



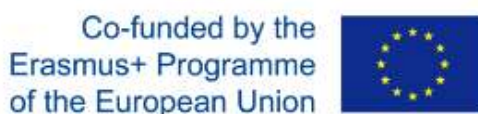
# Universal model of Professional course for new age child carers for women aged 50-64 years

---

- Handbook -



“Universal model of Professional course for New age child carers for women aged 50-64 years”. This project has been co-funded by the Erasmus+ Programme of the European Union.



The Handbook as presented reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The publication was created thanks to the establishment of a strategic partnership by the following organizations:

- Voivodeship Labour Office in Katowice (Wojewódzki Urząd Pracy w Katowicach)
- The Government Office for Békés County (Békés Megyei Kormányhivatal)
- Bimec Ltd.
- M'am'aloca o.p.s.
- ProActivate Ireland Limited
- Cooperativa Sociale COOSS Marche Onlus Società Cooperativa Per Azioni

Publisher:

ISBN:

Graphic design and development, composition, breaking, printing and binding:  
/name and address of the publisher /

Edition: 200 copies

Free of charge publication



## Table of content

|  |  |
|--|--|
| 1. Project overview.....   | 4  |
| 2. Description of partnership organizations.....   | 5  |
| 3. Labour market situation of women over the age of 50 in the partners` countries .                      | 8  |
| 4. An overview of legal frameworks regarding child carer profession in the participating countries ..... | <b>Грешка! Показалецът не е дефиниран.</b> |
| 5. Survey results .....  | 12   |
| 6. Important personality attributes of the child carer .....   | 13   |
| 7. Tools and test for assessing the career predispositions .....   | 13   |
| 8. Self assessment questionnaire .....   | 15   |
| 9. Course framework.....   | 20   |
| I. Pedagogical approach .....  | 21   |
| II. Communication .....  | 22   |
| III. Documentation.....  | 23   |
| IV. Cognitive and affective development .....  | 25   |
| V. Physical and psychomotor development .....  | 27   |
| VI. Management of education.....   | 28   |
| VII. Security.....   | 30   |
| VIII. Care, health and hygiene.....  | 32   |
| IX. Internship .....   | 34   |
| X. Sources and Supporting literature .....   | 37   |
| 10. Conclusions.....   | 41   |
| 11. Project partner contact details.....   | 42   |

## 1. Project overview

Owing to demographic change the workforce is shrinking, therefore it is extremely important to activate unemployed groups and convince people to pursue lifelong learning activities, which would enable them to acquire new skills and to be active in the labour market for longer.

Women in the labor market are in a distinctive situation. Despite the fact that their life expectancy is greater than men, the duration of their working life is shorter. Furthermore many women between the ages of 50-64 remain inactive, which has an impact on their economic situation and level of pension,

The Erasmus + partnership project “Universal model of professional course for new age childcarers dedicated for women aged 50-64 years” responded to the needs of women aged 50+. Organizations from 6 countries, including two non-profit organizations from the Czech Republic and Ireland who are involved in the activation and wellbeing of people aged 50+; two private training providers from Bulgaria and Italy with expertise in course creation, job coaching, and career counseling; and regional bodies involved in the labour market from Silesia in Poland and Békés County in Hungary, established a partnership in order to create the model of the course for women aged 50+ which would use the experience, knowledge and love of children as a basis for professional activation.

During this project a model of the course was created, which will help in future to activate women aged 50+ who have experience as homemakers and caring for children but who do not have strong educational qualifications and work experience. The course would help them to use the skills they do have to return to work as professional childcarers.

This publication is the result of two-years of cooperation. It presents the results of the partnership work accomplished during the partners’ group meetings. In the handbook you will be provided with a description of the partnership organizations, the situation of women aged 50+ in the labour market, an overview of the legal framework of childcarers, results of the survey conducted among parents and women aged 50+, personality attributes of childcarers, tools and tests for assessing the carers’ predispositions, a self-assessment test and the course framework.

All of the results of this international cooperation including presentations, recommendations and the course model are available on the project’s official website: <http://50pluschildcarer.eu/>

## 2. Description of partnership organizations



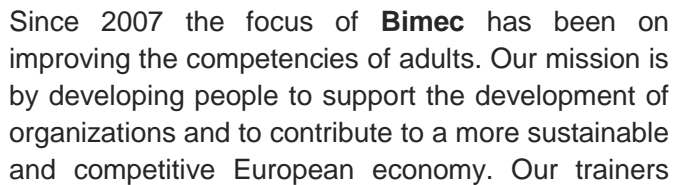
Established in 2000, the **Voivodeship Labour Office in Katowice** is an organizational unit of the local authorities of the Silesian Voivodeship. Its responsibilities are concerned with developing labour market policy as well as initiating and supporting activities promoting and stimulating development of the labour market in the Silesian Voivodeship.

The key mission of the Voivodeship Labour Office is to promote employment, reduce unemployment effects and stimulate job activation aiming to reach high rate of employment, human resources development, high quality of work as well as foster social inclusion. VLO tasks and objectives include, among others, the organization of employment placements abroad, provision of vocational guidance and vocational information, promotion of entrepreneurship, obtaining funds and pursuing EU programmes, development of a regional plan of action for employment, division of the Labour Fund recourses, implementation of European Social Fund with the Silesian Voivodeship, as well as performing various analyses regarding the regional labour market.



The **Government Office of Békés County** is made up of the organisational unit directly managed by the government commissioner, the core office, 9 district offices and 16 special public administration offices. The number of employees is 1461.

The current project is to be realised by the Government Office of Békés County in cooperation with its Department of Social Security and Employment. The Department together with its divisions of employment play key roles in improving the labour-market situation in the county, enhancing employment, preventing and moderating unemployment, satisfying the demand of employers with a labour-force having the appropriate skills and qualifications. It offers services free of charge and operating employment programmes both for employers and job-seekers, provides career guidance and orientation counseling services for job-seekers and the young and adults before making a career choice or modification as well as organises career guidance fairs mainly for students. The Department has implemented a variety of projects in national and international cooperation.



Since 2014 Bimec has started moderating innovative business development workshops for SMEs and entrepreneurship, like: Creating the Future Workshop; Value Proposition Design Workshop; Business Model Development Workshop.



Region, Italy. Founded in 1979, COOSS counts nowadays around 2900 members-employees and serves more than 8.800 users: minors, youngsters, elderly, disabled people, mentally impaired, drug addicted, migrants. COOSS R&T Department experiments with innovative solutions to emerging social needs participating to EU/national projects and organizing training courses for social professionals qualification.

COOSS staff offer knowledge and expertise in different fields and is composed of psychologists, social workers, educators, careers, trainers, researchers, counsellors and vocational guidance operators, project managers and executives, administrative.



**ProActive** Ireland is a non-profit NGO formed in order to promote community development by engaging in projects in the areas of unemployment activation, promotion of entrepreneurial education, active aging and intergenerational learning.

ProActive works closely with members of other non profits and charities in order to provide quality programmes, training and resources. Other activities include the operation of classes, teaching, the production of literature and audio-visual materials, and the organisation of conferences, workshops, training and other related activities. ProActive has established links with a number of national agencies as well as NGOs throughout Ireland and Europe to promote projects and reach target groups.

ProActive has invested in the long term impact of projects and finding new ways to exploit products, networks and partnerships to facilitate greater community development. ProActive's goal is to inspire change in the community; and on local, regional and national levels by adopting the expertise of European change leaders in Ireland.



**M'am'aloča o.p.s.** is a non-profit organization with 14 years of experience in providing community development activities and education in sustainable development projects in the region of Central Bohemia.

The aim of the organization is to provide quality services in the field of community style of living of individuals and society, to work with the environmental aspects of life and support development and active life of the region.

During the past 8 years the professional approach of providing innovational and well known services for intergenerational cooperation with focus on e-literacy and e-inclusion has made the organization one of important key players in the field of active ageing in the region of Central Bohemia.

Mamaloca runs two IT clubs for people aged 50+, two kindergartens, 1 cultural and environmental center including conference and event facilities for 30 participants. Mamaloca owns and runs a public oven for bread as a tool to support community living in Štolmř.

The organisation has 6 employees and cooperates with more than 100 specialists or part time experts and more than 20 other NGOs. As a major active ageing NGO in Central Bohemia Mamaloca participates as project leader or member in many consortiums (from 2 to 9 partners) on the regional or national level.

### 3. Labour market situation of women over the age of 50 in the partners' countries

|   |                | EU 28       | BG        | CZ         | IR        | IT         | HU        | PL         |
|---|----------------|-------------|-----------|------------|-----------|------------|-----------|------------|
| Population in 2017 <sup>1</sup>               | In total       | 511 522 671 | 7 101 859 | 10 578 820 | 4 784 383 | 60 589 445 | 9 797 561 | 37 972 964 |
|   | Female 50-64   | 52 795 022  | 747 929   | 1 029 099  | 410 582   | 6 546 304  | 1 028 336 | 4 029 586  |
|   | Male 50-64     | 50 643 914  | 492 016   | 1 009 121  | 404 276   | 6 207 492  | 912 247   | 3 732 990  |
| Estimated life expectancy – 2020 <sup>2</sup> | Female         | -           | 79,2      | 82,6       | 84,2      | 85,8       | 80,4      | 82,4       |
|   | Male           | -           | 72,6      | 76,8       | 80,1      | 81,2       | 73,7      | 74,9       |
| Duration of working life - 2016 <sup>3</sup>  | Female         | 33,1        | 30,2      | 32,4       | 31,5      | 26,3       | 30,6      | 30,2       |
|   | Male           | 38,1        | 33,1      | 38,7       | 39,2      | 35,9       | 35,9      | 35,6       |
| Employment rate                               | Female 25 - 49 | 73,8        | 75,3      | 77,5       | 72,4      | 59,0       | 76,5      | 75,5       |

<sup>1</sup> According to Eurostat data [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=demo\\_pjan&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=demo_pjan&lang=en) (Accessed 27/06/2018)

<sup>2</sup> According to Eurostat data [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=proj\\_15nalexp&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=proj_15nalexp&lang=en) (Accessed 27/06/2018)

<sup>3</sup> According to Eurostat data [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsl\\_dwl\\_a&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsl_dwl_a&lang=en) (Accessed 27/06/2018)



|   |                |      |      |      |      |      |      |      |
|---|----------------|------|------|------|------|------|------|------|
| of population (%)<br>in 2017 <sup>4</sup>   | Male 25 – 49   | 85,8 | 83,4 | 94,1 | 85,0 | 79,3 | 90,7 | 88,7 |
|   | Female 50 – 64 | 58,9 | 61,7 | 65,2 | 56,7 | 48,6 | 53,9 | 49,3 |
|   | Male 50 -64    | 71,1 | 68,1 | 78,7 | 72,1 | 70,3 | 70,3 | 64,6 |
| Unemployment<br>rate of population<br>in 2017 (%) <sup>5</sup>                                    | Female 25 - 49 | 7,9  | 5,8  | 3,6  | 5,7  | 13,4 | 4,1  | 4,4  |
|   | Male 25 – 49   | 6,8  | 5,9  | 2,0  | 6,4  | 10,3 | 3,4  | 4,1  |
|   | Female 50 – 64 | 5,7  | 5,4  | 2,9  | 4,9  | 6,3  | 4,1  | 3,5  |
|   | Male 50 -64    | 5,9  | 6,2  | 2,2  | 5,6  | 6,7  | 3,3  | 4,0  |
| Inactive<br>population as a<br>percentage of<br>the total<br>population in<br>2017 % <sup>6</sup> | Female 25-49   | 19,9 | 20,0 | 19,7 | 23,2 | 31,9 | 20,3 | 21,0 |
|   | Female 50-64   | 37,6 | 34,8 | 32,9 | 40,3 | 48,1 | 43,8 | 48,9 |
|   | Male 25-49     | 7,9  | 11,4 | 4,0  | 9,2  | 11,6 | 6,2  | 7,5  |
|   | Male 50-64     | 24,4 | 27,4 | 19,5 | 23,6 | 24,6 | 27,3 | 32,8 |

Table. 1 Labour market situation of women age 50-64 in partners countries

<sup>4</sup> According to Eurostat data [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_ergan&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_ergan&lang=en) (Accessed 27/06/2018)

<sup>5</sup> According to Eurostat data [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_urgan&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_urgan&lang=en) (Accessed 27/06/2018)

<sup>6</sup> According to Eurostat data [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_ipga&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_ipga&lang=en) (Accessed 27/06/2018)

The following table presents the most current available statistical data selected from the Eurostat database concerning the labour market situation of women 50 – 64 years old in participating countries.

In summary in all countries women aged 50 – 64 represent around 10% of the total population. In Ireland that is 8.58% while in Italy 10.8%.

Women live longer than men, according to the estimate for 2020, the average life expectancy of women in Italy will be 85.8 years, while in Bulgaria 79.2. The difference between women and men in life expectancy is the highest in Poland (7.5 years) and the smallest in Ireland (4.4 years). This information is especially important when we compare it with the duration of working life. Despite a longer life, women are remaining for shorter time active in the labour market. In the EU28 the difference in duration of working life between women and men is 5 years. In the partnership countries difference in duration of working life varies from 3.1 years in Bulgaria to 9.6 years in Italy.

The average employment rate of women aged 50-64 in the EU28 stands at 58.9%. The Czech Republic has the highest percentage with 65.2%, and the lowest is Italy with 48.6%. Among the project partners' countries, the difference in the employment rate between women aged 25-49 and women aged 50-64 is higher in Poland (26.20%), and lowest in Italy (10.4%). Also comparing women aged 50-64 to men in the same age group it is shown that there are less women employed, the highest difference is in Italy 21.7%, and smallest in Bulgaria 6.4%.

Unemployment rate of women aged 50-64 in EU28 stands for 5,7%, Czech Republic has the lowest rate 2.9% and Italy the highest 6.3%.

Although the unemployment rate among women aged 50-64 is not high, the data related to the lack of activity are less optimistic. In the EU28 37.6% of inactive people are women aged 50-64 years, while men in the same age group stand at only 24.4%.

These data clearly indicate the need for increasing the activity of women aged 50-64 in the labour market. It is important not only to increase mental wellbeing but also to ensure better living conditions during the retirement.

More information on the economic independence of women, gender pay, earnings and pension gaps can be found in the 2017 report on equality between women and men in EU (ISBN 978-92-79-65777-1)

[https://eeas.europa.eu/sites/eeas/files/2017\\_report\\_equality\\_women\\_men\\_in\\_the\\_eu\\_en.pdf](https://eeas.europa.eu/sites/eeas/files/2017_report_equality_women_men_in_the_eu_en.pdf)

#### **4. An overview of legal frameworks regarding child career profession in the participating countries.**

In Ireland the definition of “Childminding service” means a pre-school service, which may include an overnight service, offered by a person who single-handedly takes care of pre-school children, including the childminder’s own children, in the childminder’s home for a total of more than 2 hours per day, except where the exemptions provided in Section 58 of the Child Care Act 1991 apply”.

The legal basis for the childcare system is included in the Child Care Act of 1991. According to the Regulations of 2016 the core requirements and obligations concern four main areas: Suitability of the Person – being over 18 and good character, Wellbeing of the Child, Physical Environment – secure and happy premises and Health & Safety, which includes an obligation to register with the Child and Family Agency called Tusla. Further requirements require specialised insurance for childminding, a limit of 5 pre-school children including your own and no more than two children should be less than 15 months old. The future childminder is obliged to undertake First Aid training and have a minimum of FETAC Level 5 in Childcare. The course provides successful students with awareness of the history and current status of childcare provision in Ireland; the ability to recognise the importance of certain personal qualities and values for those working with children; and understanding of the entitlements and responsibilities of a childcare employee. It also helps to appreciate the need for continuing professional development in childcare, drawing on personal reflection and experience as well as the importance of working effectively with parents and as part of a childcare team. Lastly, it promotes equality of opportunity and respect for diversity in the childcare setting.

In the other five partner countries (Bulgaria, Czech Republic, Hungary, Italy and Poland) there are no regulations regarding the educational requirements for the private childcarer employed by parents.

The law regulations applies only to employment in institutions such as kindergartens and nurseries.

## 5. Survey results

During the project, the partnership group developed two questionnaires and undertook opinion polls among women aged 50+ and parents. The aim of the first survey was to identify the interest of women aged 50+ to take up employment as a childcarer as well as to assess their motivation to acquire new skills and qualifications. The second survey was dedicated to parents who might be interested in employing the childcarer for their children. The opinion polls were carried out between August and September 2017 in 6 countries. A total of 205 women and 161 parents participated in the survey.

The analysis of the survey results showed that 93% of responders think that women aged 50+ could work as a professional childcarer. Moreover 74% of them answered that there are no difficulties that would hinder their work as a childcarer. Concerns which were indicated by parents were health problems, generation gap and outdated qualifications. Nevertheless for parents most important is the personality of the childcarer. It is important that she or he have the right attitude. A childcarer should be calm, patient, able to manage in critical situations and also display qualities like honesty and trustworthiness which were considered essential. Most of the parents indicated that health and safety issues as well as the physical and emotional development of the child were most crucial in the training course for the profession of childcarer. Modules for those areas are included in the proposed course framework.

The major survey findings from women aged 50+ were that most of them would be interested in taking a position as childcarer. 37,6% would like to work part time, while 27,8% as a full time job and 15,1% as an occasional job. 42% of women would be interested in attending a training course and 34,6% would consider it. As a reason for undertaking the training 39,5% women would like to gain new information and 37,1% would like to work with children. Also for the women health and safety issues, the physical and emotional development of child, hygiene and day care rules are important subjects.

The results of the survey show that there is a need for a training which would enable women aged 50+ to systemize their skills and life experience as well as to gain new knowledge concerning professional care of children in order to provide professional services and have a fulfilling job.

## 6. Important personality attributes of the childcarer

On the basis of the desk research implemented by the partners as well as on the basis of the survey results the partners agreed upon the following 6 groups of personal traits that are very important for a childcarer.

1. **Integrity:** be fair, honest, reliable, responsible, trustworthy, discrete;
2. **Emotional stability:** be calm, patient, able to manage critical situations;
3. **Protective attitude:** be caring, observant, attentive and careful;
4. **Open-minded:** be flexible, tolerant, respect and accept differences and different opinions;
5. **Empathy:** be kind, friendly, warm and affectionate;
6. **Realistic self-assessment and willingness to learn.**

These are personal characteristics of the childcarer that have been summarized as a recommendation to potential employers and parents as a support in the process of choosing the right person for the job. The list can also be helpful to people (especially women 50+) in making a decision if the job of a childcarer would be right for them. The list can be use as a checklist for self-assessment.

## 7. Tools and test for assessing career predispositions

As a part of the project, different tools and tests for assessing career predispositions used in partnership countries were described and discussed. The following table presents a summary of those methods for different target groups.

In order to assess professional predispositions, it is worth getting the opinion of close relatives (360 degree feedback); and asking for the help of specialists such as vocational counselors or psychologists who are able to provide reliable analysis of professional potential.

| Target group         | Tools and tests   |
|----------------------|---|
| Potential candidates | <ul style="list-style-type: none"> <li>• Self – assessment test</li> <li>• 360° feedback</li> </ul>   |
| Career counselor     | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Predisposition tests</li> <li>• Competences tests</li> <li>• Vocational interests questionnaires</li> <li>• Multiperspective assessment of professional preferences</li> </ul>  |
| Psychologist         | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Predisposition tests</li> <li>• Psychometric tests of personality: <ul style="list-style-type: none"> <li>• The big five</li> <li>• Revised NEO</li> <li>• EIQ</li> <li>• ICAP</li> <li>• PESO</li> <li>• STRONG</li> <li>• MACH</li> <li>• CPI</li> <li>• Captain Online Test</li> </ul> </li> </ul> |
| Coach/ teacher       | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Test of knowledge</li> <li>• Role plays</li> <li>• Kay studies</li> </ul>   |
| Family               | <ul style="list-style-type: none"> <li>• Interview</li> <li>• References</li> <li>• Observation</li> </ul>  |

Table 2. Tools and test available for assessing predisposition of a child carer.

## 8. Self assessment questionnaire

One of the results of the partnership is the self-evaluation test. It is a questionnaire based on 20 statements regarding work with children, the carer's personality, the issue of discretion, obeying rules set by parents, empathy, etc. to which a person interested in working with children should respond. This questionnaire may be one of the first tools helpful in assessing the potential of people interested in working with children. In the test a 6-degree scale was used ranging from strictly agree to strongly disagree.

This test has been completed in total by 55 people who take care of children professionally, such as teachers in kindergartens, employees in nurseries, and professional babysitters. The evaluation of the test was carried out in all partner countries during the period May - June 2018. The selection of an appropriate sample allowed us obtain a model of results which may indicate a predisposition to work in the profession of childcarer.

The maximum number of points possible to obtain in the test is 100, while the average number of points from surveys received from people professionally involved in working with children was 84,80 points.

After receiving positive feedback from the test, it is strongly recommended to engage in consultation with a vocational counselor and a psychologist who will conduct further research and will thus be able to determine an exact professional profile. The next step is to undertake formal education that enables appropriate professional qualifications to be acquired. It is important that during the course, participants receive feedback on their attitude and their actions aimed at consolidation of positive behaviors and further work on any indicated adjustments. The final stage is the assessment of their work by the family employing the childcarer. It is important to specify the manner and frequency of the feedback depending on individual needs.

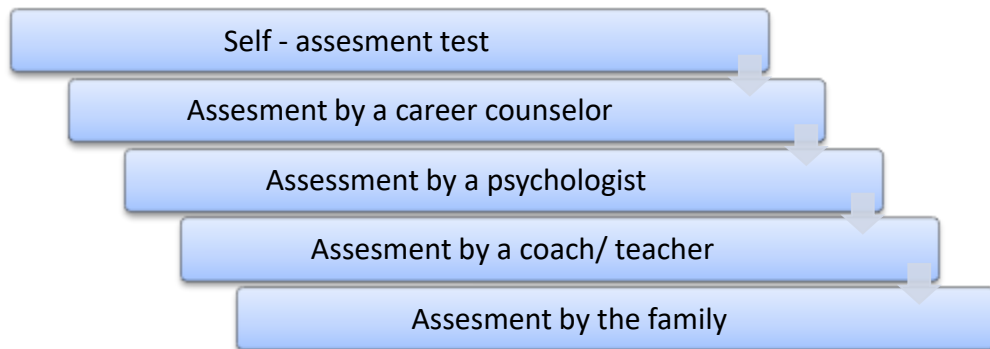


Diagram 1. Recommended path of an assessment.



| No. | Question  | Strongly agree | Agree | Rather agree | Rather disagree | Disagree | Strongly disagree |
|-----|---|----------------|-------|--------------|-----------------|----------|-------------------|
| 1   | I'm enthusiastic about taking care of children and showing an interest in them and their family.  |                |       |              |                 |          |                   |
| 2   | I am not responsible for a child's social or emotional well-being - only his or her physical care.  |                |       |              |                 |          |                   |
| 3   | I'm able to guarantee a regular, sustained active presence.   |                |       |              |                 |          |                   |
| 4   | I 'm able to adapt to people and the environment in order to establish positive relationships with children and their parents.  |                |       |              |                 |          |                   |
| 5   | Sharing information about a family you worked for is fine as long as you are no longer in their employ.   |                |       |              |                 |          |                   |
| 6   | I'm able to document routine, important information in connection with children (e.g. feeding schedules, allergies, expenses, doctor's and dentist's appointments, etc.). |                |       |              |                 |          |                   |
| 7   | Breaking a few of the parents' rules (not letting the child watch TV, eat junk food, etc.) is fine as long as it's not done too often.                                    |                |       |              |                 |          |                   |
| 8   | I find it difficult to keep up with the energy level of children.   |                |       |              |                 |          |                   |
| 9   | I encourage children to express their thoughts, feelings, questions and inspire theirs confidence.  |                |       |              |                 |          |                   |
| 10  | When a child is scared or worried I'm able to find a way to comfort him/her.  |                |       |              |                 |          |                   |
| 11  | I feel that it is my duty to help those who cannot help themselves. (e.g. children)   |                |       |              |                 |          |                   |

|    |   |  |  |  |  |  |  |
|----|---|--|--|--|--|--|--|
| 12 | I analyze problems to find solutions and to make decisions.   |  |  |  |  |  |  |
| 13 | I try to keep cool in all circumstances and I'm able to deal with unusual situations and stay calm. |  |  |  |  |  |  |
| 14 | Even when children are not on their best behavior, I still enjoy being around them.                 |  |  |  |  |  |  |
| 15 | No matter how angry or upset I feel, I am able to keep myself composed if necessary.                |  |  |  |  |  |  |
| 16 | I can't help but get annoyed when a child constantly asks questions.                                |  |  |  |  |  |  |
| 17 | I have creative ways of making less desirable activities (e.g. cleaning up) more fun.               |  |  |  |  |  |  |
| 18 | I like to keep up to date and learn new things.   |  |  |  |  |  |  |
| 19 | I care about hygiene, cleanliness and my appearance.  |  |  |  |  |  |  |
| 20 | I can recognize the safety hazards in the environment.  |  |  |  |  |  |  |

Table 3. The self assessment questionnaire.

Answer key:

The number of points on a scale from 0 to 5 are assigned to each answer;  
The table below presents the assigned points.

| Question number   | Strongly agree | Agree | Rather agree | Rather disagree | Disagree | Strongly disagree |
|---|----------------|-------|--------------|-----------------|----------|-------------------|
| 1<br>3<br>4<br>6<br>9<br>10<br>11<br>12<br>13<br>14<br>15<br>17<br>18<br>19<br>20 | 5              | 4     | 3            | 2               | 1        | 0                 |
| 2<br>5<br>7<br>8<br>16  | 0              | 1     | 2            | 3               | 4        | 5                 |

Table 4. Points in the self-assessment test.

Interpretation of results:

**0 – 50** Unfortunately, the test results are quite low. It seems that working as a child carer may not be compatible with your professional expectations and predispositions. A visit to a vocational counselor will definitely help to learn about your strengths and possible career paths.

**51 – 75** The test results are quite high. It seems that you like spending time with children, but think about whether taking a job as a carer for children will satisfy

you? In childcare work it is necessary not only to fulfill the child's needs and provide secure and interesting activities, but also to meet the parent's expectations. A career counselor will help you determine your predispositions and strengths, maybe a different career path will allow you to find your dream job?

**76 – 100** Congratulations. The test results are close to the points obtained by professionals. It seems that you have the right predisposition and attitude to work with children. A vocational counselor could help you to confirm your predispositions and plan your future career path.

## 9. Course framework

The course framework consists of nine modules:

- Pedagogical approach
- Communication
- Documentation
- Cognitive and affective development
- Physical and psychomotor development
- Management of education
- Security
- Care, health and hygiene
- Internship

Each of modules encompasses a comprehensive list of subjects and problems which enable participants in the course to acquire the necessary competences to work as a childcare worker. The modules as presented allow some flexibility. The course can be extended with additional components depending on the training needs of the participants (e.g. work with talented children, care for a disabled child, basic ITC, languages classes) or may include only selected issues from those introduced below.

Recommended prerequisites for participating in the course are experience in childcare and to possess soft skills like communication and flexibility.

## I. Pedagogical approach

|   |
|---|
| <b>Name of Module:</b> Pedagogical approach |
| <b>Prerequisites:</b> N/A                   |
| <b>Proposed number of hours:</b> 10         |

### Objectives of the Module:

The main objective of the module is to equip participants with a basic knowledge of pedagogy in order that they understand children's needs and that they are better able to cooperate with parents.

### Learning Outcomes:

After completion the modules participants are expected to be able:

- To recognize the basic needs of the child at different ages
- To establish a positive relationship with a child and its parents
- To understand the possible problems/needs that children may have
- To know the basics of the Montessori approach to taking care of a child
- To help children in developing their own values

### Course Contents:

#### **BASIC OF PEDAGOGY:**

- Recognition of the basic needs of the children at different ages
- Establishing a positive relationship with a children and its parents
- The social and emotional functioning of children at different ages
- Trust and respect in relationships with a child
- Children's groups–The specifics of age-heterogeneous and -homogeneous groups

#### **SPECIAL CHILDREN'S NEEDS E.G.**

- Excessive shyness
- ADHD
- Aggression
- Work with talented children

#### **BASICS OF DEVELOPING CHILDREN'S OWN VALUES SUCH AS: ETHICS, EASTHETICS, PROENVIROMENTAL ATTITUDES**

#### **BASICS OF THE MONTESSORI APPROACH**

#### **EDUCATIONAL METHODS AND STRATEGIES**

**Learning Activities and Teaching Methods:**

Workshops involving lectures, key study, discussion in the group, role plays, work in a group;

**Assessment Methods:**

Tests, homework, assessment of the tutor who will observe the work of individual participants.

## II. Communication

**Name of Module:** Communication

**Prerequisites:** N/A

**Proposed number of hours:** 10

**Objectives of the Module:**

The main objective of the module is to train future childcarers in effective and efficient communication with children, parents and other childcarers.

**Learning Outcomes:**

After completion of the module participants are expected to be able:

- To understand the difference between verbal and nonverbal communication
- To apply this knowledge in their professional and personal lives
- To gain and use knowledge about P.E.T. (Parent Effectiveness Training)
- To build rapport with children and their parents
- To apply the principles of active listening
- To understand the differences between assertiveness, aggressiveness, and responsiveness
- To identify communication blockers and to apply the acquired knowledge to solve conflict situations

## Course Contents:

### EFFECTIVE AND EFFICIENT COMMUNICATION

- Definition of communication
- Communication blockers (age, culture, lifestyle, language differences)

### VERBAL VS NONVERBAL COMMUNICATION

- Definition
- Verbal communication – examples and exercises
- Nonverbal communication – examples and exercises (body language, how we dress, and act)
- The importance of nonverbal communication in a child's education
- The role of culture in nonverbal communication
- Building rapport – Richard Bolstad's method

### ACTIVE LISTENING

- Definition of active listening
- Parent Effectiveness Training P.E.T. by Thomas Gordon - 12 roadblocks to communication
- Case studies and practical exercises

### GIVING FEEDBACK, ASSERTIVENESS

- Theory and practice
- Positive vs. negative statements – exercises
- Assertiveness, aggressiveness, responsiveness – different models of behaviour (practical exercises)

## Learning Activities and Teaching Methods:

Workshops including the presentation of the theory and practical exercises including group work

## Assessment Methods:

Tests of knowledge, assessment of exercises

## III. Documentation

According to the needs documentation this could be a separate module or part of the management of education module.

|                                      |
|--------------------------------------|
| <b>Name of Module:</b> Documentation |
| <b>Prerequisites:</b> N/A            |
| <b>Proposed number of hours:</b> 5   |

### Objectives of the Module:

The main objective is to transfer the skills needed to create traceable and visible documentation of day to day activities, educational progress or medical matters. Participants will gain basic knowledge about GDPR and other necessary legal aspects of keeping and sharing personal documentation.

### Learning Outcomes:

The participants of the module will be able to:

- Demonstrate familiarity with the basic legal regulations in regard to private data
- Demonstrate capabilities and familiarity with ICT technologies – emails, photographs, application, social media, etc.
- Gain and use electronic evidence skills
- Demonstrate basic knowledge of GDPR

### Course Contents:

#### **LEGAL ASPECTS OF COLLECTING AND SHARING THE DOCUMENTATION OF A CHILD**

- Privacy and personal data processing, GDPR
- Medical data protection

#### **SELECTIVE, PLANNED AND DOCUMENTED OBSERVATION**

- Examples of keeping records – documentation of child education, events etc.

#### **TOOLS HELPFUL IN DOCUMENTATION**

- Cameras, mobile phones, webcams, letters, notes etc.
- New technologies for documentation e.g. applications, graphic programs, etc.

### Learning Activities and Teaching Methods:

Lectures: working with legal sources of information, training in contract, preparation, case studies

### Assessment Methods:

Tests of knowledge and homework – documentation of day-to day activities



## IV. Cognitive and affective development

|   |
|---|
| <b>Name of Module:</b> Cognitive and affective development                            |
| <b>Prerequisites:</b> Frequency of previous modules and acquisition of related skills |
| <b>Proposed number of hours:</b> 15   |

### Objectives of the Module:

This module addresses the cognitive and affective development of children considering their needs, rights and situation. The purpose is to convey the skills needed to design an educational project based on key cognitive actions to: attend children in their development path; offer activities suitable for the different development stages; encourage and support interaction; engender knowledge of children about themselves and others; foster sensory and motor perception; promote imagination and creativity; and encourage recognition of words and images. developing higher forms of emotions (intellectual, moral and aesthetic) of children

### Learning Outcomes:

After completion of the module participants are expected to be able to:

- Have knowledge of the cognitive and affective development of children (0-12 years) ;
- Design and develop educational and game activities suitable for each specific age group relative to its development phase.

### Course Contents:

#### STAGES OF COGNITIVE DEVELOPMENT - J. PIAGET

- Sensorimotor stage: birth to 2 years
- Preoperational stage: ages 2 to 7
- Concrete operational stage: ages 7 to 11
- Formal operational stage: ages 12 and up

#### THREE PSYCHIC ORGANIZERS - R. SPITZ

- The baby's social response at approximately 3 months
- The emergence of stranger anxiety at 8 months
- The child's "no" response

#### STAGES OF SOCIAL DEVELOPMENT

- 6 months - Recognizes familiar faces
- 8 months - at the request of parents the baby makes the gesture of "bye"
- 10 months - Behaviours that call attention to themselves
- 14-16 months - Uses a spoon and a glass alone
- after 2 years - Control of the sphincters

### **STAGES OF LANGUAGE DEVELOPMENT**

- Up to 10 months - pre-verbal stage: smiles, vocalizes, recognizes the voice, emits syllabic sounds (lallation)
- 1 year - first words, onomatopoeic sounds
- 15-20 months - appoints and indicates, repeats words heard, word-phrase
- 2 years - simple sentences, vocabulary of over 20 words
- 3 years - structuring of a complete sentence
- After 3 years - grammar stage, sufficiently rich vocabulary

### **TYPES OF GAME ACTIVITIES**

- Interactive (body awareness, rules, concentration)
- Cooperation in the group (group membership, self-control, play together)
- Sensory perception and memory (to recognize, to attribute)
- Imagination and creativity (new game ideas, interest and initiative for new experiences)
- words and images (differentiate, to know, to recognize, observe)

### **Learning Activities and Teaching Methods:**

This module will be developed with complementary learning activities and teaching methods that include:

- 1<sup>st</sup> phase: facing lesson (theoretical part)
- 2<sup>nd</sup> phase: group exercises through simulation, role play, practical exercises, case studies (part applied theory)
- 3<sup>rd</sup> phase: definition of educational intervention strategies for the different age groups and stages of development, with the implementation of dedicated education projects (User case: 6 months, 18 months, 36 months, 6 years, 10-12 years / preadolescence)

### **Assessment Methods:**

Tests of knowledge, assessment of exercises and projects (homework)  
– game activities

## V. Physical and psychomotor development

|   |
|---|
| <b>Name of Module:</b> Physical and psychomotor development                           |
| <b>Prerequisites:</b> Frequency of previous modules and acquisition of related skills |
| <b>Proposed number of hours:</b> 8  |

### Objectives of the Module:

This module addresses the notions and aspects related to the physical and psychomotor development of children, considering their biological and behavioural changes. The purpose is to convey the skills necessary to support physical and psychomotor development through conscious management of spaces, equipment and activities.

### Learning Outcomes:

After completion of the module participants are expected to be able to:

- understand the physical and psychomotor development of children (0-12 years);
- design and develop educational and game activities in structured spaces and with structured materials, suitable for each specific age group and relative development phase: basic motor schemes, conditional abilities, coordination skills.

### Course Contents:

#### STAGES OF MOVEMENT DEVELOPMENT

- 3-12 months: roll over, sit with and without support, crawling, walking with assistance, standing alone, walk alone
- From 24 months: progressive refinement of motor skills
- 3-4 years: side preference and lateral dominance, maturation of the ability to maintain balance

#### TYPES OF GAME ACTIVITIES IN STRUCTURED SPACES AND WITH STRUCTURED MATERIALS

- Perceptive motor activity
- Body orientation
- Time space structuring
- Global and segmental coordination
- Development of conditional capabilities (strength, endurance, speed)
- Maintenance of joint mobility

### Learning Activities and Teaching Methods:

This module will be developed with complementary learning activities and teaching methods that include:

- 1<sup>st</sup> phase: lesson (theoretical part)
- 2<sup>nd</sup> phase: group exercises through simulation, role play, practical exercises, case studies (part applied theory)
- 3<sup>rd</sup> phase: definition of educational intervention strategies for the different age groups and stages of development, with the implementation of dedicated education projects (User case: 6 months, 18 months, 36 months, 6 years, 10-12 years / preadolescence)

### Assessment Methods:

Test of knowledge, assessment of exercises and homework – examples of educational intervention strategies

## VI. Management of education

According to the needs of participants management of education can be extended on basic ITC classes.

|  |
|--|
| <b>Name of Module:</b> Management of education                       |
| <b>Prerequisites:</b> Basic ITC skills (Computer and mobile devices) |
| <b>Proposed number of hours:</b> 10                                  |

## Objectives of the Module:

The main objectives of the module are:

- To explain how to manage and plan the time at work;
- To enable the childcarers to apply inter-mentoring and tutoring in their work.
- To introduce information about assertiveness, emotions and motivation
- To contribute to the skills of self-presentation, self-evaluation and dealing with stress;
- To enable the organization of a friendly work environment and to find new ideas for educational activities

The knowledge of ~~gained of legislative aspects and sources,~~ time management, inter-mentoring and tutoring, self-development aspects and organization of the workplace environment will contribute to the skills of childcarers for providing services at the required quality level.

## Learning Outcomes:

After completion of the module participants are expected to be able to:

- Know how to manage time and plan the work day effectively;
- Know what intermentoring and tutoring are and what the benefits of using them are in practice
- Gain and use the basic techniques of relaxing and coping with stress in the workplace
- Be aware of the importance of mental health
- Know what assertiveness behaviour is
- Interpret emotions and their resources
- Understand and to find motivation in the work

## Course Contents:

### TIME MANAGMENT

- Introduction to time management in childcare work
- Priority management
- Practical exercises in planning the working day

### INTER-MENTORING AND TUTORING

- Introduction to inter-mentoring and tutoring;
- Basic tutoring strategies for supporting child development

### SELF DEVELOPMENT ASPECTS

- Basic techniques for coping with stress at work;
- Assertiveness at work
- Introduction to the psychology of emotions and motivation
- The basic of good self-presentation

- The importance of evaluation of work and received feedback

### **ORGANIZATION OF THE WORKPLACE ENVIRONMENT**

- Organization of a safe and interesting work environment
- Selection of materials suitable for educational activities according to the child's age
  - Games
  - Toys
  - Educational components
- ITC knowledge and social media as a resource of tools for educational activities and games for children

### **Learning Activities and Teaching Methods:**

Workshops including a brief presentation of the theory and practical exercises in group work

### **Assessment Methods:**

Assessment of the exercises, homework, self- presentation

## **VII. Security**

**Name of Module:** Security

**Prerequisites:** N/A

**Proposed number of hours:** 12

### **Objectives of the Module:**

The main objectives of the module are:

- To present a cross-section of legislative aspects and sources at national level needed in the child carer profession;
- To provide the knowledge that enables the participants to create a safe environment for the child and for himself, recognise the risks related to the health and physical integrity of the child, and to deal with security-threatening situations including the security in the network.

To provide knowledge about public health regulations, regulations on the use and storage of foodstuffs, medicines, and chemicals.

### **Learning Outcomes:**

After completing the module participants are expected to be able to:

- Know the basic legal regulations required in the child carer profession
- Search for regulations and legal documents regarding work as a child carer
- Identify hazards, risk factors, and threats to the physical integrity of a child in his/her environment
- Handle risk factors and preventive measures for creating a safe environment for childcare
- Know the public health requirements
- Properly store food, medicines, chemicals and other harmful substances that may be present in the household
- Handle stress situations during childcare
- Know what kind of play is suitable for a child of a given age and which does not cause accidents or harm such as suffocation
- Know what the threats in the network are and how to recognize and respond to them
- Search for information about actual threats in the network

### **Course Contents:**

#### **LEGAL ASPECTS OF CHILD CARE WORK**

Legal regulations regarding:

- Children's rights and their protection
- Bullying and sexual harassment at work;
- Health and safety regulations at work;
- Legal regulations regarding differing forms of employment (including self-employment)

#### **SAFETY ENVIROMENT**

- Hazards in the household
- Management of risk factors and preventive measures
- Safe storage of food, medicine and chemicals
- Management of stressful situations
- Dangers of children's toys

#### **SECURITY IN THE NETWORK**

### **Learning Activities and Teaching Methods:**

Lectures, practical exercises, discussion in the group

### **Assessment Methods:**

Test of knowledge and assessment of exercises

## VIII. Care, health and hygiene

|   |
|---|
| <b>Name of Module:</b> Care, health and hygiene |
| <b>Prerequisites:</b> N/A                       |
| <b>Proposed number of hours:</b> 15             |

### Objectives of the Module:

The main objectives of the module are to:

- Learn about the essential role and function of childcare.
- Obtain the skills needed to ensure the health, hygiene and well-being of children.
- Help the participant to understand what the purpose of the care is, what the most common illnesses in grades 0-3 and 3-6 are and what the care and nursing tasks are that are related to the child's care.

Be aware of the role of care and education in childcare, the role of regularity and permanence in childcare.

### Learning Outcomes:

After completing this module participants should be able to:

- know the techniques of catching, keeping and lifting the baby properly
- know the most common paediatric disorders, recognise their major symptoms, apply the intervention steps for basic paediatric disorders
- be familiar with the techniques of dealing with accidents and injuries most commonly occurring in infancy and childhood
- recognise the symptoms associated with physical and cognitive developmental problems
- properly dress the child
- know basic hygiene rules: changing diapers, bathing tools and methods, etc.
- compile a diet according to the age and state of health in accordance with the principles of modern and healthy nutrition and possible food intolerance; apply basic nutrition rules
- know the specific possible dietary problems (e.g. celiac disease, diabetes, fructose susceptibility, lactose sensitivity)
- provide first aid with unexpected illness or sudden illness
- know the basic skills of resuscitation
- know how to make an emergency call
- organise indoor and outdoor programmes appropriate to the age of the child



- know the emotional and physical symptoms associated with the child's age characteristics
- adequately administer medication on the basis of consultation with the parents and the physician
- shape the child's agenda according to their age (sleeping, playing, meal, grooming, etc.)

### **Course Contents:**

#### **CHILDREN'S DISEASES**

- Symptoms of illnesses and patient observation aspects
- Most common child injuries
- Physical and cognitive developmental problems
- Sickness and accident insurance
- Use of medicines

#### **CHILDREN'S HYGIENE**

- Children's environment
- Keeping games clean
- Bathing
- Care
- Disinfectants and their use

#### **FOOD AND DINING**

- Feeding the child
- Alternative nutrition
- Food allergies
- Preparing a diet, getting food, preparing food

#### **AGENDA**

- Agenda compilation
- Dress
- Aeration
- Sleeping and resting
- Free time activity
- The role of games in the development of the child

#### **FIRST AID**

- Injury Types
- Mechanical damage
- Dangerous states
- Emergency calls

### **Learning Activities and Teaching Methods:**

Lectures, practical exercises, tutoring, case studies

**Assessment Methods:**

|  |
|--|
| Test of knowledge; practical test of first aid; homework e.g. presentation of a diet |
|--|

**IX. Internship**

|                                   |
|-----------------------------------|
| <b>Name of Module:</b> Internship |
|-----------------------------------|

|   |
|---|
| <b>Prerequisites:</b> Frequency of previous modules and acquisition of related skills |
|---|

|  |
|--|
| Proposed number of hours: <b>30% of the total number of hours of theoretical classes</b> |
|--|

**Objectives of the Module:**

|   |
|---|
| <p>The internship enables application of the knowledge acquired during the classroom training. The aim is to experiment in the field in a safe environment by observing the different phases/activities in childcare services. The internship experience offers an opportunity to consolidate the skills acquired during the theoretical training and to achieve new ones closely related to social work such as:</p> |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Values, motivation, commitment: actions, skills and sensibilities of working with and for others</li> <li>• Behaviours: empathy, listening and appreciating needs</li> <li>• Practical skills: ability to apply in practice what has been learned during training</li> <li>• Professionalism: technical skills, intervention, relationship and use of materials</li> </ul> |
|---|

**Learning Outcomes:**

|   |
|---|
| After completion of the module participants are expected to be able to: |
|---|

- |   |
|---|
| <ul style="list-style-type: none"> <li>• apply the knowledge acquired in the previous modules</li> <li>• adopt appropriate behaviour in relation to different situations, children and parents</li> <li>• implement relevant hygiene and safety measures</li> <li>• maintain a professionally correct attitude</li> <li>• enhance the child's emotional and intellectual development</li> <li>• react appropriately in crisis situations</li> </ul> |
|---|

**Course Contents:****PEDAGOGICAL APPROACH: ON-THE-JOB TRAINING:**

- |   |
|---|
| <ul style="list-style-type: none"> <li>• design (including with use of ICT) and practical application of educational interventions</li> </ul> |
|---|

- consultancy and support to parents in educational tasks
- adoption of appropriate pedagogical approaches in different situations

#### **COMMUNICATION: ON-THE-JOB TRAINING:**

- adoption of appropriate communication styles in different situations
- use of appropriate communication tools (verbal and non-verbal)
- active listening and encouraging participation (by child and parents)
- giving and requesting feed-back from parents

#### **DOCUMENTATION: ON-THE-JOB TRAINING:**

- choosing the right methods and documentation tools for the particular situations
- using ICT in documentation
- observation of privacy and personal data in documentation

#### **COGNITIVE AND AFFECTIVE DEVELOPMENT: ON-THE-JOB TRAINING:**

- adopting the right behaviour towards the child according to the stage of its cognitive and affective development
- applying appropriate educational activities to foster and promote the cognitive and affective development of the child
- developing and applying an educational project by considering and encouraging fundamental cognitive actions

#### **PHYSICAL AND PSYCHOMOTOR DEVELOPMENT - ON-THE-JOB TRAINING**

- adopting the right behaviour towards the child according to its physical and psychomotor development
- applying appropriate activities (games) to develop the child's motor skills

#### **EDUCATIONAL ACTIVITIES AND CHOICE OF MATERIALS - ON-THE-JOB TRAINING**

- organization and management of the domestic spaces where educational interventions take place
- choice and implementation of recreational activities and tutoring strategies
- selecting and finding materials suitable for the proposed educational activities
- fostering socialization and communication through spontaneous dialogue and guidance

#### **CARE, HEALTH AND HYGIENE - ON-THE-JOB TRAINING:**

- appropriate hygiene and care of the child according to its age;
- healthy nutrition
- implementing a schedule of activity, rest and sleep according to the child's age

#### **SAFETY - ON-THE-JOB TRAINING**

- environmental and equipment safety
- prevention measures for risk

**Learning Activities and Teaching Methods:**

Tutoring, coaching, project method

**Assessment Methods:**

Observation by the tutor, self-assessment, assessment by parents

## X. Sources and supporting literature

### Bulgaria:

Витанова, Н. „Вълшебството на чувствата през първите седем” Издателство Анубис 2013

[www.pedagogika.bg](http://www.pedagogika.bg)

<https://diuu.bg/emag/>

<http://www.galcheva.com/>

<http://detskorazvitie.bg/index.html>

[https://www.unicef.bg/assets/PDFs/ECD\\_NOV\\_2014/13\\_11\\_2014\\_1\\_Presentation\\_standards\\_early\\_learning\\_and\\_development\\_Maria\\_Trifonova.pdf](https://www.unicef.bg/assets/PDFs/ECD_NOV_2014/13_11_2014_1_Presentation_standards_early_learning_and_development_Maria_Trifonova.pdf)

[https://www.echr.coe.int/Documents/Handbook\\_rights\\_child\\_BUL.pdf](https://www.echr.coe.int/Documents/Handbook_rights_child_BUL.pdf)

<http://umnobebe.com/>

[http://ncpha.government.bg/files/projects/Higienna\\_Broshura\\_Korica+tiolo.pdf](http://ncpha.government.bg/files/projects/Higienna_Broshura_Korica+tiolo.pdf)

<http://roditel.bg/sazdavane-na-higienni-navitsi-u-deteto-miene-na-ratse-i-zabi-kapane-preoblichane/>

### Czech Republic:

DVOŘÁKOVÁ, H., Pohybem a hrou rozvíjíme osobnost dítěte; Portál, 2002

Sportujeme s nejmenšími dětmi.; 2. vyd. Velké Bílovice: TeMi CZ; 2009, ISBN 978-80-87156-26-1.

TOMANCOVÁ, JAROSLAVA., SCHELLE, KAREL., A KOL. *Právní nauka pro školy i praxi*. Praha: Eurolex Bohemia, 2004. ISBN 80-86432-78-5

Bc. Michaela Pitáková, Dis, Praktická příručka pro chůvy, Praha, Grada publishing, 2014, ISBN 978-80-247-5005-7

Kerdíková, Z. 2013. Jak být dobrou chůvou? Metodika vzdělávání chův pro děti ve věku 0-6 let, ZZ MČ Praha 4

Kotíková, J., Vychová, H. 2013. Služby pro domácnosti: Potencionální nástroj tvorby pracovních míst a boje s

Neformálním zaměstnáváním. 1. vyd. Praha: Výzkumný ústav práce a sociálních věcí, v.v.i., 79 s. ISBN 978-80-7416-143-8

Kuchařová, V. a kol. 2009. Péče o děti předškolního a raného školního věku. -1. vyd. - Praha: VÚPSV, v.v.i., 212 s. ISBN 978-80-7416-041-7

Služba neinstitucionální péče o dítě nerodičovskou osobou - DENNÍ MATKA/OTEC. Národní centrum pro rodinu, 2007

Soubor prorodinných opatření – Prorodinný balíček. MPSV.  
<http://www.mpsv.cz>

Věcný záměr zákona o dětské skupině a o změně souvisejících zákonů. 2012. Praha: MPSV  
[http://www.mpsv.cz/files/clanky/13503/zamer\\_zakona.pdf](http://www.mpsv.cz/files/clanky/13503/zamer_zakona.pdf)

Veselá, H., Rambousková, B. (ed.), Červená. A. 2013. Jak začít podnikat. Založení živnosti krok za krokem. [www.rc-routa.cz](http://www.rc-routa.cz)

## Hungary:

Oroszné Pál Zsuzsanna (2014): Segítő szakmákra készülő bemeneti szakmai kompetenciáinak, mentális státuszának vizsgálata hivatásszemélyiségük fejlesztéséhez In: Oroszné Pál Zsuzsanna (szerk). Humán Tudományok Doktori Iskola, Debreceni Egyetem, Debrecen, 2014

Bagdy Emőke (1996): Hivatás és személyiség In.:Bagdy Emőke (szerk) A pedagógus hivatásszemélyisége KLTE Pszichológia Intézet Debrecen, 1996

Nagy József (1995) Segítés és pedagógia. Kísérlet a nevelés újraértelmezésének mibenlétére Magyar Pedagógia 95. évf. 3-4 szám

Gyöngyösiné Kiss Enikő, Oláh Attila (szerk.) (2007): Vázlatok a személyiségről – a személyiség-lélektan alapvető irányzatainak tükrében. Budapest, Új Mandátum Könyvkiadó

A pszichológiai mérés alapjai – elmélet, módszer, gyakorlati alkalmazás – (2006) szerk: Rózsa Sándor, Nagybányai Nagy Olivér, 2006  
<http://mek.niif.hu/05500/05536/05536.pdf>

Dr. Pap Zoltán (1998): Csecsemő- és gyermekgondozás szerk: Nagy Pál, Marosvásárhely, Mentor Kiadó, 1998

B. Spock, S. J. Parker (2010):Spock doktor csecsemő- és gyermekgondozása - Kézikönyv szülőknek a gyermekek helyes gondozásáról, születéstől a kamaszkorig Medicina Könyvkiadó Zrt., 2010

Dr. Veress Klára (2010): Csecsemőgondozás Tóth Könyvkereskedés, 2010

Magyar Vöröskereszt (2014): Csecsemő és kisdedgondozás, gyermeknevelés In: Remény füzetek III. 2014

file:///D:/Munka/Let%C3%B6lt%C3%A9sek/csecsemogondozasi\_kezikonyv\_csao.pdf

Helik Gabriella: A gondozó személy külleme, Kézirat, 2014

Hornyák István Ph.D.: Elsősegélynyújtás mindenkinek, Magyar Vöröskereszt, Budapest, 2011

### **Ireland:**

<https://www.tusla.ie/>

<https://www.hse.ie/eng/health/child/cfyb/6-24mths/growthdevelopment/>

Richard Bolstad, Transforming Communication: Leading edge professional and personal skills, Create Space Independent Publishing Platform 2015

Daniel J. Siegel, Tina Payne Bryson, No-Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind, Bantam 2014

Carolyn Meggitt, Understand Child Development, Hodder Education, 2012

Tina Payne Bryson, The Whole-Brain Child, Constable and Robinson, 2012

Travis Bradberry, Jean Greaves, Emotional Intelligence 2.0, TalentSmart, 2009

Barry J. Wadsworth, Piaget's Theory of Cognitive and Affective Development: Foundations of Constructivism, Pearson, 2003

Thomas Gordon, Parent Effectiveness Training: The Proven Program for Raising Responsible Children, Harmony 2000

Frances L. Ilg, Louise Bates Ames, Sidney M. Baker, Child Behavior: The Classic Child Care Manual from the Gesell Institute of Human Development, William Morrow Paperbacks, 1992

### **Italy:**

Camaioni, Di Blasio Psicologia dello sviluppo, Il Mulino Manuali 2002

Marcelli D., Psicopatologia del bambino, Masson, Milano, 2009



Laurillard, D. Insegnamento come scienza della progettazione. Costruire modelli pedagogici per apprendere con le tecnologie, Francoangeli, 2014

J. Dewey, Esperienza e educazione, Cortina Editore 2014

J. Dewey, Il mio credo pedagogico, KKIEN Publ. Int. 2014

J. Piaget, Lo sviluppo mentale del bambino e altri studi di psicologia, 2000, Einaudi

J. Piaget, Barbel Inhelder, La psicologia del bambino, 2001, Einaudi

Militerni R., Neuropsichiatria Infantile, Idelson-Gnocchi, Napoli, 2009

Anne-Marie Wille, Claudio Ambrosini, Manuale di terapia psicomotoria dell'età evolutiva, Cuzzolin, 2008

Zocca, Motricità e gioco, Hoepli, 2009

## **Poland:**

<https://giodo.gov.pl/pl/569/9276>

E. Jundził, Potrzeby psychologiczne dzieci i młodzieży: diagnoza – zaspokojenie, Wydawnictwo Uniwersytetu Gdańskiego 2006

A. Faber, E. Mazlish, Jak mówić, żeby dzieci nas słuchały jak słuchać żeby dzieci do nas mówiły, Media rodzinne 2013

F. L. Ilg, A.L. Bates, S. Baker, Rozwój psychiczny dziecka. Od 0 do 10 lat., Gdańskie Wydawnictwo Psychologiczne 2018

T.B. Brazelton, Emocjonalny i fizyczny rozwój dziecka przez pierwsze lata życia: punkty zwrotne, Wydawnictwo Amber 2003

D.L. Suskind, P. Lenssen, Algorytmy żywienia dzieci, Wydawnictwo: Elsevier Urban & Partner, 2013

Cotte Delphine Gilles, Metoda Montessori w domu. 80 zabaw edukacyjnych, Wydawnictwo RM, 2017



## 10. Conclusions

In the European Union in 2017 there were 52 795 022 women aged 50-64 years. 5,7% of them are unemployed (that is over 3 million) and 37,6% are inactive (that is nearly 20 million). As the statistics show there is a distinct need for the activation of this group.

The survey of women aged 50+ conducted by the partnership countries indicated that women are interested in working with children and in participating in a course which would enable them to gain appropriate qualifications.

The course framework presented in this document was created in order to answer the needs of jobseekers who are interested in taking a job as a childcarer and to ensure the appropriate qualifications in countries where private “childminding services” are not regulated by law and there are no further requirements regarding the education and training of a childcarer.

The partner organizations that participated in this project believe that the knowledge gained and information contained within this handbook will be useful for stakeholders involved in field of training and employment including labour offices, NGOs, training institutions and government policy makers. With this handbook the partnership group hope to enable other stakeholders to gain from the knowledge gained in this project and utilize the modules contained within the handbook to create courses dedicated to women aged 50+ in order to increase their participation in the labour market.

## 11. Project partner contact details

### **Voivodeship Labour Office in Katowice (Wojewódzki Urząd Pracy w Katowicach)**

Kościuszki 30, 40-048 Katowice, Poland

Website: [www.wup-katowice.pl](http://www.wup-katowice.pl)

Contact person: Anna Magiera – Choraży

Email: [amagiera@wup-katowice.pl](mailto:amagiera@wup-katowice.pl)

### **The Government Office for Békés County (Békés Megyei Kormányhivatal)**

Derkovits sor 2, 5600 Békéscsaba, Hungary

Website: [www.bekeskh.hu](http://www.bekeskh.hu)

Contact persons:

Email:

### **Bimec Ltd.**

47, "Knyaz Boris I" Str., floor 2, app. 4, Sofia, BG-1000, Bulgaria

Website: [www.bimec-bg.eu](http://www.bimec-bg.eu)

Contact persons: Valia Dankova

Email: [valia@bimec-bg.eu](mailto:valia@bimec-bg.eu)

### **M'am'aloca o.p.s.**

Havelská 3, 28201 Český Brod, Czech Republic

Website: [www.mamaloca.cz](http://www.mamaloca.cz)

Contact persons: Jiří Stuchl

Email: [info@mamaloca.cz](mailto:info@mamaloca.cz)

### **ProActivate Ireland Limited**

58 Dominick Street, Galway, Ireland

Website: [www.proactivate.ie](http://www.proactivate.ie)

Contact persons: Marzena Wieczorek

Email: [marzena.proactivate@gmail.com](mailto:marzena.proactivate@gmail.com)

### **Cooperativa Sociale COOSS Marche Onlus Società Cooperativa Per Azioni**

Via Saffi 4, 60121 Ancona, Italy

Website: [www.cooss.it](http://www.cooss.it)

Contact persons: Romina Boraso

Email address: [r.boraso@cooss.marche.it](mailto:r.boraso@cooss.marche.it)