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# Transparency & recognition

Report on Methodical Work on Recognition of Staffs' Learning  
Outcome

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# Introduction

This report presents the results of the methodology work of Work package 3 of the transFAIR project: **Transparency and recognition**. The rationale for the work has been to focus on needs as well as challenges for validating results of the participants' – staffs and foster parents – learning outcome of FAIRstart training.

Within the paradigm of Lifelong Learning, specifically with the use of non-formal as well as informal learning, it becomes a challenge to identify and to validate the competence outcome as results of participants' learning.

As the FAIRstart training is designed and carried out in direct connection with staffs and foster parents daily child care, the competences achieved are similarly tested and evaluated within these contexts of project partners' foster parents and child care institutions.

As part of the adjustment of the FAIRstart training programme an analysis/identification of the institutions and foster family's child care practise are carried out in terms of the Secure Base Model score cards in order to determine precisely the actual needs for development of child care practise and for staffs' competence development. This is the FAIRstart Training programme's basic principle for assuring the training applicability to participants' practise.

The aim of the programme is thus to support learning *from* and *in* practise combined with the teaching of attachment theory, applied on Secure Base Model for children placed outside their homes.

The training is organised in a combination of a number of 2-hour sessions and the participants' intermediary practise of the knowledge and methods achieved. Thus the training is integrated in participants' daily work, together with organised feed-back as well as individual and group reflections.

Test results demonstrate a high level of both participants', instructors' and managers' satisfaction with outcomes: - participants' learning - as well as implemented changes in childcare practise. These results are available in the TransFAIR test report.

But, according to the paradigm of Lifelong Learning it becomes interesting how the competences developed match competences, formally required for the child care institutions and for foster families in the partner institutions.

According to this question a work has been carried out in terms of a systematically competence match between identified FAIRstart core competences and core competences selected by partner institutions and foster families in order to analyse transparency of FAIRstart competences. This competence match forms the chosen method used in the work of

Work package 3, for being able to assess the competences acquired in the FAIRstart training in terms of appropriate child care competences.

It has not been the focus of the transFAIR project to reach results of actual recognition of competences but to analyse how achieved participants' knowledge and practise learning can be identified and defined in terms of competences.

# Method

The task of work package 3 has been to develop and to test a method which encompasses the potential for actually making acquired competences transparent in terms of a later validation and recognition in formal competence validation systems of the partner countries. It is important to stress that a validation and recognition process has not been included in the work package. As results of the methodology work, the process concerning transparency has been regarded a dual process as the concept *transparency* refers to both 1) the participants' (staffs and foster parents having taken part in the FAIRstart training program) reflection on their learning outcome in terms of developed competences, and 2) the transparency of competences described as core competence goals for the training programme. Thus the methodology provides a level for the participants and a level for the programme – or a level for the learning and a level for the curriculum.

The following structure and method were used for the matching process of core competences.

1. As a part of the partners' testing of the FAIRstart training, a guide for the training instructors were developed in order for them to be able to support participants' reflection on learning outcome = level 1, *the learning level*. The method provides a structure for participants' reflections.
  - a. Results of the reflection process with participants have been reported in separate reports as part of testing the FAIRstart training program.
2. As part of the methodology work of level 2, *the curriculum level*, core competences of the FAIRstart training programme were defined.
  - a. A structure / method for match between FAIRstart core competences and partners selected core competences as requirement for child care staffs was developed.
  - b. Partners have reported the results for the matching process.

## **Ad 1: Participants' reflection on competences developed**

As the chosen methodology for transparency was aimed at supporting a reflection on learning outcome in relation to the competence concept, the participants were guided by the following steps / questions in order to make clear and transparent for themselves, individually and in the

group, how the acquired knowledge, attitudes and values are transferred to new ways of practicing in their daily childcare:

1. What is the concrete situation? (the participants were asked to identify a difficult situation in which they have become able to act differently as professionals).
2. What is the problem or the challenge in the situation? (*to be identified precisely – what, why and for whom?*).
3. What do you normally do in this situation (former practice before the FAIRstart training).
4. If this routine action does not work, then what do you do? (reflection on how to react differently – (in accordance with the new knowledge of children’s secure attachment).
5. Which signs do you expect to see (in order to make sure that the chosen new action is the right one)
6. How do you observe these signs (to help participants achieve a learning attitude in practice)
7. Did the results correspond with the aims of the action? (*support for participants’ reflection on action*)<sup>1</sup>
8. Would you do the same action another time? (in order to keep a reflective attitude to action – raising awareness of what the concrete situation requires).
9. Which competence do you think you practice in this and in similar situations (*to support participants awareness of own competences*)<sup>2</sup>

## Ad 2: FAIRstart core competences

For the methodology of transparency at level 2, curriculum level it was decided at the partner meeting in Sofia, April 2013, that core competence of the FAIRstart training should be defined. This was done at the instructors’ training course, which took place in Denmark in May 2013 and afterwards commented and acknowledged by all partners.

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<sup>1</sup> Donald Schön, Theory of reflection on action

<sup>2</sup> The reflection method and results of these processes are reported in the test report of FAIRstart Training

Core competences have been defined for both FAIRstart training editions: for staffs in child care institutions and for foster parents.

Training for staffs in child care institutions:

1. Having completed the FAIRstart Training program, the caregiver is able to – on the basis of knowledge of the Secure Base Model theory – independently and together with colleagues and leader – to plan, carry out and assess child care practice, in order to secure the child’s physical, cognitive and emotional development:
2. In the daily caregiver practice, the childcare assistant is able to observe and register signs of the child’s development and, together with colleagues, supervisor and/or leader, to decide and to initiate activities to support the child’s development.
3. The caregiver is able to discuss, reflect and act together with colleagues in a team, cooperating with the daily leader and being loyal to joint decisions.
4. The caregiver is able to cooperate with the child’s network, biological parents and to carry out plans from the authorities.
5. The caregiver is able to, independently and in cooperation with colleagues, to assess own, the staff group’s and the institution’s childcare practice and to contribute to develop his/her own, the staff group’s and the institution’s professional childcare practice.

### **Training for foster parents**

1. The foster parent is able to – on the basis of knowledge of the Secure Base Model theory - independently and with the support of supervisor, to plan, to carry out and to assess and develop his/her own daily childcare practise, in order to secure the child's physical, cognitive and emotional development.
2. The foster parent is able to include the child in the family - and balance at the same time being a professional and a private family.
3. The foster parent is able to cooperate with the child's network, biological parents and carry out plans from the authorities.
4. In the daily childcare practise, the foster parent is able to observe and to register signs for the child's development and get external help if needed.

### **Ad 3: A systematic /method for partners' competence match**

It was decided at the partner meeting in Sofia, April 2013, that defined core competences should be matched with core competences included in relevant occupational profiles for staffs, employed in child care institutions and for foster families in the partner countries.

Thus the methodology of transparency at the curriculum level has been based on this matching method. The reason for making the competence match a part of the transparency and recognition methodology is thus to test the appropriateness of the FAIRstart competences with relevant occupational profiles instead of making the competence assessment depend on an analytical work based on a comparison at national curriculum level. It is the assessment that resources for such a study were not possible within the frames of the transFAIR project.

Another argument for this decision is that competence requirements of the chosen occupational profiles vary a lot as to the required education background of staffs.

Partners were asked to:

- 1) Select one or more competence requirements (Occupational profiles) for working as staff or foster parent in the partner institutions
- 2) To assess the match with each of the defined FAIRstart core competences by the following steps:
  - a. Click one of the categories: complete match; partly match, no match at all:



- b. Explain exactly either 1) how the FAIRstart core competences have a complete match with the competences of the chosen occupational profile? or 2) which *elements* of the FAIRstart core competences have a partly match with the competences you compare with?

#### **Ad 4: Partners' reported results**

The following partners have reported results: Romania, Bulgaria, Turkey and Latvia.

In Denmark, the work of transparency and recognition has had another focus, namely on the equivalence of the training aims and content in relation to relevant formal VET courses, and offered by the National Adult Vocational Training system. These courses are carried out by the Social and Health Care School of Aarhus. The results of this analysis are reported as part of the transFAIR test report.

The results of partners' competence match all concern the match with the FAIRstart training edition for *staffs in child care institutions*. (The partners were free to decide themselves which occupational profiles to work on).

In the following partners results of the competence match are presented within the scheme below. *The results are copied directly from partners' reports.*

Partner country	<b>Bulgaria</b>
Job-function	<p>1) Social worker<sup>3</sup></p> <p>2) Employee in the field of social activities – social worker with children and families at risk<sup>4</sup></p>
Qualification requirement for employment	<p>Ad 1) Bachelor or Master degree in Social and Pedagogical field of Education and Science. The required competences have been identified on the basis of the official job profile for social workers and the rules for assessing their work used by the public institutions in Bulgaria.</p> <p>Ad 2) The profession is part of the list of professions for Vocational Education and Training approved by the Minister of Education and Science.</p>
Competence Match	<p>Assessed match with the overall FAIRstart core competence:</p> <p>Partly match, because: The Secure Base Model is a very slightly represented theoretical model of the knowledge required by the social worker. This competence is partially considered in terms of knowledge about the consequences of institutionalization of children in the social care system and how these effects slow down their development. Training Programme FAIRstart complements interdisciplinary knowledge and support implementation of this competence in practice.</p> <p>Partly this competence is included in the job description of the social worker.</p> <p>The 1<sup>st</sup> FAIRstart competence matches partly with the competences related to the professional profile of the employee in the field of social assistance. However the professionals are not required to take independent decisions about the care of children.</p> <p>The 2<sup>nd</sup> FAIRstart competence: complete match, because:</p>

<sup>3</sup> Job code: 2635-6004, according to the National Classification of Occupations in Bulgaria, 2011

<sup>4</sup> Job code: 7620201, according to the List of Professions for Vocational Education and Training, approved by the Minister of Education and Science.



	<p>A key competence in the profile of the social worker is the ability to monitor and analyse symptoms in child development, as well as individually and together in a team to plan interventions / activities of children development. After the FAIRstart training programme, social workers developed their skills for monitoring children's development and ability to discuss as a team with their colleagues.</p> <p>The competence is included in the professional profile of employee in the field of social assistance as well.</p> <p>The 3<sup>rd</sup> FAIRstart competence; complete match, because:</p> <p>A key competence in the profile of the social worker is the ability to work in a team. As such he or she plays a role of a team member and his or her duty is to observe team decisions and requirements in their daily work. The ability of a team work and loyalty to the team is a key requirement in the process of recruitment for the job position of the social worker. This competence is part of a competence framework according to which annually the personal performance of each social worker is assessed; also it is included in the job description of the social worker.</p> <p>The competence is included in the professional profile of the employee in the field of social assistance as well.</p> <p>The 4<sup>th</sup> FAIRstart competence; complete match, because:</p> <p>A key competence in the profile of the social worker is the inter-institutional cooperation and networking in the support for each child. The network includes key factors such as parents, family, neighbours, friends, doctors, teachers, social services agencies, recruitment agencies and others. An individual plan for the child is prepared every 6<sup>th</sup> month; this plan is discussed and reviewed in a network called multidisciplinary team. This is a basic methodological requirement of working in the institution or a social service for which the competence is necessary. This competence is part of a competence framework, according to which annually the personal performance of each social worker is assessed. It is also included in the job description of the social worker.</p> <p>This competence is included in the professional profile if the employee in the field if social assistance as well.</p> <p>The 5<sup>th</sup> FAIRstart competence; complete match, because:</p> <p>One of the professional duties of the social worker is to propose initiatives, to</p>
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	<p>seek and implement effective ways for achieving a better performance and quality of work. This implies competence assessment and a possibility to change in the daily practise. This competence is part of a complete framework according to which annually, the personal performance of each social worker is assessed; also it is included in the job description of the social worker. This competence is included in the professional profile of the employee in the field of social assistance as well.</p>
Further comments	<p><u>As for job profile 1)</u> TransFAIR training could be used as a programme that can contribute to professional development of the social workers as part of their in-service training. In this case official recognition by public authority is not required for the programme; however it will be useful to receive the support of the TransFAIR programme by the State Agency for Child Protection.</p> <p><u>As for Job profile 2).</u> The TransFAIR training programme could be used as part of the required training in order to receive qualification for part of the profession. In this case it should be approved by the National Agency for Vocational Education and Training.</p>
Partner country	<b>Latvia</b>
Job function	Social educator – is chosen for the competence match because this is the only occupational profile that is specific for working with children in long term social care institutions for children.
Qualification requirement for employment	Social educators need to have higher pedagogical or social work education, prior experience of two years working as a pedagogue or social worker, good communication skills and ability to work in different situations. This occupational profile is valid all over the country.
Competence match	<p>1<sup>st</sup> FAIRstart core competence, complete match, because:</p> <p>This FAIRstart core competence has complete match with the chosen occupational profile which is described for the social educator’s professional competence, Nr. 13 “Ability to summarize information to make child’s individual development plan, considering child’s features and needs of different ages, mange implementation of child’s individual plan”. Thou it does not define the assessment of the individual plans it is required anyway.</p> <p>2<sup>nd</sup>. FAIRstart core competence, complete match, because:</p>

	<p>The FAIRstart competence has a complete match with the occupational profile of professional competences of social educator described in competences Nr. 1-12. All of these twelve competences define everything that is essential for supporting child’s development of potential, communication and guidance in choosing profession.</p> <p>3<sup>rd</sup> FAIRstart competence, partly match, because:</p> <p>For this FAIRstart competence there is a partial match in chosen occupation profile of social educator. In described professional competence nr. 14 there is a focus on children with specific needs (mostly disabled children) and discussion, reflection and decisions for these children’s individual development plans are discussed not only with colleagues within institutions but also among other professionals (if needed) outside the institution. Also professional competence nr. 15 “Ability to cooperate with other specialists in child’s social upbringing” indicates that the discussion, reflection and decisions can be made not just among working colleagues but also with other specialists outside the institution</p> <p>4<sup>th</sup> FAIRstart core competence, complete match, because:</p> <p>The FAIRstart core competence has a complete match with social educator’s professional competence nr. 16: “Ability of professional cooperation with child’s biological parents as well as with authorities from orphans courts, educational and medical institutions”. Thou there is no direct mentioning of carrying out plans from authorities, but cooperating with them also mean to follow their instructions and plans regarding child’s development, safety, health and life.</p> <p>5<sup>th</sup> FAIRstart core competence: no match at all, because:</p> <p>There is no match at all between this FAIRstart core competence and competences chosen to compare. Obviously that is because such a competence are beyond competences and work tasks of social educator and these assessments are made by other professionals. Thou it is believed that social educator as a person who is in the closest contact to children does participate in such arrangement and can contribute to overall childcare practice in the institution.</p>
Further comments	No further comments

Partner country	<b>Turkey</b>
Job function	Caregiver
Qualification requirement for employment	<p>At least graduated from a college for child care development;</p> <p>Having ability in using a computer</p> <p>Having the knowledge of using language correctly, using and implementing knowledge of rules of etiquette, is physically and mentally healthy, creative, explorative, open for development, communication skills, ready for team work, tolerant, work discipline and problem solving skills.</p> <p>This occupational profile counts for child care institutions all over Turkey.</p>
Competence match	<p>1<sup>st</sup> FAIRstart core competence, complete match because:</p> <p>The core competence completely matches with the competences of the job and the selected occupational profile for comparison, because the education level and job requirements as described are the same. Also skills and competences are more likely.</p> <p>2<sup>nd</sup> FAIRstart core competence partly marches because in the institutions, caregivers are able to observe and register signs of the signs of the child's development by themselves or with colleagues and are able to express their ideas and thoughts to the leader. They are not able to initiate activities to support the child's development except smaller creative activities.</p> <p>3<sup>rd</sup> FAIRstart core competence completely matches because in the institutions, caregivers are able to discuss, reflect and act with colleagues in a team, cooperating with the daily leader and being loyal to joint decisions. Because caregivers are the only persons who are spending most of their time with one specific child and hence they have an extensive knowledge about the child.</p> <p>4<sup>rd</sup> FAIRstart core competence marches partly, because caregivers are not able to cooperate with the child's network and biological parents. They are only responsible for supporting children's physical, psychological, mental, social and emotional development. Authorities cooperate with the child's network and biological parents if possible. The caregivers are given personal informations about the child from the authorities, if needed.</p> <p>5<sup>th</sup> FAIRstart core competence completely matches with the competences of</p>

	<p>the job and occupational profile of a caregiver. In the child care institutions, the caregiver is able to, independently and in cooperation with colleagues to assess own, the staff group's and the institutions child care practice and to contribute to develop own, the groups and the institution's child professional care practice. In the institutions a monthly total quality management are performed with the staffs and organized with the possibility of the self-assessment of the individual caregiver as well as caregiver's assessment of the institution. Feed-back is valued by the institutions. In the case of negative assessment by the caregivers, corrective and preventive actions are made in order to change things.</p>
Further comments	No further comments.
Partner country	<b>Romania</b>
Job function	<p>Specialized Educator is the qualified person whose intervention is to be found in the sector of the primary services and protection services of the child. The primary services refer to day centres for children and the day centres for children with special needs, rehabilitation centres etc. the sector of child protection services refer to residential for children and for children with special needs. These can be organised either as family-like centres, modular placement centres and social apartments.</p> <p>The Specialized Educator is a member of a multi-disciplinary team who assists the children at risk of separation / who has been separated from his / her family and for whom a protection measure has been taken. This is why the specialised educator is active both within the institution but also outside it, in the community, ensuring the relation with different other services like: educational and medical ones. The SE is also responsible for the implementation of the intervention plan drafted by the multi-disciplinary team for each individual child.</p>
Qualification requirement for employment	No entry requirements listed
Competence	1 <sup>st</sup> FAIRstart core competence has a complete match, because according to

<p>match</p>	<p>the selected occupational profile for this comparison, the socialized educator, at part of the multidisciplinary team, has the competence to plan its own activity and to contribute to the drafting and the implementation of the intervention plan for every child.</p> <p>2<sup>nd</sup> FAIRstart core competence has a complete match, because, according to the occupational profile, the specialized educator has to support the development of linguistic competence of the child, to create the daily context of emotional stability of the child, to provide specific cares for children and to perform specialized education activities for the child, based on the intervention plan, drafted for this purpose.</p> <p>3<sup>rd</sup>. FAIRstart core competence has a complete match, because the specialized educator is part of a multi-disciplinary team, responsible for drafting an intervention plan and they work according to it.</p> <p>4<sup>th</sup> FAIRstart core competence has a complete match, because the same elements, being able to cooperate with the child’s network, biological parents and to carry out plan from the authorities, are also part of the description of the occupational profile.</p> <p>5<sup>th</sup> FAIRstart core competence has a partly match, because the element <i>interest for own professional development</i> is a common competence and because the specialized educator is not supposed to assess institutions practices in childcare and he or she is not responsible for the development of other staff members.</p>
<p>Further comments</p>	<p>In the FAIRstart Training programme the definition methodology of competences are organized differently than in the selected occupational profile, as in the latter on the competences being listed separately and having broader description. The main difference is that being a specialized educator is a qualification and the FAIRstart training programme is more a professional development programme.</p>



# Analysis of overall competence match

In the schematic presentation of partners' competence matching of FAIRstart core competences with the selected occupational profiles for professionals working with child care the following aspects appear:

## Education levels – equivalence

In partners' indication of the required entrance education level for employment in the child care institutions, it is made clear that the term *caregiver* is general for several professional occupations involved in childcare. Thus for all partner reports higher education, either at bachelor or master degree level are required for the professions, like *Social worker, Specialized Educator, Social educator or caregiver*.

Besides staffs with a lower education level – for example a degree from pedagogue school, combined with a required amount of relevant work experience - are employed in the child care institutions. As referred to in the introduction to this report, all partners have made their competence match to occupational profiles for staffs, employed in institutions. None of the partners relate the competence match to foster parents' competence requirements.

Looking at the NQF's for the involved countries, the work process of completing the qualification frames are either still ongoing, as for Romania and Turkey or is fulfilled, as for Latvia (2012) and for Bulgaria (2012).

The same NQF structure is used – with 8 levels. Within this frame it appears, that level 4, for Vocational education and Training (VET) is the common reference for the partner countries, though the level is not yet described for Turkey and Romania.

The question of placing FAIRstart training programme within the NQF is yet not possible according to the lack of the programmes' ECTS identification.

In the match reports – and filled into the scheme – partners do not refer to the level of which the identified competence is or should be practised. Combined with the indicated education level requirements it seems obvious that competences practised by staffs are in reality practised at different levels. Cooperation within child's network, development of interventions plan for the child, critical reflection and participation in development of childcare practise are performed at different levels according to the occupational profiles.

Therefore, some reservations must be taken to the comparisons though partners conclude that for many of the FAIRstart core competences there are a complete match with the occupational profiles selected for comparison.

This fact points at two conclusions:

- (1) A work at national level to assess and accredit in a formal manner the placement of FAIRstart training programme with the NQF is required.
- (2) Participants' competences, developed in terms of the FAIRstart Training Programme are to be assessed within the national systems for assessment of prior learning (APL or other systems) with individual descriptions of content, practise learning and competences developed due to the specific learning process of the institution where the FAIRstart Training programme was practised.

### **The concept of *Transparency***

This report focusses on the concepts of *transparency and recognition*. Due to the results of the work of competence match, together with the experience and test results, achieved in the transFAIR project it is made clear that *transparency* should be assessed in terms of two aspects:

- 1) Transparency as the technical term for the required documentation as background for assessment of the Training Programme. This aspect is described above.
- 2) Transparency as the aspect of participant's ability to identify learning outcome of own development process and similarly the institutions ability to identify, assess and implement the use of staffs' learning outcome in terms of added competences to the organisations learning and development.

This 2<sup>nd</sup> aspect represents a dominating issue of the didactics of the training programme. A strong focus is put on the development of participant's reflection and learning competence as a profound necessity for being able to develop professional childcare in the institution. As mentioned in the presentation of Method for the matching process, guidelines have been developed and practised for participants' reflection and identification of their own and the groups learning outcome in terms of competences developed. The idea and the actual results of this use of these guidelines are that actually transparency of learning outcome is realised for the participants. They succeed in realising what exact learning outcome and competence has been achieved when they reflect on specific situations from their childcare practise, when they realise that they act in new ways because they have gained new theoretical knowledge – about children's attachment – and they have learned *how* to practise this new knowledge.

It is the conclusion of the work with Transparency and Recognition that this aspect of *transparency* actually forms the important precondition for a coming assessment process of participant's prior learning – in accordance with the given national system.

*Transparency* – viewed within this perspective thus delivers the important support for participants' transfer of theoretical knowledge to practice and to the ability of developing own practice as well as to take part in the staffs group's and institutions development of practice.

### **The learning-type of FAIRstart Training Programme**

Finally a characterisation of the specific learning-type of the FAIRstart Training Programme should be made as a focus of relevance for an assessment of competences. This because, in a future validation of participants' competences, acquired in the FAIRstart training programme, the education and training context plays a role.

How can The FAIRstart Training Programme be characterized in terms of the concepts formal, non-formal and informal learning – forming all together Lifelong Learning?

The FAIRstart Training Programme is carried out within a clearly described structure, consisting of 13-15 two-hour sessions. Content as recognised, research based attachment theory together with evidence proved methods and tools are taught by an instructor, who is trained in the programme. Another part of the training programme is developed for the practical training in participants' daily child care practise, where areas of training are focussed with the use of the achieved knowledge.

The sessions combine these periods of practical training so that transfer and competence development goes hand in hand with the knowledge building in the training sessions.

The training programme is designed for either being practised with its entire training aims and content or in a specific tailored form, due to the institution's identification of specific needs for development of the professional childcare. This is done on the basis of a score card process which helps institution leader and training instructor to identify children's Secure Base Model in the institution's childcare practice.

An important test result of the FAIRstart Training Programme is that instructors, participants and leaders assess that a learning ability has been developed and a change is recognised as to pay more attention and critical reflection to the practice of daily childcare. Aspects of innovation and creativity in problem solving have become a natural part of staffs' cooperation on good childcare practice.

The FAIRstart Training Programme thus builds on formal elements as for the curriculum structure and the research and evidence based aims and content; it has the learning form of an internal, organisational, non-formal learning programme as the training does not yet inherit

the formal accreditation. And it obviously has the effects to start a long lasting development process in the organisation and staff group as learning is transferred to practice and – moreover – inspires to more learning and development as a natural aspect of childcare practice, thus representing the aspect of informal learning.

### **An action-learning programme**

More precisely, the FAIRstart training programme could be characterized as an action learning programme, because of the elements:

- Formally recognised, theory and evidence based study content, taught within specifically announced training sessions,
- The organisational frame is set by the identification of needs for change and development within the professional practice
- Training is transferred and further developed as part of the daily practice
- An instructor or supervisor is connected as a support resource to the staff groups
- Learning is evaluated according to identified aims of the institution
- A learning outcome in terms of staffs' generic competences secures a permanent focus on the need for reflection and development of practice.

## Conclusion

With the use of the developed methodology for transparency and recognition the conclusions are:

For the match of FAIRstart core competences with competences from the chosen occupational profiles of child care institutions some limitations clearly occur.

According to the national qualification frames (NQF), the levels of competences, due to occupational profiles are not comparable. This means that – with the work carried out in terms of Work package 3 - documentation for equivalence of FAIRstart competences is not provided. Likewise, the FAIRstart programme does not provide the documentation of ECTS points to support the comparison and validation of competence match.

*What counts for the positive results of the transparency methodology is:*

Partners assess that FAIRstart core competences have a high level of match in terms of the chosen occupational profiles. But again it must be stated that though competence elements are found and recognized at various occupational levels, this does not document equivalence of competences.

More important, it is a conclusion of partners' competence match that FAIRstart core competences have a high relevance compared to the occupational profiles.

What is actually specific and characteristic for the FAIRstart training programme and the outcomes, is that the programme as well as competence goals is a practice based program for workplace learning. Competence goals and content support the basic for staffs' and foster parents development of a specific knowledge and competence with the aim of securing a competence basis for planning, carrying out, evaluating and developing a child care practice for children's secure attachment.

As such the partners' competence matching process documents that the FAIRstart programme is highly usable as a training program for staffs' further workplace training with the important outcome of contributing to create a consistent theory and practice based professional child care.