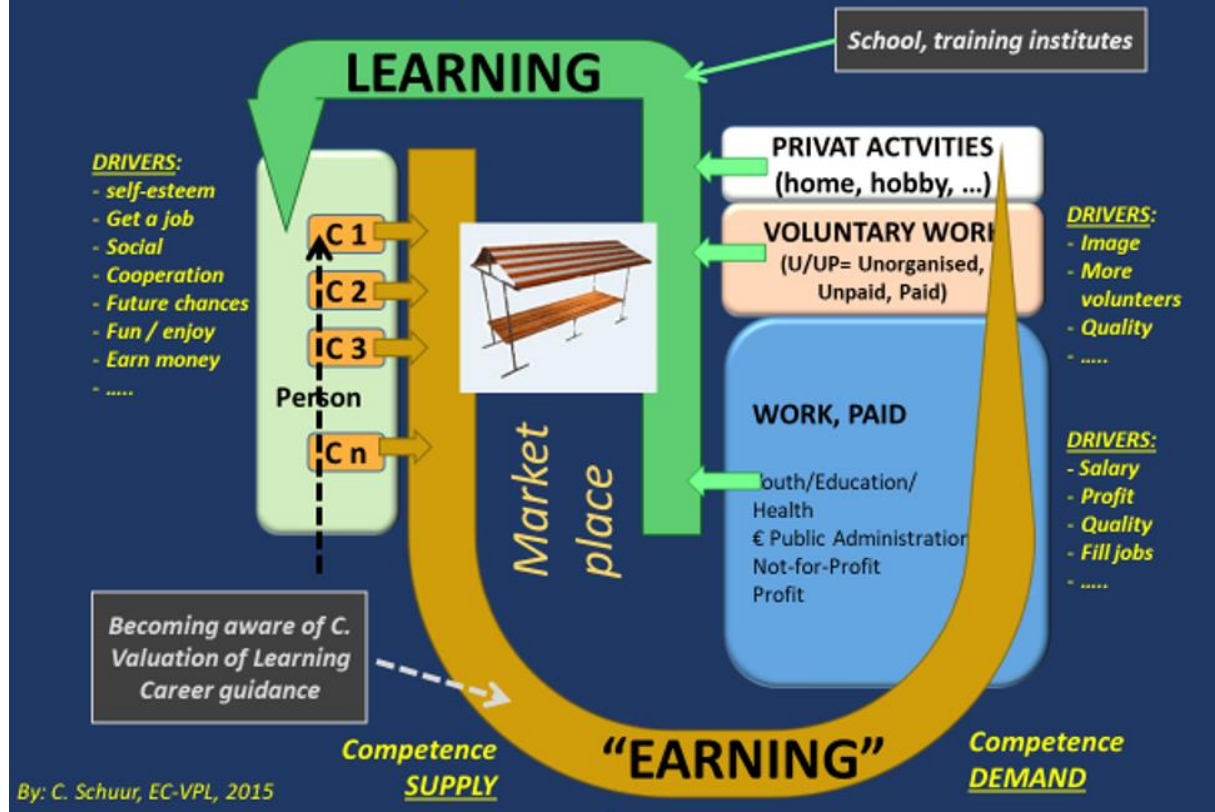
4.3 The PROCEDURE of Validation of Prior Learning

VPL emphasizes the need for the individual to manage his/her own competences in a sustainable way, thus being able to manage his or her ´career´ in work and life. This needs a lifelong learning, career guidance, continuous informal (network) valuation of competences, and if necessary, formal validation of competences and a focus on employability of those competences (paid work, volunteer work, at home, in social environments, etc.).

´Valuation of competences´, ´Validation of Prior Learning´ (VPL, APL, APEL, RPL, VAE, EVC, …), or even more specific ´Validation of Non-formal and Informal Learning (VNIL)´ (EU/Cedefop), is one of the many instruments to support the individual in the total process of building and improving their competency profile and make their competences visible and understandable for the outside world. The council of the European Union recommended on 20.12.2012:

"the member states should, with a view to offering individuals the opportunity to demonstrate what they have learned outside formal education and training — including through mobility experiences — and to make use of that learning for their careers and further learning, and with due regard for the principle of subsidiarity: ….

…. include, as appropriate, the following elements in arrangements for the validation of non-formal and informal learning, while allowing each individual to take advantage of any of these, either separately or in combination, in accordance with his/her needs:

A. ***IDENTIFICATION*** *of an individual's learning outcomes acquired through non-formal and informal learning;*

B. ***DOCUMENTATION*** *of an individual's learning outcomes acquired through non-formal and informal learning;*

C. ***ASSESSMENT*** *of an individual's learning outcomes acquired through non-formal and informal learning;*

D. ***CERTIFICATION*** *of the results of the assessment of an individual's learning outcomes acquired through nonformal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate;*

Furthermore, the validation arrangements should be linked to national qualifications frameworks and are in line with the European Qualifications Framework, guided by appropriate guidance and counselling and is readily accessible, having a transparent quality assurance measures with support of reliable, valid and credible assessment methodologies and tools and having a synergy with formal education and training system, such as ECTS and ECVET.

To increase the impact of VPL for childminders, the VPL-approach should focus on the specific and personal situations of childminders, such as:

- Childminders have limited time for VPL, as their work can consume much more than time than only the contact hours with the children.

- The prior formal learning (education) can be relevant for part of the work of the childminder. However, the older diploma´s are often still based on curriculum-based, input-directed education, whereas the learning outcomes and competences only later became available and/or visible. The value of (parts of) relevant formal learning in other contexts, should be recognised in VPL.

- Childminders often work alone, and they must deal with a broad spectrum of work (incl. administration, quality assurance, marketing, relation with their responsible clients (the parents), etc.

For childminders, it could be more appropriate to use a more comprehensive approach of VPL. Ruud Duvekot published in 2007[11] the 5-phases model (10 steps) for the Valuation of Prior Learning. This model takes the whole process of valuing learning into consideration, starting with becoming aware until the implementation and empowerment of the individual.

Most of the VPL-systems are limited to activities in step 4 – 7: the formal validation of competences according to an existing national or branch standard competence profile. There are many reasons to think of, why people not entering such a small VPL-process or quit with the procedure and why participation in VPL is limited. In France, for example, 5.000 persons asked for information about the VPL-procedure for Assitant Maternelle (childminders). Approximately 2.500 of these 5.000 tested if the VPL-procedure would be feasible and rewarding for them and at the end 176 persons completed the VPL-procedure.

Another European project with validation key competences of volunteers, during the first test-cycle only 40 of the 230 participants (83%) entered the formal validation steps in the procedure, and they validated up to maximal four of the 15 competences. The other participants were satisfied with the first part of the training, becoming aware of their competences. In the second cycle 516 persons completed a first (basic) part of the VPL-procedure, and no one participated in the validation steps of the procedure.

Most of the participants were satisfied with becoming aware of their competences, having increased their self-esteem, and an increased/better self-steering of their development and choices. Another reason was that they found the additional input (hard work, much time, money) not weighing up to

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[11]   Duvekot, R.C., Scanlon, G., Charraud, A., Schuur, C.C.M., Coughlan, D., Nilsen-Mohn, T., Paulusse, J. & Klarus, R. (eds.) (2007). *Managing European diversity in lifelong learning. The many perspectives of the Valuation of Prior Learning in the European workplace*. Nijmegen/Vught/Amsterdam: HAN, EC-VPL & HvA. https://ec-vpl.nl/view/download/entry/37/

the value of a certified soft or transversal competence. Although, some of the volunteers who took part in an e-learning course where they have been taught how to develop one own development-portfolio, said that they really valued this kind of experience.

In the Netherlands, the valuation process has been divided into 2 parts:

1. Profile of Experiences (´Ervaringsprofiel´): developing a personal portfolio, examples of information and proof of evidence, extended CV

2. Certificate of experiences (´Ervaringscertificaat´): completing a portfolio and preparation of a show dossier containing the proof of evidence for all the competences within a formal qualification and the assessment.

The complete valuation-process can be divided in 5 phases and in a finer grid, in ten steps.

Table 1: the VPL –process in 5 phases and 10 steps		
VPL phase	**VPL step + demand**	**Action individual/organisation**
I. Preparation	**1. awareness** *what is the need for investing in in yourself (or in human capital in general)?*	formulation of personal problem areas VPL pilot decision
	2. determine learning objectives *what learning objectives are relevant for individual and/or organization?*	establish ambitions and learning objectives strength/weakness analysis individual/organization
II. Identification	**3. determination of organizational or personal profile** *how do you determine the need for competencies of an individual or within the organization?*	draft job profiles emulate profiles determine portfolio model
	4. retrospection *how to describe and document acquired competencies*	completion of portfolio by candidates portfolio counselling
III. Accreditatio	**5. standard-setting** *What is the desired assessment standard?*	establish standard self-assessment overview of career opportunities

	6. valuation *how to evaluate the assessment?*	portfolio assessment internal assessors	
	7. accreditation *how to accredit?*	cashing in on certification opportunities	
IV. Development	**8. prospection** *How to put personal development plan (PDP) into action*	building on career opportunity advice in POP arrangements on custom work	
	9. working on POPs *custom-made development/learning*	POP into action	
V. Implementation	**10. structural implementation and Empowerment** *evaluation of pilot; how VPL can be systematically incorporated into the organization policy or a personal approach?*	evaluation of VPL pilot embed VPL in HRM, including financing promulgate (new) organizational policy individual administers the portfolio	

Source*: Duvekot et al, 2007, pp.140-141.*

Phase 1: Commitment and awareness

A childminder must be aware of his/her own competences; of the value, he/she is giving him/herself to these competences and the value it has for others in specific contexts at certain moments. Being able to keep up your competences in a 'made-to-measure way' is vital for this understanding. A competence is actually to know how to act in a certain way. Whether someone is competent becomes clear from his or her actions. Society has a major interest in capitalising on this, whether through formal learning pathways in the school system during certain periods in life or through Non-formal and informal pathways in other periods.

For organisations/sector, it is vital to understand that investing in people means investing in the goals of their own organisation/sector. This awareness should culminate in setting specific targets for the investment in childminders and the support the organisation can give to this human resource development.

This phase consists of two steps: raising awareness and setting the targets for VPL within the specific context. This phase is the real critical success factor for VPL since if an organisation doesn't experience the necessity to think or rethink its mission and connect the results of this to the need to strengthen or even start up a pro-active form of human resource management. In general, this phase takes as much time as the other four phases together!

Phase 2: Recognition

Identifying or listing competences is usually done with the help of a portfolio. Apart from a description of work experience and diplomas, the portfolio is filled with other evidence of competences acquired. Statements from employers, professional products, references, papers or photos undeniably show the existence of specific competences. The evidence aims at the profession or for which the position the VPL procedure. In other cases, it can be an 'open' portfolio or a complete overview. Sometimes, evidence aims at valuation, in other cases, at personal profiling. The participant compiles the portfolio him/herself, with or without help.

This phase has a preparatory and a retrospective step. First, the actual need for competences in the organisation in the different function-profiles is analysed. In the retrospective step, the involved childminders fill in their portfolios and acquire the necessary proof of their learning in the (recent) past.

Phase 3: the valuation or assessment of competences

Then the content of the portfolio is being valued or assessed, when necessary, followed by an extra assessment. This usually takes place by observation during work or using a criterion-based interview. Assessors compare the competences of a childminder with the standard that has been set in the given context. That standard will be used to measure the qualities of the participant. His/her learning path followed is unimportant; only the results count. This second step results in either a validation on an organisational, sector or national level in the form of certificates, diplomas or career moves, or in a valuation in the form of advice on career-opportunities.

This phase needs different steps:

- Setting the standard of the specific VPL-process. It can in principal be any standard that meets the needs of the childminder and/or the organisation, e.g. a national or sector qualification-standard or an internal standard. Together with the standard a choice can be made of the way the assessment will take place;

- The valuation itself, being the assessment of the portfolio and valuing it with correspondence to the given standard and targets of the organisation;

- The validation of the learning evidence within the given standard. After this phase, the retrospective part of the VPL-process is concluded. The next phases concentrate on the prospective power of VPL.

Phase 4: the development plan

This phase of the VPL procedure aims at the development of the childminder by turning the

validation and/or advice into a personal action plan. Based on the valued competences and clarity about the missing competences or available strong competences, a personal development plan is made up. This plan is about learning activities that will be done in formal or non-formal learning environments, in work situations, during a change of position, by offering coaching or by creating an environment in which informal learning is stimulated.

This phase has two steps. First, a match is made between the childminder's development plan and the goals of the organisation. This match could be made by merely stating that any kind of childminder learning is also for the benefit of the organisation. Mostly, however, the match will be agreed upon by making the personal development plan a formal part of the broader organisation plan.

Secondly, the actual learning or development of the childminder will be started up. In this step, the childminder learns/develops his or herself on a 'made-to-measure´ basis, which means learning/developing irrespective and independent of form, time, place and environment.

Phase 5: structural implementation of VPL

The last phase of the VPL-process focuses on the structural implementation of VPL in a personal strategy for updating the portfolio or in the human resource

management (HRM) of an organisation. The results of a VPL-pilot must be evaluated in order to show the way the implementation can take place on a 'made-to-measure basis'. An organisation should be able to use VPL structurally for the specific goals that had been set in the pilot. Any new goals should also be added easily to this new policy. The same goes for the reciprocity of setting learning goals by the childminder him/herself in the dynamic learning society.

VPL offers a personal development-strategy in which the organisation-context and public/private services are crucial for keeping up with the speed of competence-development in the learning society. On the individual level, this calls for filling in the five phases of VPL.

These five phases take in total ten steps, as shown in the figure:

	FR	NL	PT	IE	EL
1. Awareness	- Information	- Informing - Choice career guide	-	-	-
2. Learning objectiv	-	-	-	-	-
3. Determine profile	- Choice of diploma (standard)	- Choose standard / profile - Assistant care and welfare (EQF2) - Childminder (EQF3)	-	-	-
4. Retrospection	- Self-evaluation - Self-diagnosis French language	- Self-evaluation	-	-	-
5. Standard-setting	- Proof of career equivalent of professional activity - Choice of VAE-accompanier - Admissibility file - Go / nogo admiss.committe	- Request for funding / tax reduction - Registration at registered EVC-centre - Intake + go/nogo guidance	-	-	-
6. Valuation	- Elaboration of the portfolio - Preparation for an oral interview with the jury - Evaluation/validation by jury (analyse portfolio, interview)	- Portfolio with evidence of each competence	-	-	-
7. Accreditation	- Deliberation and oral transmission or not of the result - Diploma or partial validation	- Assessment report (independent assessor) - EVC-report (EVC-centre) - Evaluation	-	-	-

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		- Apply for recognition by VET (certificates, diploma)			
8. Prospection	- Promotion - Further learning - Second jury	-	-	-	-
9. P.D.P.	-	-	-	-	-
10. Structural i	-	-	-	-	-

In this context, there are Issues to take in consideration for building a VPL-system:

- Validation as a supplement to existing vocational training systems without a formal educational qualification. Validation of partial qualifications for "gradual" preparation for a formal vocational qualification.

- Principles of validation procedure

- personal development,

- Accepted standards:

    o occupational reference (labour market directed)

    o educational reference (diploma directed; identification of deficits)

    o link between (vocational) education and labour market

    o Personal development

- demands of the labour market: need for qualified, competent childminder, childminder as entrepreneur, obligation of diploma/certificate

- transparency: of goal, process, procedure, competence reference

- Documentation, evaluation and formal recognition/appreciation of work experience (learning outcomes).

- Counselling and other support

- Assessment without grading and theory examination.

- quality criteria: reliability

- Validation to cover the need for qualified and/or competent personnel,

- employee motivation and retention

- Customers/ Experienced adults:

- target groups:

    o type: Employees, job seekers without training, dropouts (lateral entrants), self-employed, refugees, immigrants.

    o Motivation.

    o Job placement/training counselling:

- Financing

In the next chapters comparison is made of the different VPL-systems or part of it and to identify what is common in all VPL-procedures and what is specific for different countries and or for the childminding sector. Therefore, we take the following general VPL model as starting point.

A. Dutch EVC (=VPL) procedure

Steps:

1. Registration via the registered EVC Centre (if possible digital, on a website)
2. Intake takes place under the responsibility of the Schools. During the intake interview, the candidate will be extensively informed, all aspects of the EVC-procedure and about the status of the EVC-certificate. A 'go/no go' decision is made based on this intake interview.
3. The client chooses the competence profile (standards, written down in the Dutch qualification Framework (NLQF) and starts by creating a portfolio. The client can request (digital) guidance during the construction of the portfolio. Based on the portfolio, a second 'go/no go' decision can be taken. If desired, the EVC-centre can also ask for additions to the portfolio.
4. An independent assessor is appointed, and the client goes through an EVC assessment. In the assessment, the assessor will include all the competencies of the programme in question and will also examine the level at which the candidate/client has mastered the competencies.
5. As a result of this assessment, an EVC report is drawn up that is fed back to the client. Assessors draw up a report together and sign it together.
6. The EVC Centre is responsible for the completion of the procedure and the registration. The EVC Centre will sign the report in duplicate and send it to the customer, who will return the report if he/she has signed it.
7. The EVC Centre sends the customer an evaluation form.
8. The client can use the EVC-report apply at a VET, HE or branch organisation for accreditation of the EVC-report in certificates or even a diploma.

B. French VPL (=VAE) procedure

1. Pre-admissibility

Accompanying possible self-diagnosis and admissibility by an approved training organisation to establish the admissibility file

- Information, choice of diploma

- Self-evaluation (first identification of skills)

- Self-diagnosis of the candidate's level in French

- Proof of a professional career equivalent to 1 year of full-time professional activity and 1900 hours minimum as a caregiver

- Request for financial support

- Choice of a VAE accompanier post-admissibility

- Deposit of admissibility file with the certifying authority

2.   Admissibility

- The admissibility committee analyses the file (Audit of professional and administrative criteria) and gives its opinion

     o   GO

or

     o   NOGO

3. Post **-admissibility**

- Elaboration of the portfolio (wording and analyse one's experience)

- Preparation for an oral interview with the jury (with optional methodological assistance)

4. Evaluation/Validation by jury

- Analysis of the file by the jury (without the candidate),

- Interview with a jury

- Deliberation and oral transmission or not of the result

5. Post jury

- Formal transmission of the result with the diploma, with recommendations in case of partial validation

6. Post VAE

- Promotion of certification obtained from the employer or recruiter (visibility of skills)

- In case of partial validation or non-validation, continuation of course via training or preparation for a second jury.

C. Portuguese VPL- procedure

Qualifica Centers ensure the following intervention steps:

Reception – Candidate's registration (young or adult) and its clarification, considering the mission and scope of intervention of Qualifica Centers;

Diagnosis - analysis of the candidate's profile in order to identify education and / or training responses adjusted to their situation (motivations, needs and expectations);

Information and Guidance - identification of individual education and training projects bearing in mind realistic options for further study and / or integration into the labour market;

Referral - Accomplishment of the referral of the candidate for an education and training offer or for a process of recognition, validation and certification of competences - RVCC (only possible for adult candidates. If the candidates are between 18 and 23 years old, they must have at least 3 years of duly proven professional experience), based on the previous process of diagnosis and guidance;

Recognition and Validation of Skills (school and professional) - identification and validation of lifelong skills acquired by adults in formal, non-formal and informal learning contexts;

Training - As part of the process of recognition, validation and certification of skills, all adults must attend a minimum of 50 hours of training. Such training may be provided by the Qualifica Center team trainers or teachers or other trainers.

Skills Certification - Demonstration of adult's skills before a jury. In the certification of school competences, the certification test consists of the presentation, before the jury, of an exhibition and

reflection on an integrative theme. In the certification of professional competences, the test is an eminently practical demonstration.

One of the characteristics of this Referential is the flexibility regarding its operationalization. The ORVC technician can design and schedule an intervention program for each candidate (or a group of candidates with similar characteristics), after identification of their profile.

Before clarifying the different stages of intervention, it is essential to reinforce an initial diagnosis in order to clarify the expectations, motivations and potentialities to develop guidance and referral to qualification opportunities available.

The guidance process is carried out using the following instruments: Qualifying Passport, Vocational Development Portfolio, Individual Career Project and Individual Referral Plan;

Applying specific techniques such as individual interview, portfolio, competency balance, group dynamics;

Using different approaches: cognitive, behavioural, cognitive-behavioural, autobiographical narrative, analytical;

and strategies consistent with the approach used, such as: brainstorming, roleplaying, survey response, inventory or other differential assessment tests, case study.

As for the instruments, the Qualifying Passport stands out, which allows integrating the qualifications obtained by the individual throughout their life and also simulate possible pathways or organize others, made or to be performed, according to the qualifications that the individual may obtain and the educational and professional progression that it can achieve (on-line guidance process).

The Applicants referred for a recognition, validation and certification process (RVCC) are accompanied by their Development Vocational Portfolio, that integrates this Qualifying Passport, to be considered in the elaboration of the Portfolio developed in the RVCC process.

Analysis

In all VPL procedures, a few elements are crucial:

1. *Raising awareness* of the necessity 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 school- or company-steered and cannot effectively be based on individual talents and ambition.

2. In Phase II *the portfolio* is introduced as the red thread in the process. After learning targets have been set, the portfolio is designed and filled; its content is assessed and an advice is added on possible qualification- and career-opportunities; it is subsequently enriched by learning-made-to-measure and finally, the starting point of a new process in which new learning targets can be formulated. The portfolio, so to say, is on the one hand both the

starting as well as the end point of the individual learning process. On the other hand any end point is again the starting point of a new learning process. This is called a *portfolio-loop.*

3. In Phase III **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 before making a link with a pre-set standard in learning or working processes.

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

An example of another VPL-like procedure

CH-Q

A different method for self-assessment, is the in Switzerland developed CH-Q method (Schuur et al, 2003*).* It is an integral system, consisting of methods for building a portfolio, (self-) assessment, career- & action-planning, quality control, and accompanying training programmes. In general methods like CH-Q aim at personal development or career-planning and/or creating flexibility and mobility of the individual learner to and on the labour market. They create added value by revitalising individual responsibility or co-production by:

a) providing the basis for a goal-oriented development and career-planning,

b) the stimulation of personal development,

c) the support of self-managed learning and acting,

d) stimulating young and adults to document continuously their professional- and personal development

In order to complete the above "CH-Q method" and to highlight some similarities and differences, IPERIA proposes to compare it to the French system and procedure of VPL/VAE.

By giving this quick overview, some steps and points of reference could be used as a start to achieve the Valchild's aim of establishing a set of common assessment and validation tools. Focusing on the similarities, it can be clearly seen that even if some actions occur at different stages of the overall procedure, they remain the same in both cases. As an example, we can take the "self-evaluation" step, which could be implemented by partners at a commonly decided phase of Valchild's assessment and validation process.

CONCEPT procedure CH-Q⁺ © vs1.1

1. Intake
- 1.1 Providing Information about CH-Q and procedure
- 1.2 Quotation of costs
- 1.3 Sign-up / CH-Q 'contract

Go/nogo

2. Selfmanagement of competences
- 2.1 Áwareness / self recognizing / self evaluation
- 2.2 Portfolio & competence-biography
- 2.3 Actionplan, incl. choice normative framework, feasibility
- 2.4 Make a show-dossier
- 2.5 Quickscan with advice

Choice

3a. Self-evaluation / esteem — Pers. Comp. Profiel

3b. 3b.1 Profile of experiences

3c. Validation
- 3c.1 Assessment
- 3c.2 VPL-rapport, advice

4 ▶ Accreditation
- 3.1 Review report
- 3.2 Result and certification / diploma (VET / Univ.)

5. Action plan
- 5.1 Review advice / result in Personal Comp.Profile
- 1.2 Adapt personal action plan

CH-Q training

Stichting CH-Q NL/B.   www.ch-q.nl

4.4 The qualification standard(s) in Childminding

The 2019 Council recommendation on high-quality ECEC systems (Key Data on Early Childhood Education and Care - Eurodice report, 2019) acknowledged that 'in many countries the profession has a rather low profile and status'. It also stressed that, in order to fulfil their professional role in supporting children and their families, early childhood education and care staff require complex skills and competences, deep knowledge and understanding of child development and an awareness of early childhood pedagogy.

The standard setting differs in the EU-countries. See the table below for a presentation of these differences.

Table qqq: Qualifications levels and CPD in for Childminding (Eurydice, 2019)

	Minimum qualifications level and specific training for Childminder (home-based)	Status of Continuous Professional Development
Ireland	Minimum qualification in ECEC or education – QQI level 5	No top-level regulations Needed to be a registered childminder
Greece	No regulated home-based provision - Courses for formal childminders - Pilot course for an informal childminder - VET: 2 year courses in ECEC - BSc in Early Childhood Studies	Mandatory for all?
The Netherlands	According to the Law the minimum qualification in ECEC or education) Level 2: Assistant in care and welfare The branch organisation for childminding is promoting level 3 with a specific qualification profile for Childminders	No top-level regulations
France	Specific ECEC training (120 hrs) Childminders (who take care of children at their own homes) need special authorisation to	Mandatory for all

	exercise this profession. The authorisation is issued after completing a compulsory training (80h). Since 2018, State services have been able to grant training exemptions, particularly to holders of the certificate of professional aptitude for early childhood education and the branch title "Childminder / Childcare" issued by IPERIA. Compulsory training hours for childminders: - 80 hours of training, within 6 months from the reception of the complete application file for approval of the childminder and before any childcare provision, - 40 hours of training, within a maximum of 3 years, from the first childcare provided by the childminder. Even if Childcare is not regulated at home, parents prefer to hire graduates. The level III title Assistant maternel / garde d'enfants "Childminder / Childcare" registered in 2009, is the only certifying training pathway proper to home-based childminders, accessible with: Validation of acquired experience (VAE) (VPL); Traditional training; Distance learning	
Portugal	Specific ECEC training is required - childminders must either have dual certification, which combines on-the-job training with some short units of the National Qualification Catalogue in the area of support services for children and young people, or they must have successfully	Mandatory for core practitioners

	completed the short-term training units of the National Qualification Catalogue in the area of support services for children and young people.	
Information from other countries (outside the ValChild partnership (data from the Erasmus+ Child in Mind project		
Italy	No profile / training programs	Host nest operator must have a university degree
Spain		
UK	Level 3 Award Preparing to Work in Home-Based Childcare (HBCA), a basic first aid course, safeguarding children training and training in food hygiene.	Registered by OFSTED
Slovakia		2017: no accreditation

Source: European Commission/EACEA/Eurydice, 2019. *Key Data on Early Childhood Education and Care in Europe – 2019 Edition*. Eurydice Report. Luxembourg: Publications Office of the European Union.

Beside the formal validation is always the process of **informal valuation**, networking and an open market space. New [survey](#) reveals 83% of All Jobs are Filled Via Networking (around 60% external and 23% internal). They are evaluated based on their track record of past performance, leadership ability and upside potential (Adler, 2016)

The informal valuation is important because it supports the changing needs in the flexible market, the different contexts, and the social-psychological changes of a person throughout life. Sustainable self-management of competences and careers is essential both from economic and societal perspective.

The focus is or should be on the childminder developing process and organisations that stimulate this and making optimal use of the ever-developing childminders. A complicating factor in dealing with this focus is that the formal procedures and instruments in career management - training and testing- address and utilize only a limited part of the childminder learning potential and competences. Working and developing in a knowledge and/or network society means living in a community in which knowledge is being developed constantly and where the competences must be connected continuously to all kinds of activity and contexts in society.

An example of preparation on a person's future is the above-mentioned Swiss **"CH-Q method"**, supporting the **sustainable self-management of competences**. CH-Q supports the person in becoming aware of their competence and to prepare a portfolio and a competence-biography,

making show dossiers and developing an action plan. Based on the outcome, the person can decide in:

- A further self-evaluation and with increased self-esteem to (´sell´) him-/herself better on the "labour" market (paid, volunteer social, at home, ..).
- To receive a validated profile of competences and experiences
- To get formal validation and accreditation
- Or to decide to do nothing yet, going back to learning and working (formal, non-formal and informal)

4.4.1 Minimum requirements for childminders

Each country has its list of minimum requirements for becoming and being a childminder. See below for a presentation of these requirements.

Requirements	IE (not yet operational)	GR (not yet in place)	NL	FR	PT (not yet operational)
Qualification body	Quality and Qualifications ireland (QQI) https://www.qqi.ie/Articles/Pages/Our-role-Internationally07.aspx		Examenkamer - Nationaal Kenniscentrum EVC	http://www.cncp.gouv.fr/repertoire national qualification framework (RNCP).	Agência Nacional para a Qualificação e Ensino Profissional ANQEP http://www.catalogo.anqep.gov.pt
VPL organisation			EVC-centres		Recognition, Validation and Certification of Competences (RVCC)
Minimum Level	QQI 5 (=EQF3)		EQF 2 / EQF3		EQF 3
Minimum age			18 years		

First aid			Registered and Children first aid (EHBO)-diploma		-
Level of competence			Minimal EQF 2 assistant Care and welfare or social welfare work; Labour market standard: EQF-3 "Gastouder" ("childminder"		-
Behaviour			VOG = Verklaring omtrent gedrag = declaration of good behaviour		-

			(also from other adult persons living in the house)		
Legitimation			Valid legislation papers		Framework completed but operation system still being adjusted
Registered in childminder administration			Registered with childminders office		-
Data security			Must be known with personal data protection		-
Pedagogical plan			Knows ped.plan, risk-analyse security, protocol child abuse		-
Risk evaluation			Current risk-inventory		

4.5 The professional competence profiles

4.5.1 Netherlands:

a. **The EDUCATION minimum qualification for a childminder is "assistant Care and welfare" or "assistant social welfare work" (=EQF level 2).**

The "assistant care and welfare" can work in the client's living environment, but also in a living environment in which the client stays for a long time, temporarily or only for several hours per week. She can work in a care home, nursing home, home care and the WMO domain, residential care centre, childcare, housing for assisted living, hospital or (special) education.

The "assistant care and welfare" performs demand-oriented support tasks for one or more clients and their close relatives. In doing so, it pays attention to the self-reliance and cooperation of the client and those close to him. It takes into account the agreements in the care plan, the possibilities, wishes, habits, norms, values, philosophy of life and the cultural background of clients and those close to them. It monitors the privacy of the client and his close relatives. She is aware of the effect of her actions and behaviour on the client and those close to him

	Competence	Description	Tasks
1	B1-K1 Performs service activities	The professional has a supportive, service-oriented and service-oriented attitude. He takes into account and responds to the needs and expectations of the customers. The professional shows a social and open attitude and is alert and honest. He works according to guidelines and procedures. Result: Optimum support and service has been provided to the customer and / or client.	B1-K1-W1 Prepares work and coordinates B1-K1-W2 Makes rooms ready for use B1-K1-W3 Acts as the point of contact B1-K1-W4 Performs simple administrative work B1-K1-W5 Assisting with inventory management B1-K1-W6 Contributes to a safe situation B1-K1-W7 Performs simple maintenance and repair work B1-K1-W8 Performs work focused on food B1-K1-W9 Evaluates the work

2	P2 Specific tasks for an assistant Care and Well-being		P2-K1 Supports daily activities in care and welfare P2-K1-W1 Supports home and household P2-K1-W2 Supports personal care and ADL P2-K1-W3 Assisting in the implementation of social and recreational activities
	Generic parts		
3	Dutch language	The generic Dutch language examination component is part of every qualification in this qualification file. The reference levels and the qualification requirements for this generic component are to the Reference Levels Dutch Language and Maths Decree.	
4	Mathematics	The generic exam component is part of every qualification in this qualification file. The reference levels and the qualification requirements for this generic component are to the Reference Levels Dutch Language and Maths Decree.	
5	Career and citizenship	The generic career and citizenship examination component forms part of every qualification in this qualification file. The qualification requirements for this generic component to the WEB Exam and Qualification Vocational Training.	

b. **The Netherlands, NYSA: Labour market standard is: "Gastouder" (="childminder") EQF level 3**

Child and parent related competencies	Core tasks	Work process
KO1 (Child and Parent related core tasks)	*Guiding children in their development*	1. Identifies the needs and wishes of the child
		2. Prepares the implementation of activities
		3. Set up spaces to prepare for activities
		4. Stimulates development by offering activities
KO2 (Child-parent related core tasks)	*Raising and developing the child(ren) in childminding*	1. Conducts a conversation with the parents/replacement educators and the child
		2. Draws up a programme of activities
		3. Makes a plan of approach for the guidance
		4. Takes care of the execution of a day program
		5. Provides personal care
		6. Responsible for domestic work
P1 (Profession related core tasks)	*Working on quality and expertise*	1. Works on his own expertise
		2. Works to monitor and promote quality assurance
		3. Monitors own working conditions
		4. Coordinates the work with those involved
		5. Supervises trainees (optional)
		6. Evaluates the work
O1 (Organisational tasks)	*Working on your own organisation*	1. Guards and preserves the legal conditions for childminding
		2. Has his own pedagogical work plan and maintains his own pedagogical work plan
		3. Ensures a socially responsible business

4.5.2 France:

The professional certification Maternal Assistant/Childcare Assistant consists of seven skill blocks.

Blocks common to the titles "Family Employee and Dependency Life Assistant" and "Maternal

Childcare Assistant"

	Competence	Description	Tasks
1.	Managing your multi-employer activity	Construction and initialization of his professional activity, organization of his multi-employer activity, contacts and action plans.	1.1. Implementation of a job search approach adapted and relevant to the direct employment sector and the specificities of the profession of Maternity and Childcare Assistant (WAGGGS)
			1.2. Preparation, as a Maternity Assistant or Child Care Assistant, for a first interview with a particular employer.
			1.3. Organisation and administration of its multi-employer activity, taking into account the specificities of interventions in the context of home care
2.	Organization of the professional space	Development and securing of housing and living and leisure spaces, based on an assessment of the risks present in the home	2.1. dentification of the specificities of the individual employer's home in order to jointly organise the areas reserved for the professional activity of the maternal assistant and/or the childcare provider
			2.2. Organisation of the professional space in consultation with the individual employer according to the analysis of the risks identified in advance by the Maternal Assistant and/or Childcare Worker
3.	Effective Relationship and Communication	Gathering of the information necessary for support; definition of the limits of the interventions;	3.1. Professional communication adapted to the accompanied person and his environment (context, culture,...)

		adaptation of the positioning according to family and social situations	3.2. Management of difficult situations encountered during his intervention at the home of the individual employer or the maternal assistant and support during the separation.
			3.3. Implementation of effective communication, orally or in writing, on his or her intervention with the people present with the child and ensure that the information transmitted to the relevant interlocutors is clear
			3.4. Support for the individual employer in the implementation of an eco-citizen approach in his or her home
4.	?		
5.	**?**		
6.	Accompanying a child over three years of age in daily life	Proposal and implementation of activities adapted to a child over three years of age; support for the child to carry out routine hygiene care, preparation and safety of trips	6.1. Carrying out activities inside and outside the home, adapted to the child's age, taking into account the environment, the child's habits and the instructions of the parents (particular employer
			6.2. Implementation of child safety outside the home in the context of travel, including emergencies
7.	Support for the development, autonomy and development of children over three years of age	Design, proposal and realization of balanced menus adapted to the child's age; proposal of activities tailored to the child's age and abilities; accompaniment of the child	7.1. Accompaniment of the child towards autonomy in the gestures of daily life in complete safety
			7.2. Proposal and implementation of a relevant programme of activities, inside or outside the home,

		to development and leisure activities; animation of activities with several children; respect of parental instructions	corresponding to the child's rhythm to promote his or her development and autonomy
8.	Support for hygiene, nutrition and development of children under three years of age	Support for the psychomotor development of children under 3 years of age; diversification and adaptation of early childhood development activities to the needs and abilities of young children; design of milky or diversified meals and support for young children in taking their meals; support for personal hygiene care; support for the development of early childhood learning and acquisition; compliance with parental instructions	8.1. Meeting the nutritional needs of children under three years of age, taking into account parents' instructions
			8.2. Carrying out the child's personal hygiene care by applying the protocols, in the home of the individual employer or in the home of the maternal assistant
			8.3. Suggestions for playful activities inside or outside the home to encourage stimulation while respecting the child's rhythm
			8.4. Establishment of a relationship of trust with the child, his environment and the family to adapt to specific situations
			8.5. Monitoring the child's safety and health inside and outside the home
9.	Implementation of response adapted to the needs of the child in his or her environment	Implementation of health and safety protocols in the places where the young child works; monitoring and prevention of risks related to the child's independence inside and outside the home; compliance with parental instructions	9.1. Maintenance of the child's living spaces in the home of the private individual employer or in the home of the mother's assistant with environmentally friendly practices
			9.2. Cleaning of the child's laundry at the home of the private employer or at the home of the mother's assistant
			9.3. Preparation of an adapted meal, in

			the home of the individual employer or the home of the maternal assistant, meeting the needs of the child and the requirements of the parents.

4.5.3 Ireland

Certificate Specification: **Early Childhood Care and Education** 5M2009

QQI level 5 (equiv. EQF level 3)

Credit value 120 Credit Values in a combination of:

A. All of the following component(s) (=60 credit values)

- Child Development
- Early Care and Education Practice
- Early Childhood Education and Play
- Child Health and Well Being

B. Choice of (minimal 1):

- Work Experience
- Work Practice

C. Choice of (minimal 1):

- Communications
- Teamworking
- Effectiveness
- Customer Service

D. Choice of (minimal 1):

- 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

Proposal from **European** tender 2011:

(https://files.eric.ed.gov/fulltext/ED534599.pdf)

Individual competences

a. Various **developmental aspects of children from a holistic perspective** (cognitive, social, emotional, creative…)

b. children's different **strategies of learning** (play-based, social learning, early literacy and numeracy, language acquisition and multilingualism)

c. **communication with children and participation**

d. **working with parents and local communities** (knowledge about families, poverty and diversity)

e. **team working** (interpersonal communication and group-work dynamics)

f. **working in contexts of diversity** (anti-biased approaches, intercultural dialogue, identity…)

g. situation of **ECEC in the broader local, national and international context**

h. **Health and care** of young children and basic knowledge **of social protection**

1. Institutional competences

a. Pedagogical knowledge and practices with a focus on **early childhood** and **diversity**

b. **situated learning** and **community of practices** (Lave & Wenger, 1991; Wenger,1998)

c. Knowledge of **learning organisations** and **reflective approaches**

d. **school leadership** (collaborative management styles and distributed leadership)

2. Inter-Institutional competences

a. **inter-agency cooperation**

b. **community development**

c. **Cross-disciplinary knowledge** (health & care, pedagogical and sociological)

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3. Competences of governance
    a. the situation of **ECEC in local, regional, national and international contexts**
    b. **children's and families' rights**
    c. **diversity in all its forms** and **anti-discriminatory practices**
    d. **comprehensive strategies for tackling poverty** and socio-cultural inequalities

4.6 Project ChildinMind

The desk research of the Child in Mind project has been conducted as a complementary-to-field-research means of evidence collection focusing on existing training offerings for child caregivers. It was carried out in the consortium countries (Italy, Spain, Greece, Ireland and Slovakia) and the EU in general, and according to it, courses from few countries were found to be representing best practices within the existing training courses for Informal Childminders.

The Child in Mind competence profile is at EQF-level 4.

	Learning Outcome	Description	Tasks
1	The Developing Child – Supporting the holistic development		1. Home preparation, to perform educational play activities for children aged 0-6 years 2. Being able to prepare a stimulating home environment for young children 3. Preparing a safe home environment for young children 4. Supporting personalised programs for young children on a day-to-day basis 5. Promoting holistic development of children
2	Promotion of safe environments for		1. Distinguishing between a safe and a non-safe home environment for young children 2. Identifying hazards within a home

	childminding		environment
			3. Risks associated with home-based childminding
3	**Knowledge of working with families and local communities**		1. Managing cultural and/or religious differences between different ethnic and/or religious backgrounds
			2. Development of language skills in the country of residence
			3. Knowledge of diversity in culture, religion etc.
4	**Creating opportunities for children within the home**		1. Being able to prepare a stimulating home environment for young children Preparing a safe home environment for young children
			2. Supporting personalised programs for young children on a day-to-day basis Promoting holistic development of children
5	**Promoting positive interactions with children**		1. Importance of the childminder's role in the development and well-being of young children
			2. Childminder's general attitude and approach to childminding. Basic principles in working with young children
			3. Factors defining healthy interactions with child's family members

4.7 Portfolio and proof /evidence

There are different types of a portfolio, and these can be available in digital or written form. A portfolio contains at least the following information:

- a general description of a person,
- a description of his or her background, education, paid work and other activities,
- a list of competences,
- a personal development plan with a clear action list.
- and all should be accompanied by **formal evidence**.

Huge efforts at international, national, branch and organisational level have been made to implement portfolios, but these are used to a limited extent or exclusively in the organisation or locally. And even when portfolios are used, the information is just as much as the organisation requires or just as much as the individual wants to provide. AS an example: Many portfolios contain the descriptions of positions the person has held, but often, in reality, the work differed from the job description, and personal competences are not always described. Moreover, keeping the portfolio up to date is a lot of work, and the return is often only seen in the long term. Portfolios are also used to match a person to specific profiles. The results have to be regarded with great caution because the results depend mainly on the limited information provided and the descriptions used.

The portfolio is an essential requirement for utilising VPL. A portfolio is used to plan, organize and document all kinds of personal learning outcomes, formally, informally and non-formally acquired. People can use a portfolio to link their prior learning outcomes to qualifications, occupational standard, social standards, redress, inclusion, to get a job or a higher salary, show transferable skills, track personal development or more holistically, answer the question who one is and what one's ambitions are in life.

There are three primary forms of a portfolio:

1. **A dossier portfolio** with documents of proof for getting exemptions in a qualification programme or getting a certificate or even a diploma. Evidence of learning can be constituted based on professional products and behaviour results. This is a portfolio that acts as a showcase for summative impact. It is only filled with the necessary proof and is hardly steered by the candidate.

2. **A development-portfolio** focuses on broad, personal reflection. Its nature is reflective.

It is filled with relevant, life-wide proof of one's learning achievements. Its nature is diagnostic for especially formative development purposes. It is strongly steered and managed by the individual (Tillema 2001).

3. **A personal / development portfolio** also aims at documenting any kind of personal learning results. It can be used for any VPL-procedure and is highly (self-) reflective. The individual first fills in the portfolio with descriptions of all activities and achievements so far. It contains for each learning result a description of the personal competences that were necessary for the activity. This self-reflection can be strengthened by reflection from «third parties». The outcome of this process is a personal portfolio providing answers to personal questions like 'what are my strengths and weaknesses? What are my core-competences? What can my ambition be in life? Etc. Based on this self-reflection, a personal action plan can be drawn and a decision made for a specific developmental goal. Such a personal portfolio has a holistic character since it covers a person's life-wide experiences regardless of external standards.

In any form, a portfolio can be taken as a starting point for addressing learning issues. The validation process always begins and ends with the portfolio since new learning results will be added to the original portfolio. This enriched portfolio might, at the same time, be the basis for new development steps and the start of a new VPL process.

The content of a portfolio of evidences/products/reflections gives an overview of the person´s qualities and competences. It is a (well presented) overview of everything s/he is able of. It is the basics from where one can make show portfolios in the future: for a validation procedure, for a future employer, or for the intake in an educational program, or for a potential customer.
The following data and evidence are required in a personal portfolio

1. Front page

2. Content overview

3. Personal Quality Profile

4. Personal data

5. Overview of the results and evidence that show your qualities (formal and non-formal):

    a. School and vocational training

    b. Work experience

    c. Other experiences

6. Written reflections on the developments and results written in your overview

7. List of the added evidence

8. Evidence

The results and evidence can be:

-   Informal: descriptions of others, such as impressions of others, or for example a training certificate of a hobby, a video on which you show a performance, etc.

-   Formal: diploma's, certificates, evidence of participation, study tasks or working experience

-   Reflections: in your portfolio you gather results in which you show that you are competent to perform the key tasks of –for example- your occupation in several working situations.

All results are provided as much as possible with:

-   A summing up of the competences, learning goals and performance indicators belonging to the key task (if appropriate)

-   Feedback report of an executive / counsellor/coach etc. with date and signature

-   Self-evaluations with date

-   Positive assessment of your executive (for example) with date and signature.

An example of a portfolio is given in annex qqq.

«portfolio-loop» (Duvekot 2006, 2016).

4.7.1 Evidence

The evidence has to convince the jury of your competences.

The evidence can be **direct evidence**, where the candidate reports of and gives a reflection on the situation, the tasks their activities and the results. Examples of direct evidence are

-   Diplomas, certificates, attendance lists
-   Description of the projects, tasks, activities
-   Reflections by the candidate

- Written material of the activities like meetings, plans

- Communication (e-mail, letters, blogs, tweets, ...)

- Prior qualifications which relate directly to the units

- Videos, produced materials/products, pictures

In certain cases, the jury can ask to perform a certain task

Indirect evidence must highlight your role when you are submitting evidence that has been carried out through group work activities, for example, projects and assignments. Examples of Indirect evidence are:

- Reflections, judgements by others (chef, trainer, colleagues...)

- Description of competences developed in for instance volunteer work or at home

The evidence must be:

RELEVANT: The evidence should cover the competences of the qualification. Other information will be discarded or will blur the important evidence

CURRENT: usually the evidence should be ´fresh´, often not older than 5 years. Although for unemployed and for reintegrating (wo)men the evidence time frame can be longer

VALID: the evidence must be linked to the qualification and contains the validity of it

SUFFICIENT: evidence for all competences and enough to convince the jury. And also here: too much will blur the jury.

AUTHENTIC: The evidence must be about the candidate and explained and further elaborated by the candidate.

*T*he evidence of learning needs to be carried out with more attention paid to assessing the *validity and authenticity of the evidence*. The individual competences should be recognized irrespective of where and how they were acquired, but without compromising the quality/standard of the education and training programme. The aim should be to assess the theoretical and practical side of the trade.

Methods of assessment could include dialogue-based methods, portfolio assessment and vocational testing, like interviews and practice, for charting the learner's background, training, work experience, language skills and objectives, and to observe his/her skills in practice. The methods used need to

ensure a reliable assessment, inspiring confidence in the outcome.

4.8 Critical Success Factors of VPL (csf's)

Various critical success factors concerning the further implementation of VPL in the sector can be distilled from the policy-development and the practical evidence presented in this report. Concerning the subsequent phases in the sector-driven VPL-process these csf's are:

Phase 1: Preparation and validation of competences

- Concentrating on **the marketing** of VPL is highly important. The demand and motivation of the learner should be addressed especially because if he/she fails to see the need for learning, there will be no learning at all!

- **Collection of practical VPL-examples** from all levels, i.e. on individual, organisational and systemic levels can assist in this marketing.

- **Supportive infrastructure**: also communicate existing, favourable legislation, financial arrangements and regulations for VPL.

- **Educational awareness** should be raised in an organisation or company: investing educationally in someone's potential always pays off.

- **Communication and guidance on the why/how/what of** VPL must be crystal clear to the learner. This is closely linked to the provision of well-trained guides within the organisation/sector.

- **Self-management of competences** is crucial: in the division of roles between those involved, the emphasis for the learner is on personal process management; for the organisation on the formulation of learning needs; and for the education/training institutions on the development of flexible learning-made-to- measure programmes. This step involves the creation of personal portfolio-formats and – possibly – structured portfolio-training and portfolio-guidance for employees.

N.B. The level up to which the learner is capable of - autonomously or guided - building-up his/her portfolio gives a clear image of the level self-steered learning that the learner is probably up to when it comes to design and implementation of the personalized learning strategy.

Phase 2: Recognition of competences

- A candidate must work with a clear **portfolio(format)**. Depending on the goal and the context, there are three main forms available.

- **Training-programmes for self-management of competences** must be offered. Such training is beneficial in designing, filling and managing one's portfolio.

- **Setting standards** involves the selection of a standard from educational or human resource systems by the candidate dependent on goal & context of VPL.

- The function of **guidance** should be strengthened, especially in the 'empowerment-model'.

- The **accessibility** of a chosen standard is essential in the candidate's self-management.

Phase 3: Valuation and Assessment of competences

- Transparency, uniformity, harmonisation and collaboration at sector level and creating **linkages** with national, sectoral qualifications is essential.

- **Match competence systems** from organisations and educational systems. VPL is the bridge.

- **Impartial assessment** must be safeguarded in the VPL procedures so that an objective and independent assessment can take place.

- **No distinction between diplomas** acquired based on formal, informal or non-formal learning needs to be the basis for the sector's learning culture.

- VPL should be possible at **all qualification and function** levels.

Phase 4: Further development of competences

- Organisations need to facilitate personal development plans, provide guidance and offer transparent **competence management**.

- **Function-standards** need to be formulated in terms of learning outcomes which are based on task-oriented competences.

- Education must value the workplace as a rich **learning environment**.

- The people need to **self-manage** their personal development programmes as much as possible, when being active in a VPL procedure. This ownership means that it is up to them to make choices in the degree of self-determination or external direction within their development. These choices range between 100% self- management of form and content of the programme

(*empowering*) and 0% (*pampering*).

Phase 5: Anchoring VPL

- Organisations must ensure that their **formulation of demands** is effective. Clear formulation of demands means that there is clarity concerning (1) the competences that are present within the organisation, and (2) the required competences within the framework of the organisational aims. 1 and 2 can be combined to ensure the development of (3) the competence demands within the organisation, and ultimately (4), an action plan for the validation and development of available and required competences.

- **Research into the effects** of VPL: research is needed into the added value of VPL, among other things focussed on its economic, financial and social impact.

- **Integration of VPL in HRM-systems**: there must be a better integration of VPL into HR policy and practice, aimed at enhancing employability and mobility, increasing voluntary participation and working towards achievable goals.

- **Linkages with the NQF** enhance the role of learning within the sector.

The role of the assessor and the guide is vital for starting up personal develoment in any kind of form. Transparent guidance and reliable assessment are the matchmakers between a portfolio, including a personal action plan, and the specific development steps advised by the assessor. In any given model for validating prior learning outcomes a policy on guidance and assessment has several functions: (1) providing information, (2) raising levels of achievement, (3) measuring this achievement reliably and (4) organising the assessment effectively.

The functions of assessor and guide may be considered as interchangeable. An assessor must also be able to guide, and vice versa. However, there is one crucial difference. The main difference is that a guide - in addition to the competencies that apply to the assessor - has a different communicative role in the interaction with the candidate for a particular assessment: advising, steering and informing on top of the weighing and judging.

Assessment in this broad context is the judgement of evidence submitted for a specific purpose; it is therefore an act of measurement. It requires two things: evidence and a standard scale (Ecclestone, 1994). Evidence is provided with the portfolio (or showcase) of the candidate. The standard that will be met depends on the professional profile of the childminder. This means that the role of the assessor is all the more crucial. The professional has to be flexible with regard to the many objectives, in order to be able to provide a custom-oriented valuation. On top of that the professional should be able to use dialogue-based assessment forms. On the basis of the advice of such an assessor further steps for personal development will be set in motion.

The choice of a particular assessor role, therefore largely depends on the objective of the assessment, which can vary greatly. Assessments for formal recognition of competences with certificates or exemptions for accredited training programmes demand the involvement of an assessor from an institution offering competence-based accreditation and adequate measures to guarantee the quality of the assessor. Assessments for accrediting competences at the company or institution level or merely to acquire insight into someone's competences do not require the involvement of an institution offering competence-based certification. In these cases, the assessor is also often a colleague, supervisor or the individual himself.

To guarantee good 'quality' of the assessor and the guide, it is recommended to formulate a quality-procedure for validation-procedures that is highly cost-effective and very accessible to candidates in

order to have trust in the validation-process. Speaking about 'quality-trust' instead of 'quality-control' seems more appropriate for such a quality-approach.

Possibilities for organising such quality are:

- any assessor and guide should first design and fill in his/her own portfolio and personal action plan; only then they can be given entrance to assessor-/ guide-trainings,
- a professional register for assessors and guides should guarantee their competences and professionalism,
- every two years a new assessor and/or guide accreditation should guarantee professionalism by ensuring assessor quality. Assessor- and guide-quality can be maintained by means of refresher and updating courses. This new accreditation could be carried out by an official national agency, and tripartite governing (authorities, employers and trade unions),
- quality of assessors and guides implies being able to refer to a standard for assessors: this standard is developed in many international projects and already available; it only needs a specific context for national application.

4.10 Tools and instruments

In PART B of this report are a series of procedures, instruments and tools described, which have been developed and or adapted in several European Projects.

1. Learning and valuing the learning has been described in a competence market model. The value of and the demand for competences (at work, in society, at home), now and in the coming years, should steer the personal development of competences in formal, non-formal and informal learning. And because changes in society accelerate and are less predictable in the future, the sustainable management of competences must be in the hand of the individual.

2. There is no standard European validation procedure. In this report, similarities between the procedures have been identified. The existing validation procedures exceed the procedure as described by Cedefop (Identification, documentation, assessment and certification) and includes also validation of formal learning (thus exceeds VNIL), because older/other diplomas are not recognised, but offer a richness of competences that should be taken in consideration.

   It is proposed to use the more detailed and complete 5 phases / 10 steps procedure.

3. There is no common professional standard for the profession of a childminder. The existing standards should, as much as possible, be harmonised: it should be made clear what the core of all the professional standards for childminder are and what is specific for childminding in the different countries.

4. Many VPL-tools and instruments are available. A list of possible tools is provided in Annex B and the tools organised by the 10 VPL-steps and the guidance procedures.

5. A validation of prior learning requires a huge effort in time, costs, energy, attention and language skills. And particular for this group of workers, who making many hours, have low (hourly wage, needs all energy and time devoted to work with the children and communication with parents, bookkeeping, development, etc. But also, the return-on-investment is not clear, as the requirements and organisation are in a flux of change and the number of registered childminders is decreasing.

6. The validation of prior learning is in almost all restricted to the procedure that measures and validates one single qualification.

   Often VPL is a stand-alone instrument in the full range that is needed for sustainable individual management of competences.

7. Validation professionals (guides and assessors) have to be competent in the different validation activities. Therefore, the competences profiles of a guider and a assessor are required, a VPL for these professionals and, if competences are required a program for (training-)program these competences.

8. A simple, little time consuming and effective quality management must be in place to assure the quality of the VPL-process.

9. VPL-procedures have their risks. A number of critical success factors have been described, organised by the 5 phases of a valuation process.

10. Up to 93% of the learning of adults takes place informal, and an estimated 80% of the valuation of competences is done informal. Especially in very small enterprises (VSE), as childminders are, the informal learning and informal valuation is crucial for high quality work and further development of the childminder and het business. This means that next to the formal VPL the system of informal VPL should also take place.

4.12 EVIDENCE BASED VALIDATION REQUIREMENTS AND CRITERIA

- Table with recommendations for the development of the ValChild VNIL procedure:

			Remarks
	Standard / title	Ireland: Childminder France: Garde Maternelle Netherlands: Gastouder Greece: παιδική φροντίδα Portugal: Babá	
	Minimum requirements for the profession of Childminder	The learning outcomes relevant to Level 3 are: Knowledge of facts, principles, processes and general concepts, in a field of work or study A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems	The minimum level for Childminder in the national qualification standard can differ per country. See chapter 5

1	Professional competence profile of a Childminder	A Validation procedure needs a formal national qualification standard. The only accepted standards in the partner countries are those accepted by the National Qualification Framework / government / national branch organisation.
		The accepted and operational standards are:
		  1. France: Assistant(e) Maternel(le) / Garde d'enfants (motherhood assistant/childcarer) - EQF level 3 : qualification dossier
		  2. The Netherlands: Education Assistant car and well-being (EQF-2)
		  3. The Netherlands Branche Gastouder (EQF-3)
		  4. Portugal:
		  5. Ireland: Early Childhood Care and Education 5M2009 – NQF level 5 (~EQF-3)
			See chapter 7

		6.	
2	VPL procedure		See chapter 4
3	Actors	Counsellor / guider Assessor	
	Counselling and assessment Instruments	For each phase in the validation	See table below

A List of possible instruments for Valchild

Table 1: the VPL –process in 5 phases and 10 steps

VPL phase	VPL step + demand	Action individual/organisation	Instrument	Examples of instruments (See in detail: Annex B)
I. Preparation	**1. awareness** *what is the need for investing in in yourself (or in human capital in general)?*	formulation of personal problem areas VPL pilot decision	Brochure/flyer Website Workshops	IPERIA: brochure Assistant€ Materel(le) WLG: Lifeline
	2. determine learning objectives *what learning objectives are relevant for individual and/or organization?*	establish ambitions and learning objectives strength/weakness analysis individual/organization		WLG: Procastination WLG: Functional Sketch WLG: workvalues OFTSED, UK: Requirements for te job Online self-evaluation test
II. Identification	**3. determination of organizational or personal profile** *how do you determine the need for competencies of an individual or within the*	draft job profiles emulate profiles Choice of diploma/certificate determine portfolio model	Choose standard / profile Assistant care and welfare (EQF2) Childminder (EQF3) Portfolio STAR(RTT)	Self-evaluation online Self-diagnosis (French) language Portfolio (attachment) Portfolio IPERIA Self-evaluation of transversal competences- LEVER

	organization?			
	4. retrospection *how to describe and document acquired competencies*	completion of portfolio by candidates portfolio counselling	Job descriptions	YouTube videos National Quality profile of a Childminder
III. Accreditation & Valuation	**5. standard-setting** *What is the desired assessment standard?*	establish standard self-assessment overview of career opportunities	Standard letters	FR: Proof of career equivalent of professional activity Choice of VAE-accompanier Admissibility file Go / nogo admiss.committe Proof of career equivalent of professional activity Choice of VAE-accompanier Admissibility file Go / nogo admiss.committe NL: Request for funding / tax reduction Registration at registered EVC-centre Intake + go/nogo guidance
	6. valuation *how to evaluate the assessment?*	portfolio assessment internal assessors	Portfolio Criterion Base Interviews Tests and examinations Dialogue or conversational methods Competence-based interviews Declarative methods Observations Simulations Evidence extracted from work or other practice	FR: Elaboration of the portfolio Preparation for an oral interview with the jury Evaluation/validation by jury (analyse portfolio, interview) NL: Assessment report (independent assessor) EVC-report (EVC-centre) Evaluation Apply for recognition by VET (certificates, diploma) Europass ProfilPass
	7. accreditation *how to accredit?*	cashing in on certification opportunities	Deliberation and oral transmission or not of the result	

			Diploma or partial validation	
IV. Developme	**8. prospection** *How to put personal development plan (PDP) into action*	building on career opportunity advice in POP arrangements on custom work	Competence mapping	EXistig training (online) YouTube video
	9. working on PDPs *custom-made development/learning*	PDP into action	Personal Development Plan	WLG: My own project
V. Implementa	**10. structural implementation and Empowerment** *evaluation of pilot; how VPL can be systematically incorporated into the organization policy or a personal approach?*	evaluation of VPL pilot embed VPL in HRM, including financing promulgate (new) organizational policy individual administers the portfolio		

Checklist critical success factors:

	Item	Description	Done Y/N	Own remarks
1.1.	marketing of VPL	The demand and motivation of the learner should be addressed especially because if he/she fails to see the need for learning, there will be no learning at all		
1.2.	Collection of practical VPL-examples	from all levels, i.e. on individual, organisational and systemic levels can assist in this marketing.		
1.3.	Supportive infrastructure:	- communicate existing - favourable legislation - financial arrangements - regulations for VPL.		
1.4.	Educational awareness	in organisation or company: investing educationally in someone's potential always pays off.		
1.5.	Communication and guidance on the why/how/what of VPL	- clear to the learner - linked to the provision of well-trained guides within the organisation/sector.		
1.6.	Self-management of competences	- emphasis for the learner is on personal process management; - for the organisation on the formulation of learning needs; - for the education/training institutions on the development of flexible learning-made-to- measure programmes.		
2.1	must use a clear portfolio(format).	Depending on the goal and the context, there are three main forms available.		N.C.

2.2	Training-programmes for self-management of competences	a training beneficial in designing, filling and managing one's portfolio.		
2.3	Setting standards	the selection of a standard from educational or human resource systems by the candidate dependent on goal & context of VPL		
2.4	The function of guidance	Support in the VPL procedure Support in personal development		
2.5	accessibility of a chosen standard	is essential in the candidate's self-management.		
3.1	creating linkages	Transparency, uniformity, harmonisation and collaboration at sector level and with national, sectoral qualifications is essential		
3.2	Match competence systems	from branches, organisations and educational systems. VPL is the bridge.		
3.3	Impartial assessment	an objective and independent assessment must be in place.		
3.4	No distinction between diplomas	acquired based on formal, informal or non-formal learning needs to be the basis for the sector's learning culture.		
3.5	Generic steps	VPL should be possible at qualification and function levels.		
4.1	competence management.	Organisations need to facilitate personal development plans, provide guidance and offer transparent		
4.2	Function-standards	need to be formulated in terms of learning outcomes which are based on task-oriented competences		
4.3	learning environment	E the workplace as rich L.E.		

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4.4	Sustainable self-manage of competences / development	create ownership et them make choices in the degree of self-determination or external direction within their development, ranges from 100% self- management of form and content of the programme (*empowering*) and 0% (*pampering*).		
5.1	formulation of demands	Ensured by sector/organisation 1. the competences that are present within the organisation, and 2. the required competences within the framework of the organisational aims. 1 and 2 can be combined to ensure the development of 3. the competence demands within the organisation 4. an action plan for the validation and development of available and required competences.		
	Research into the effects	Monitoring, among other, on its economic, financial and social impact.		
	Integration of VPL in HRM-systems:	better integration of VPL into the work, personal development, HR policy and practice: - enhancing employability - sustainable quality deveoplment - mobility - (voluntary) participation - working towards achievable goals.		
	Linkages with the NQF	enhance the role of learning within the sector.		

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Based on the phases, steps, roles and activities mentioned in Part A of this report, an overview of tools, instruments and specific training are given.

The results of two specific European projects in which EC-VPL was the partner with a particular VPL role

Worklife Career guidance

1. **Starting a personal portfolio** (e.g. https://wlguidance.wixsite.com/toolbox/blank-iuhzp)

2. **Lifeline** (e.g. https://wlguidance.wixsite.com/toolbox/blank-m6c36 and

   The lifeline exercise has the advantage of suggesting in visual form both the eventfulness of life and the degree of dramatic tension. In career counselling at the workplace, this exercise may be used by a career counsellor or a supervisor of the employee with a focus on career development.

   Learning outcomes
   At the end of the exercise, participants will be able to:
   - Review own career through mapping and viewing past-experience (work/life)
   - Discuss and summarize important events which have occurred in life and effected his/her career development
   - Analyze and discuss events in one's career path

3. **Portfolio:**
   See example in Annex qqq portfolio

4. Procrastination

Procrastination is the avoidance of doing a task that needs to be accomplished. In this exercise, the facilitator introduces the concept of procrastination and encourages discussion about why we procrastinate and how to avoid procrastination.

5. Functional sketch

This exercise aims to assist the individual in becoming more aware of his/her own competencies in relation to the work environment and being able to present, use and discuss them with others. This is done through viewing or observing people at work (videos in this case) and describing the competences one detects, describe own competences in the current job, make comparisons and discuss findings.

6. Work values with inventory

This exercise aims to assist the individual in becoming more aware of his/her own core values and values related to the work environment.

Competence awareness raising

This cluster focusses on making the person:

- realise the result in learning outcomes (e.g. from work/life experience, informal learning, non-formal learning, personal or social reflections),
- learn to identify
- formulate the acquired competences and
- understand the value of these competences

Tools / Instruments

7. Requirements for the job
[Early years inspection handbook](#) (Ofsted, UK)
The handbook: "Early years inspection handbook for inspecting early years in England under sections 49 and 50 of the Childcare Act 2006" offers a list of issues that will be inspected. The list can serve as a self-evaluation of a childminder.

8. Self-evaluation on specific competences like for instance [resilience](#)

The European project resilience offers a questionnaire and the way to analyse

Validation of Prior Learning (VPL) - tools

Preparation

9. Self-evaluation test
- core tasks and work activities
- On level

Example of [transversal competences of volunteers](#)

The self-evaluation form of the LEVER-UP project is a simple tool for the evaluation of resilience.

10. STAR(rtt) exercise

(**S**ituation-**T**ask-**A**ctivities-**R**esult-**R**eflection-**T**ransfer-**T**ag for competences of specific standard)

http://www.leverproject.eu/wp-content/uploads/2019/02/LeverUP_T7_eng_v3.2.pdf and

11. Scheme of the validation and certification process

Tools for presenting evidence:

12. **CVs and individual statement of competences**
  a. **Europass, ProfilPass**

13. **Third-party reports**

14. **Portfolio**

The portfolio exists typically out of the following parts:

1. General data about the person (name, address, contact,
2. List of diplomas and certificates
3. Proof of competences
4. Competence-biography

An example of a portfolio is attached a s annex qqqq

Intake for VPL-procedure

List of requirements

VAE (FR): 1-year experience, the minimum duration of activities required for VAE (Labour Law, 2016). VAE is a right open to all, regardless of age, nationality, status, level of education or qualification. The VAE is a written procedure, and it is essential to master the basics of French, written and oral

EVC (NL): minimum entrance level for specific qualification

15. **Application form**

16. **Evaluation form**

17. **Letter of approval**

Assessment

The formal standard/qualification

NL: helpende zorg en welzijn (assistant care and well-being) – EQF level 2: Qualification dossier:

NL: Gastouder (childminder) – EQF level 3: qualification dossier

IE:

FR: Assistant(e) Maternel(le) / Garde d'enfants (motherhood assistant/childcarer) - EQF level 3 : qualification dossier

EL:

PT:

Tools for extracting evidence

18. Tests and examinations

19. Dialogue or conversational methods

20. Competence-based interviews

21. Declarative methods

22. Observations

23. Simulations

24. Evidence extracted from work or other practice

Personal growth / Empowerment

25.   Competence mapping

This is an example of a procedure which focuses on competence management and mapping of competences. It is a tool for assisting companies in the mapping of competences of their employees. The main goal is to identify the core competences of employees working in the company and to find out the views of the executives and managers of the company for the future. The procedure will invite each employee to participate in the creation of a competence map.

Learning outcomes
At the end of the exercise, participants will be able to:
- Identify and map the competences which they, as well as other workers, possess
- Identify and map the future need for competences in the workplace/company
- Describe the competences needed for future development
- Work with the company on developing the identified needs for competence development coming up in the near future

(Source: Oulu Adult Education Centre, Finland and Project Worklife Guidance

26.   Personal Development Plan

27.   My own project

- Work with goal setting
- Exploring solutions towards a desired situation/goal
- Develop a plan and strategies for reaching the desired situation/goal

Core Task 1	Supporting the holistic development of a child			EQF: 4
Description of Activities:				
Competences	*Knowledge*	*Skills*	*Assessment indicators*	*Proofs of Learning*
1. Being able to prepare a stimulating home environment for young children 2. Preparing a safe home environment for young children 3. Supporting personalised programs for young children on a day-to-day basis 4. Promoting holistic development of children		- Home preparation to perform educational play activities for children aged 0-6 years		
Remarks:				

Core Task 2	Promotion of safe environments for childminding			EQF: 4
Description of Activities:				
Competences	*Knowledge*	*Skills*	*Assessment indicators*	*Proofs of Learning*
1. Recognising the emergency and responding quickly and efficiently when emergencies arise 2. Planning for emergencies well before issues take place	- Risks associated with home-based childminding	- Distinguishing between a safe and a non-safe home environment for young children - First aid techniques for young children		

3. Managing chronic conditions, such as asthma when necessary 4. Ability to provide CPR, if necessary		- Identifying hazards within a home environment		

Remarks:

Core Task 3	Knowledge of working with families and local communities			EQF: 4
Description of Activities:				
Competences	*Knowledge*	*Skills*	*Assessment indicators*	*Proofs of Learning*
1. Development of language skills to the country of residence	- Knowledge of diversity in culture, religion etc.	- Managing cultural and/or religious differences between different ethnic and/or religious backgrounds		

Remarks:

Core Task 4	Creating opportunities for children within the home			EQF: 4
Description of Activities:				
Competences	*Knowledge*	*Skills*	*Assessment indicators*	*Proofs of Learning*
1. Preparing a safe home environment for young children 2. Being able to arrange a stimulating home environment for young children		- Home preparation to perform educational play activities for children aged 0-6 years		

3. Supporting personalised programs for young children on a day-to-day basis 4. Promoting holistic development of children			
Remarks:			

Core Task 5	Promoting positive interactions with children			EQF: 4
Description of Activities:				
Competences	*Knowledge*	*Skills*	*Assessment indicators*	*Proofs of Learning*
	- Importance of the childminder's role in the development and well-being of young children - Childminder's general attitude and approach to childminding - Basic principles in working with young children - Factors defining healthy interactions with child's family members			
Remarks:				

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Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	🎧 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	📖 Reading	I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short, simple personal letters.	I can understand texts that consist mainly of high-frequency everyday or job- related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and more extended technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

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Speaking	**Spoken interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise while travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem, I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and the people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write an elementary personal letter, for example thanking someone for something.	I can write simple connected text on familiar topics or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEF): © Council of Europe

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4.15 Annex B: Portfolio layout by EC-VPL

Portfolio

Belonging to […………………]

Part 1 : Personal data

Part 2: Summary

Part 3 : Education and Training

Part 4 : Work experience

Part 5 : Volunteering & hobby´s

Annexes: Reference Material & Evidences

Date: [. . − . . − 20 . .]

1

2.8.1.1.1.1.1.1.1 Family name	
Surnames	
Male/female	
(female name)	

Date of Birth	
Place of Birth	
Country of Birth	
Nationality	
Street and number	
Postal code	
City	
Tel. private	
Tel. work	
Mobile	
E-mail work	
E-mail private	

Civil driving licence	B / C / D / E / F / other:…..
Social security number	
Additional information	

2

A. Personal data

2.8.1.1.1.1.1.1.2 Family name	
Surnames	
Street and number	
Postal code	
City	
Country	

2.8.1.1.1.1.1.1.3 Telephone	
Fax	
E-mail	

2.8.1.1.1.1.1.1.4 Nationality	
Date of birth	
Sexe	Male / female

7. Personal advertisement

Personal ad

Key competences

8. Personal competence profile

I have the following skills/competencies	Number X	1 (moderate)	2	3	4	5 (very good)
2.8.2 Self Competences						
2.8.3 Social Competences						

2.8.4 Methodical Competences							
2.8.4.1.1 Professional Competences							

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9. Motivation and planning

1. …………………….
What:
Why:
How:

2. …………………….
What:

Why:
How:

3. …………………….
What:
Why:
How:

10. Language Portfolio

Help for self-assessment of languages: See Annex 1

(Self-assessment: M=mothertongue, +++=very good, ++=good, +=little, 0=not)

	listen	read	Spoken interaction	Spoken production	Writing
English					
German					
French					
Spanish					
Dutch					
...					
...					

Or using the Common European Framework of Reference for Languages (CEFR):

Mother tongue(s)

Other language(s)
Self-assessment
European level (*)

	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	
English								
German								
French								

(*) Common European Framework of Reference for Languages (CEFR)

Language Certificates and diplomas, you already have:

Language	Level	Title	Persuaded by	In year

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Education & Courses

3

Education and Courses

3A Education	Compe-tences	Level Date Duration	Nr
Title: Topics / skills:	- - - -		3A.1 3A.2
Institute / school / organisation:			

3B Education	Compe-tences	Level Date Duration	Nr
Title: Topics / skilla:	- - - -		3A.1 3A.2
Institute / school / organisation:			

3C Education	Compe-tences	Level Date Duration	Nr
Title: Topics / skilla:	- - - -		3A.1 3A.2
Institute / school / organisation:			

3D Education	Compe-tences	Level Date Duration	Nr
Title: Topics / skilla:	- - - -		3A.1 3A.2
Institute / school / organisation:			

3E Education	Compe-tences	Level Date Duration	Nr
Title: Topics / skills:	- - - -		3A.1 3A.2
Institute / school / organisation:			

3.... Education	Compe-tences	Level Date Duration	Nr
Title: Topics / skills:	- - - -		3A.1 3A.2
Institute / school / organisation:			

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Work experience

4

Work experience

Period:		For … hours / week
Function / position		
Company or organisation:		

Activities:
1.

2.

Responsibilities:
1.

2.

…

Competences
self: - -
Social - -
Methodical - -
Technical - -

Evidence:

Annex:	Description:
4A.1	
4A.2	
4A.3	

Company name		
Contact-person		
Address		
E-mail		
Telephone		

Work experience

Period:		For … hours / week
Function / position		
Company or organisation:		

| **Activities:** |
| 1. |
| 2. |
| **Responsibilities:** |
| 1. |
| 2. |
| … |

Competences
self: - -
Social - -
Methodical - -
Technical - -

Evidence:

Annex:	Description:
4A.1	
4A.2	
4A.3	

Contact company:

Company name		
Contact-person		
Address		
E-mail		
Telephone		

Work experience

Period:		For … hours / week
Function / position		
Company or organisation:		

Activities: **1.** **2.**
Responsibilities: 1. 2. …

Competences
self: -   -
Social   -   -
Methodical   -   -
Technical   -   -

Evidence:

Annex:	Description:
4A.1	
4A.2	
4A.3	

Contact company:

Company name		
Contact-person		
Address		
E-mail		
Telephone		

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Volunteering & Hobbies

5

Volunteer experience

Period:		For … hours / week
Function / position		
Company or organisation:		

Activities: **1.** **2.**
Responsibilities: 1. 2. …

Competences
self: - -
Social - -
Methodical - -
Technical - -

Evidence:

Annex:	Description:
4A.1	
4A.2	
4A.3	

Contact company:

Company name	
Contact-person	
Address	
E-mail	
Telephone	

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Volunteer experience

Period:		For … hours / week
Function / position		
Company or organisation:		

Activities:
1.

2.

Responsibilities:
1.

2.

…

Competences
self: - -
Social - -
Methodical - -
Technical - -

Evidence:

Annex:	Description:
4A.1	
4A.2	
4A.3	

Contact company:

Company name		
Contact-person		
Address		
E-mail		
Telephone		

Volunteer experience

Period:		For … hours / week
Function / position		
Company or organisation:		

Activities:
1.
2.
Responsibilities:
1.
2.
…

Competences
self: -   -
Social   -   -
Methodical   -   -
Technical   -   -

Evidence:

Annex:	Description:	
4A.1		
4A.2		
Company name 4A.3		
Contact-person		
Address		
E-mail		
Telephone		

Contact company:

Reference Material & evidences

Evidence - Education & Training

Annex	Description
3A.1	
3A.2	
3B.1	
3B.2	
3B.3	
3C.1	
3….	
3	
3	
3	
3	
3	
3	
3	

Evidence – work experience

Annex	Description
4A.1	
4A.2	
4B.1	
4B.2	
4B.3	
4C.1	
4….	
4	
4	
4	
4	
4	
4	
4	

Evidence – Volunteering & Hobbies

Annex	Description
5A.1	
5A.2	
5...1	
5...2	
5...3	
5...1	
5	
5	

4.16 Annex C: Common European Framework of Reference for Languages - Self-assessment grid

European Union and Council of Europe, 2004-2013 | http://europass.cedefop.europa.eu

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
U n d e rs t a n di n g	**Liste ning**	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

		I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Read ing							

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Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

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		I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Spoken production							

Writing			I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
		Writing						
		A1 **Basic User**	**A2** **Basic User**	**B1** **Independent user**	**B2** **Independent user**	**C1** **Proficient user**	**C2** **Proficient user**

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