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KA2 - Cooperation for Innovation and the Exchange of Good  
Practices Strategic Partnerships for vocational education and training

# **Memorandum of Understanding for sustainability of outcomes.**

## **ANNEXES**

### **Foundation EC-VPL**

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These annexes are part of the ValChild

## **Memorandum of Understanding for sustainability of outcomes.**

### **1. Content**

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## Annexes

The annexes are parts or summaries of the texts in the final documents of the project, which can be found at:

[VALCHILD assessment and validation toolbox](#) (in EN, EL, NL, FR, PT)

[VALCHILD recommendations and certification scheme](#) (in EN, EL, NL, FR, PT)



## Annex A: The competence profile of a childminder at a glance

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

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

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

### 2. Child Development and Learning

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

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

### 3. Health & Wellness

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

1. Applying basic child health care;
2. Applying the basic rules and standards of hygiene, rest, comfort, nutrition and safety, providing a safe and stimulating environment;



3. Identifying and implementing accident risk mitigation measures - conducting risk assessments;
4. Applying first aid techniques.

#### **4. Early Childhood Education**

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

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

#### **5. Family and local communities' involvement**

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

1. Recognises and supports family characteristics and different ways of parenting;
2. Building positive partnerships with parents and promoting parental involvement;
3. Organising, in close articulation with parents, the integration and child's adaptation;
4. Creating diverse opportunities for active parental participation in the childminder's home/context;
5. Reconciling family life and childminder activity;
6. Demonstrating affection and responsiveness while respecting the rights of children and their families;
7. Observing and reflecting about the child's family and social context with a view to better understanding their needs and interests;
8. Developing partnership relationships with the local community, expanding the educational opportunities offered to children.



## Annex B: Content of the ValChild toolbox

### The content of the toolbox:

1. Procedures of Validation of Prior Learning (VPL), existing in partners' countries
  2. The validation process:
    - a. Screening / clarifying
    - b. Admissibility process
    - c. Evaluation/validation by certification commission
    - d. Post certification
    - e. Post VPL
  3. Tools for Validation of Prior Learning
    - a. Application
    - b. Process descriptions
    - c. Portfolio of applicant
    - d. Certificate
    - e. Dissemination tools
  4. Annexes:
    - a. qualification profile of a childminder
    - b. Practical examination framework and processes
    - c. Dissemination.
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## Annex C: The ValChild validation procedure

### a. Screening | Clarifying Target audience for childminding validation process

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

Minimal age according to each country legislation (eg. Portugal 21 years old/France 16 years old)

Evidence of 1 year of activity and 1900 hours minimum concerning non-formal and/or informal experiences connected to childminding.

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

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

*Go/no go to admissibility - candidate decision.*

### b. Admissibility process

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

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

The Admissibility commission analyses the diagnosis file (auditing the professional and administrative criteria) and gives its decision:

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<sup>1</sup> A VPL Guide gives support to the candidate during the preparation of the Portfolio. Please see Annex B - B1 Profile of the validation practitioner.



- GO - A meeting with the VPL Guide and the candidate takes place. During this meeting, the candidate will be extensively informed, about all aspects of the VPL - procedure and regarding the status of the VPL- certificate.
- NO GO - Advice for further learning will be delivered to the rejected candidates by the Admissibility commission.

### c. Post - admission

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

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

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

### d. Evaluation/Validation by a Certification Commission

A certification commission is appointed, and the candidate goes through an VPL assessment. In the assessment, the certification commission will include all the competencies of the childminder profile and will also examine the level at which the candidate has mastered the competencies. As a result of this assessment, an VPL report is drawn up that is fed back to the candidate. Certification commission draws up a report together and sign it together. Beside assessing the competences, the certification commission members are also the ones validating them (as in France).

This assessment process has six different stages (Table 1):

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





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### **e. Post certification commission**

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

### **f. Post VPL**

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

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

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

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## Annex D: The ValChild manual for practitioners

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 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.

The key principles are.

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



## Annex E. The related and existing qualifications in the participating countries

### Qualification 1

Country	Ireland
Title of qualification	Registered Childminders must have QQI (Fetac) Level 5 in Childcare. However, it is not obligatory to be registered and therefore only a small number of childminders are registered compared to the large number of Childminders in Ireland.
EQF-level	Level 4
NQF-level	Level 4
Qualification description	<a href="https://nfq.gqi.ie">https://nfq.gqi.ie</a>
Annex	<a href="https://www.gqi.ie/Downloads/Understanding%20the%20NFQ%20-%20Interative%20Presentation.pdf">https://www.gqi.ie/Downloads/Understanding%20the%20NFQ%20-%20Interative%20Presentation.pdf</a>

### Qualification 2

Country	France
Title of qualification	Assistant de vie dépendance
EQF-level	3
NQF-level	3
Qualification description	<a href="https://www.francecompetences.fr/recherche/rncp/34690/">https://www.francecompetences.fr/recherche/rncp/34690/</a>
Annex	<a href="https://www.francecompetences.fr/recherche/rncp/34690/">https://www.francecompetences.fr/recherche/rncp/34690/</a>

### Qualification 3

Country	The Netherlands	
Title of qualification	Assistant care and welfare (VET)	Childminder (Branche organisation NYSA)
EQF-level	2	3
NQF-level	2	3
Qualification description	<a href="https://www.s-bb.nl/beroepen/helpende-zorg-en-welzijn">https://www.s-bb.nl/beroepen/helpende-zorg-en-welzijn</a>	<a href="https://www.ervaringscertificaat.nl/resources/v1615203030/uploads/files/EVC_erkende_branchestandaard_Gastouder_2018_niveau3.pdf">https://www.ervaringscertificaat.nl/resources/v1615203030/uploads/files/EVC_erkende_branchestandaard_Gastouder_2018_niveau3.pdf</a>
Annex		



Qualification 4	
Country	Portugal
Title of qualification	
EQF-level	
NQF-level	
Qualification description	Webpage:...
Annex	

Qualification 5	
Country	Greece
Title of qualification	
EQF-level	
NQF-level	
Qualification description	Webpage:...
Annex	