

Newsletter

Issue **4** – June 2021



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“Making childminders’ competencies visible”

1. Introduction

The ValChild model, Childminder’s competence profile and the training have been finalised.

In the previous ValChild newsletters (VC-NL) the main topics were:

Issue 1: Introducing the ValChild project

Issue 2: The ValChild Model

Issue 3: The ValChild competence profile and the ValChild toolbox with ready to use instruments and operational and reliable validation procedures

This newsletter, Issue 4, describes the VALCHILD recommendations and certification scheme (Output 3 of the ValChild project).

2. Informal Childminding during Covid-19

Most early learning and care centres and schools have been closed during the Covid-19 lockdown or had an emergency-service for the children of front-line workers.

During the Covid-19 lockdown, many children missed the routine and structure of professional care and the social aspect of meeting their friends. These have an indirect impact on the social, emotional, physical and mental health and mental well-being of children.

An alternative for parents is the informal (unregistered, unpaid) childminding: valuable, trusted childcare provided by grandparents or closed family or like in the UK in a ‘[childcare bubble](#)’ (... is where one household links with one other household to provide informal childcare to anyone under 14).

3. Project results - Output 3 VALCHILD recommendations and certification scheme

The outcomes of the third VALCHILD output contains the following three items:

1. Recommendation mechanism: the criteria and the tools and materials used for the assessment.
2. The VALCHILD certification scheme: a set of guidelines, examples, and case scenarios for validation procedures.
3. A trainer handbook: a set of guidelines, instructions, exercises, and forms to be applied by validation experts during validation processes.

1.1. ValChild recommendations

The recommendation mechanisms aim to facilitate a summative certification scheme, based on a formal standard (e.g. a professional profile in the NQF) and leading to a certificate or diploma.

The recommendations given are:

Partners:

1. VALCHILD competence standard: 5 key competence areas, covering 26 competences.

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

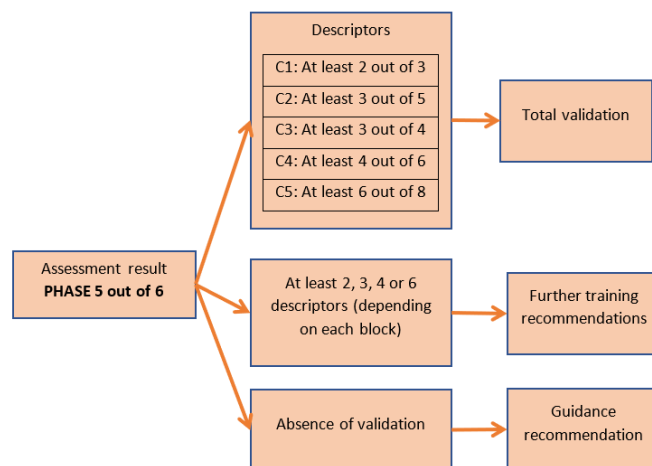
- 2. a language standard**, since one of the most important key-competences is **communication** (with the children, with parents, with colleagues, reading, writing reports, etc.).
- 3. A report on candidates' competences: the results of the evaluation of the portfolio and the interview.**

1.2. ValChild certification scheme

the VALCHILD recommendation mechanism delivers to the childminder candidate a **report on his/her competences**, focusing on both the identified strengths and weaknesses identified.

This report includes at least:

- Detailed results per block of skills** validated by the certification commission after the evaluation of the portfolio and the interview with the childminder candidate,
- Future training and informal learning recommendations**, mainly in case of partial validation or absence of validation,
- A recommendation for a **certificate in case of total validation**.



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

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

1.3. ValChild trainer handbook

The manual offers guidance to **counsellors, guidance experts and assessment and validation experts**, to be involved in VALCHILD assessment and validation of non-formal and informal learning procedures, mainly by providing:

- Key principles for experts involved in VALCHILD assessment and validation procedure.
- Guidelines on VALCHILD qualification standard

Partners:



for home-based registered childminders,

- Guidelines on the use of VALCHILD assessment and assessment materials and tools,
- Guidelines to develop additional resources, including case studies, practical exercises, etc.

Key principles are:

- The centrality of the individual
- No validation without guidance
- Objectivity and fair treatment
- Confidentiality and respect of privacy:
- Neutrality and ethics

2. Information day in the Netherlands

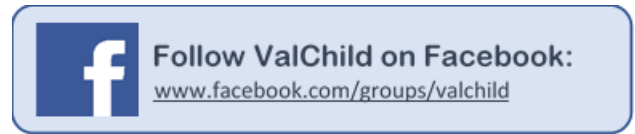
The Foundation EC-VPL will held online a national information day.

Date: 1 July 2021

Time: 15.00 - 16.30 hour

Next issue

- ValChild training and testing results



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ValChild Partners

1. Early Childhood Ireland (ECI Ireland)- project coordinator
2. Hellenic Society for the promotion of Research & Development (PROMEA, Greece)
3. Foundation European Centre for Valuation Prior Learning (EC-VPL, The Netherlands)
4. French Institute for the professionalization of family employment (IPERIA L'INSTITUT, France)
5. Instituto Universitário de Ciências Psicológicas, Sociais e da Vida (ISPA, Portugal)

Partners:

