

FamCompass

Assessing and Validating Family Competences



Education and Culture DG

Lifelong Learning Programme

A multilateral 'Grundtvig I' project
with the support of the 'Lifelong Learning Programme' of the European Union



Higher Institute for Family Sciences, partner in the HUBrussel

Colophon

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Introduction

Getting involved in family life, whether or not during a career break, enhances many competences which could be relevant exploring professional careers or further education. The knowledge one acquires in the often complex search for the best support for children, providing the suitable care for sick or disabled family members, and organizing the household and family life, often leads to a high degree of maturity and a great deal of knowledge and skills, whether explicit or not.

Based on this consideration and the growing need for professional workers in sectors such as child care, welfare work and caring for the elderly in our aging society, it is in fact obvious that training providers and employers should be considering the possibility of acknowledging and recognizing competences acquired within family life.

How to assess family competences?

The key to the acknowledgment of competences acquired in such an informal setting as the family, is an instrument that allows for a transparent and objective assessment of these competences. Although various instruments have been developed to assess competences obtained in informal settings, there is no instrument that specifically records family competences in relation to professional training courses in social or medical care and/or jobs in these sectors.

The FamCompass fills this gap. It applies the portfolio methodology that allows for a well documented and objective assessment of competences required in these areas. The FamCompass can help lower the barriers to lifelong learning programmes for target groups that currently face a low participation in formal schooling programmes, for example women, elderly citizens and immigrants, and increase their employability and career opportunities.

FamCompass project

The FamCompass project ran from October 2007 to September 2009 as a Multilateral Cooperation Project in the Grundtvig section of the 'Lifelong Learning Programme' of the European Commission. The aim of this project was to develop the 'Family Competences Portfolio', in short the 'FamCompass', a solid instrument to assess and validate 'family competences', the competences men and women have obtained in family life.

With this project we want to stimulate the debate on lifelong learning and the accreditation of prior learning in the European Union. We hope to influence local, national and international authorities to take the necessary steps for the official recognition and validation of skills and competences obtained in the non-formal settings of family life and care.

In the first part of this booklet we will:

- describe how the aims of our project respond to the goals of the EU-policy and programmes promoting lifelong learning and the accreditation of prior learning;
- elaborate on the methodology: how the instrument was created, developed and tested;
- introduce you to the content of the FamCompass;
- show how you can use it in your organization;
- relate the FamCompass assessment methodology to the European Qualifications Framework;
- conclude with reflections and plans for the future.

In the second part you will find the complete English version of the instrument, some information on the use of the FamCompass, copyrights statements and disclaimer.

We also inserted the manuals for both users and assessors. On the CD-ROM included you will find the instrument and the manuals translated in:

- Dutch
- Finnish
- German
- Lithuanian
- Polish
- Romanian
- Slovak

Key concepts:

Family Competences: knowledge, skills and attitudes men and women have obtained in family life, in their roles as educators, home makers and care givers.

Portfolio: in this project a portfolio is referred to as a personal (possibly digital) file in which you describe professional experiences, prior learning and relevant events in your personal life in view of entering a training programme and/or a job application.

LLL: we refer to the broad definition by the European Commission of the term Lifelong Learning, taking into account the whole spectrum of formal, non-formal and informal learning, from pre-school to post-retirement. The LLL policy is not only aimed at economic aspects – such as enhancing the employability and professional profile of the learners. The importance of LLL for promoting active citizenship, avoiding social marginalization and the fulfillment of individual personal aspirations should be seen as equally important.

APL: Accreditation of Prior Learning, especially of informal and non-formal learning, is an important element of the LLL strategy. It demonstrates and assesses the full range of knowledge and competences held by an individual, no matter where or how these have been acquired. This process takes place inside and outside formal education and training, in the workplace and in civil society. The assessment of an individual's learning outcome may result in a formal certificate.

FamCompass in the context of the European policy for lifelong learning

The Family Competence Portfolio aims to evaluate some of the most crucial competences: competences connected to experiences gained in family life. The evaluation and recognition of these competences gained in a non formal environment is important for the following reasons:

- The aging society provides the EU with a new social and economical reality where employability should be promoted by enhancing the evaluation of both formal and non formal learning outcomes.
- Family competences become increasingly important in professional training and general education, as they contribute to develop one's personality, especially those competences that could be used in social spheres like education, social security, medical care, etc.
- Promoting the evaluation and recognition of family related competences contributes to the implementation of a policy for more gender equality in economics and for sustainable development.
- This instrument seems to be sufficient to help adults to evaluate their own competences connected to family life and to demonstrate their level of motivation when seeking a job in the social sphere.
- The FamCompass is potentially influential for the recognition of family related competences in the EU.
- The instrument helps to coordinate real family life and labour market requirements, which is crucial to develop economics and to contribute to preserving real 'family values', intergenerational solidarity, care for others, etc.

Thus, the FamCompass project meets some of the goals the EU has set to promote lifelong learning and to facilitate the development of suitable and longer careers for its citizens. In this chapter we picture the European framework of actions and recommendations the FamCompass project is to be situated in.

'It's never too late to learn'

Since 1996, the European Year of Lifelong Learning, the idea to stimulate and promote lifelong learning (LLL) has only been growing in importance and rising on the European Union's political agenda. It is the key element in the 'education and training contribution' to the '**Lisbon Strategy for Growth and Jobs**', adopted in March 2000 by the European Council for the decade to 2010.

In 2001, the European Commission published the communication **'Making a European Area of Lifelong Learning a Reality'** which identified coherent strategies and practical measures with a view to fostering lifelong learning for all. The set of priority areas for actions that were highlighted, included: bringing learners and learning opportunities together, improving the access to information and advice about learning opportunities, enabling people to be given credit for the knowledge, skills and competences they have acquired, developing innovative teaching and learning methods, and investing in human resources. In June 2002 the Council resolution on lifelong learning, supporting that communication, was adopted.

Member states of the European Union and the Commission have set up a European policy framework to work on the concrete objectives of education and training systems. The purpose of this cooperation is to support member states and stakeholders in pursuing their own education and training reforms, necessary to meet the challenges that are largely common to all countries. This programme, in which lifelong learning is the guiding principle, is known as the **'Education and Training 2010'** work programme. The major goals to be achieved by 2010 are: 1) to improve the quality and effectiveness of EU education and training systems; 2) to ensure that they are accessible to all; 3) to open up education and training to the wider world.

The European Commission's 2006 Communication **'Adult learning: It is never too late to learn'** highlighted adult learning as an important component of lifelong learning. It states that adult learning, through the acquisition of key competences by all, delivers an essential contribution to social inclusion and to employability and mobility in the labour market. Calling on Member States to promote adult learning in Europe, five key messages for adult learning stakeholders were presented (of which the first and third are most important for our project): 1) lifting the barriers to participation; 2) ensuring the quality of adult learning; 3) recognition and validation of learning outcomes; 4) investing in the aging population and migrants; 5) indicators and benchmarks.

In 2007, the Commission launched the **'Action Plan on Adult Learning. It is always a good time to learn'**, to help Member States in their process to implement an efficient adult learning system, integrated into the national lifelong learning strategies. The plan considers actions in five areas, one of them is to speed up the process of assessing and recognizing skills and social competences. The Commission states that the assessment and recognition of non-formal and informal learning form a cornerstone in the lifelong learning strategy. In order to facilitate their integration in society, this is especially important for those who don't have basic competences. 'They will have skills that are not visible', the Commission argues.

The communication **'Delivering lifelong learning for knowledge, creativity and innovation'** from the European Commission in 2007 included a draft of the 2008 joint progress report on the implementation of the **'Education & Training 2010**

work programme’. This report points to significant progress in education and training reforms in Europe. Explicit lifelong learning strategies were developed by the majority of countries. Systems for the validation of non-formal and informal learning are also coming into place, but more slowly. Progress is not uniform throughout countries.

How does the FamCompass project meet the strategies and objectives set in the European Lifelong Learning Programme?

Following the Decision N° 1720/2006/EG the European Commission has integrated its various educational and training initiatives under a single umbrella, the Lifelong Learning Programme (LLP). LLP enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. The Grundtvig Programme was launched in 2000 and is now part of the overarching Lifelong Learning Programme. It aims to provide adults with ways to improve their knowledge and competences, develop their personal skills and increase their employability.

The FamCompass project explicitly responds to several specific objectives set in the Lifelong Learning Programme:

- ‘Improve the quality, attractiveness and accessibility of the opportunities of LLL’
 - The FamCompass will be used on several levels, for example to coach the intake for LLL-programmes and/or to grant exemption from exams and facilitate shorter schooling careers.
Thus, the FamCompass will lower the barriers to LLL-programmes for the target groups that currently face a low participation on formal schooling programmes, such as women, elderly citizens and immigrants.
- ‘To help promote employability’
 - The FamCompass will allow the validation of family skills and competences on the labour market in the sectors of care and child care. It will increase employability and career opportunities for the same target groups that currently face a low participation on the labour market.

set in the Grundtvig Sub-Programme:

- ‘To facilitate the development of innovative practices in adult education’
 - The portfolio methodology allows for a well documented and objective basis for the individual planning of training and/or work careers. Such a tool can be the basis for the official certification of knowledge, skills and competences acquired in family life and care.

- 'To help provide adults with pathways to improving their knowledge and competences'
 - The portfolio methodology is a process that strongly stimulates self reflection on one's own strong/weak points in knowledge, skills and competences. It is very empowering: it teaches applicants to reflect on their own possibilities and identify ways to improve them via schooling and training.
- 'Improving validation of non-formal and informal learning'
 - As stated above, the development of an appropriate portfolio methodology will stimulate the validation and official certification of knowledge, skills and competences acquired in non formal settings such as family life and care.
- 'Parental and family learning – improving the quality of adults/parents educators and/or trainers'
 - The core aim of our project is to validate the quality of what was learned in care and child care in family life. The FamCompass will allow that this kind of informally acquired knowledge, skills and competences can be implemented in formal settings supporting families, both in professional organizations as in voluntary work. Adults using the FamCompass to gain access to training programmes and/or a job, will benefit from the empowering capacities of the tool, as they grow more self-conscious of their skills and competences. Thus our project can also respond to the Recommendation 19 (2006) of the Committee of Ministers of the Council of Europe to promote and support positive parenting.

The Development Process of the Instrument: Methodology and Testing

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There are different procedures used for the assessment of previously acquired competences. The FamCompass applies the methodology of a portfolio procedure for the purpose of recording competences. The portfolio method is widely accepted and was developed for the assessment and validation of competences Europe-wide (REAKTION 2007).

Portfolio evaluation was established and recognized quite recently, in the seventies and eighties of the 20th century. The need was felt for reliable tools and methods to evaluate a person's competences acquired outside the formal schooling system or professional careers, and to allow for a more flexible job and educational (re)-orientation. Initiatives in this field were aimed to strengthen employability, training and professional careers, and employees' mobility in the European countries. Since then a number of instruments to evaluate competences were established. They mainly took the form of:

- interviews;
- individual or group psychological testing;
- medical data contributing to describe a person's suitability for an appropriate job;
- teacher/tutor's notes on the 'psychological map' of the person, his/her personality, his/her abilities, information about the person's family.

All those evaluation methods were interrelated and combined to more comprehensive portfolios.

The main aim of this analysis of one's personal and professional competences, aptitude and motivations – is to relate it to new professional and personal development projects. The evaluation of one's personal and professional abilities and possible specific intellectual resources can help to redirect one's professional and social life, and to successfully implement a career development plan, considering labour market requirements, personal interests and abilities.

Aims of the FamCompass and the portfolio method

The aim of the FamCompass was to create an instrument and a procedure to assess knowledge, skills and competences men and women have obtained in their family life. These informally acquired skills and competences are valuable human resources to different levels of education and to the labour market in different fields of social work, education and care for the elderly.

The FamCompass was developed to provide an effective instrument to assess these competences with the objectives

- to facilitate the intake for education and training programmes,
- to grant exemptions to shorten training pathways,
- to validate these skills and competences for the labour market.

A portfolio makes it possible for others to see what competences have been acquired through relevant life and work experiences. The idea of a portfolio derives from the folders that artists and photographers put together to show their work. This method was selected for the assessment of family competences for a number of reasons. A portfolio gives the user the chance to describe his/her own strengths in a creative manner. One can design a portfolio in such a way that it gradually zooms in on a greater level of detail on competences. Personal concrete examples about dealing with challenges and situations from everyday life allow the application of competences to be estimated. The different parts of the portfolio can function as validation tests for each other. For example, descriptions from one's own family life, case studies to be dealt with and references offered by third parties to prove the described competences, are to be evaluated, not only in themselves but also from a global point of view. The portfolio can, where necessary, easily be supplemented with competence oriented interviews or assessments. In recent years precise criteria have been developed in the context of Recognition of Prior Learning (RPL) procedures to improve the objectivity, validity and reliability of portfolios. These criteria are realized in the FamCompass (see chapter 3). A portfolio can also be designed in such a way that the user not only views it as a measuring tool for competences but also as a method that sharpens awareness of the available competences and offers them opportunities for further development. This purpose is also taken into account in the design of the FamCompass. From this point of view the portfolio method is ideal for fostering lifelong learning and empowerment.

The development process of the instrument

The FamCompass aims to assess family competences with regard to different levels of formal and vocational education and the labour market. For this reason it is built around the competences in the intersection between competences that can be acquired and further developed in family life and in (vocational) training and the labour market in relevant fields. The methodological approach was to analyse the training targets of (vocational) education programmes and the competences determined in job profiles in comparison with hypothesized family competences.

The analysed learning outcomes defined in curricula and the analysed job profiles were:

- family sciences, social work, orthopedagogy (remedial education), care for the elderly, palliative care, child care (Belgium);
- educators, nursery school teachers, home visitors in the Opstapje programme, family

- day care for children (Germany);
- specialist vocational qualification in management, family child day care demanding further vocational qualification (Finland);
- maternal assistant (Romania);
- pre-school educator (Lithuania);
- social emergency worker (Poland).

From this analysis a list of relevant competences was derived, for instance with regard to supporting handicapped children or supporting elderly persons. From this summary a first version of the competence matrix was drawn.

Other sections of the portfolio were developed at the same time. They primarily include a section in which the user makes his/her own strengths-weaknesses analysis with regard to a set of competences and precisely describes the circumstances in which defined competences are used with what outcome. In a third section, the user backs up the possession of the competences as best as possible with the use of external references. The fourth section provides case studies relating to more complex situations, which the user has to discuss. These case studies can vary depending on the needs of the institution or organization seeking to implement the FamCompass. A detailed description of structure of the instrument can be found in chapter 3.

Testing the instrument

The quality of the instrument has been evaluated by two testing processes in each of the partner countries. Each of the testing phases brought on diverse feedback that was used to improve the FamCompass and to complete the list of competences. The evaluation included feedback by the testing institutions, the users, the process guides and the assessors of the portfolios.

The first testing included 89 participants and was carried out in various contexts with representatives of the target groups:

- students and alumni of the Bachelor for Family Sciences Programme (Belgium);
- family day carers for children, migrant home visitors in the Hippy Programme, young single mothers starting vocational education as nursery school teachers (Germany);
- students at the faculty of pedagogy (Lithuania);
- trainers in adult education, extramural students of pedagogy (Poland);
- students of science of education, students of European master of adult education (Romania);
- students before starting studies of andragogics (Slovakia).

For the second testing we specifically tried to reach a broader diversity in level of education and cultural background, reflecting the diversity of the targeted users. In

view of this, the partners invited organizations who work with these target groups to participate in the testing. 84 Persons participated.

- In Belgium, 19 persons participating in the testing were recruited with organizations that coach the career development of persons with a low level of education and/or members of cultural minority groups (6 of them were first or second generation immigrants), 4 persons were clients in a counseling centre and 7 were former students of the institute;
- In Germany, family day carers for children participated, as well as young single mothers starting vocational education as nursery school teachers;
- In other countries, different target groups were invited to participate, e.g. house wives, and unemployed in Lithuania;
- In Poland and Slovakia extramural students participated.

The tests showed some points of interest to be kept in mind when assessing and recognizing family competences with the FamCompass.

As a precondition users of the FamCompass have to possess substantial family experience. Otherwise the FamCompass appears to be too extensive an instrument, that tends to merely demotivate instead of providing a stimulating experience for the applicant.

For people with lower levels of education and language skills careful and extensive guidance might be necessary. The tests indicated the FamCompass is a challenging instrument for these users, because it is based on the ability to reflect on one's competences and describe them in written language. Reflecting on and documenting one's competences is a competence in itself that can be trained and improved. Guidance of the FamCompass process has to take this into account and be designed as an educational learning module. To meet the needs of people with lower levels of education, the language used in the FamCompass to describe the competences and the task instructions was simplified after each testing phase. For these target groups, guidance or coaching when using the instrument is recommended. However, some portfolios written by persons with no more than primary education, showed an outstanding quality, which shows the strength of the FamCompass instrument.

Discussion on the evaluation of the tests also showed that family life in the different participating European countries on the one hand provides the possibility to acquire similar competences, but on the other hand exposes clear disparities. These derive from diverse living conditions, family traditions and family values. At the same time the differences in one country can be more distinct in view of social environment, rural and urban contexts or family concepts of minorities in comparison with other countries. For example, urban life styles and family concepts tend to correspond in all participating countries, but rural or minority family life is quite different from country to country, but also within one country. For example, in Belgium, we see quite some cultural differences in organizing family life between families of Moroccan origin

and families with a Turkish background. In the Eastern European countries it turned out that because of the political history resistance against documentation and assessment of family competences may occur. Family there was and often still is a space, where people want to keep their privacy vis-à-vis officials and state.

The FamCompass has taken these differences into account by testing with diverse target groups. The final version of the FamCompass contains a rich range of family competences built up by analysis of learning outcomes and job profiles but also by the contribution of the users and institutions in the testing phases. The consensus in each partner country on the structure of the portfolio shows the possibilities of providing a precise and well-founded picture of the competences that one can acquire in family life in the light of formal training pathways and the labour market. Furthermore, the instrument can be used in a flexible way, adapted to the needs and possibilities of different users and target groups, as explained in the next chapter.

For more information on the development, the testing and the use of the instrument we refer to www.famcompass.eu where several articles are listed.

Users testify

Going through the list of competences really helped me to see how many competences I already have, many of them I never thought of’.

The FamCompass was a great chance to discover, specify and remember forgotten competences I acquired in family work.

The FamCompass instrument: a multifocused journey into family competences

The FamCompass portfolio is designed to show, in a valid and reliable way, the relevant competences men and women have acquired in family life, in raising children, living with a partner, caring for older relatives and organizing the household.

It consists of several complementary parts that cross-validate the stories persons tell about their family experience. Depending on which competences need to be examined, the portfolio can be adapted in a flexible way.

Structure of the instrument

A first glance: general information

Besides the 'classics' as level of education and occupation we ask for a detailed family description and for a short review of important life events in the past family life. For instance a person can point to a period in his/her life in which he/she took care, for example, for a father with dementia. Later in the portfolio the person can elaborate on this.

Part 1. Entering the kaleidoscope of family experiences: listing the competences

The first part of the portfolio gives an overview of family competences related to different areas of family life. This list is based on both professional and educational profiles of competences for instance in orthopedagogy, family coaching and child care.

The list of competences starts with the area: **education of and care for children**. On the one hand, these competences refer to the - more or less - 'uncomplicated' development of children and on the other hand to more complicated problems in raising children. The competences enhance the support of the physical, psychological and social development of children, about dealing with school problems and/or with more or less severe illnesses.

Examples of competences in the field of education of and care for children

- 16 - 'I am able to support a child to build social contact, relationships and have a sense for social rules (how to behave)'
- 24 - 'I am able to provide the necessary care and nursing to enhance the well-being of a child'

The applicant is asked to mark the level (rank 0- 4) on which a competence is owned. When a competence doesn't seem relevant, it can be skipped. The levels on which a competence can be owned are defined in relation to the European Qualifications Framework. They suppose a growing amount of experience with and autonomy in adopting the competence. For instance level 2 states: 'You have family experience of the competence but you do not or only seldom reflect on it', while the highest level (4) states: 'The competence is an integrated part of yourself, you use it readily also in an unpredictable situation and you reflect on how to improve it'.

The second area of competences is about **partner relationship(s)**. What did a person learn by living in a partner relationship? Again the competences reflect rather 'uncomplicated' situations experienced when living together, and more stressful periods in a relationship in which a more extended care is needed, for instance when a partner gets seriously ill or when dealing with conflicts.

Examples of competences in the field of partner relationships

- 77 - 'I am able to create a balance between standing up for myself and being close to my partner'
- 91 - 'I am able to organize help in case of family violence'

The third major field of family competences are those acquired when caring for elderly relatives. Again the scope ranges from helping with typical transitions such as in the period of retirement, to the care for a parent who needs special care in a home for elderly.

Examples of competences in the field of caring for elderly relatives

- 96 - 'I am able to give guidance to a senior during difficult transitions in his/her life (retirement, going to a nursery home: information about services, emotional support)'
- 102 - 'I am able to apply techniques (hoist and lift or other nursing) correctly'

The fourth field discerns the **household management and social security**. The relations with children, partners and elderly ask for a lot of skills in time management and for specific actions in the field of running the everyday household and the administrative obligations or necessities family life requires.

Examples of competences in the field of household management and social security

- 111 - 'I am able to manage complex tasks of organizing life with children, partner, grandparents in between different institutions (e.g. school, day care, care

- for elderly, work places, medical care)’
- 117 - ‘I am able to run a household economically (keeping an eye on the finances, e.g. budgeting)’

Finally, the ‘general’ competences refer to problem-solving, communication skills and stress management. These competences are formulated in a very open way so they can stimulate an open and broader reflection on family competences.

Examples of general competences

- 2 - ‘I am able to identify individual learning points based on critical reflection of my own functioning’
- 19 - ‘I am able to mediate’

Part 2. Unfolding the competences

The second part of the portfolio gives the applicant the opportunity to describe more in-depth what he/she experiences as his/her strengths and weaknesses in applying the selected competences. In a first step the applicant can reflect on the selected family competences in an open, spontaneous story-like way. In a second step, competences are made concrete using the six steps of the STAR method. STAR stands for Situation, Task, Action and Results. In the FamCompass this means: you give a specific description of the starting situation and you reflect on tasks, actions, results, evaluation, strengths and learning points. It is as if the colors and patterns of the kaleidoscope are deepened.

These two steps of deeper reflection are taken for each of the domains of competences described above.

Example of a ‘free’ reflection on strengths and weaknesses related to the field ‘Relationship with, education and care of children’

‘As strength I see “being there for your child”: buy the toys which are appropriate for their age, know them, look for eventual problems at school, give them possibilities to develop themselves at home, show interest in their leisure-time activities, let them take part in decisions as to choice of school, be open to discussions, let them choose how to arrange their room, set rules and adhere to them. As a weak point: sometimes I don’t follow my rules after strong insistence.’

Example of a reflection with STAR method on competence 94 ‘I am able to understand elderly people when coping with retirement or loss of physical abilities’

- Situation: my father needed to learn to live with a partner with a handicap.
- Task: I gave support in the household.
- Actions: organizing family care – help him structure his life – support him with the process of acceptance: take time to talk about it.
- Result: they got through it together and are happy despite the handicap.
- Evaluation: in the beginning I gave a lot of support and then slowly less. At the

moment they can take care for themselves as they have support by professional help.

- Reflection on further learning points: it is a difficult task to support elderly people to accept a sudden handicap. I keep searching for literature about this process to assimilate new information.

From the examples it is clear that the two ways of exploring the competences are complementary and give the applicant different entries for reflection. These reflections are also a good starting point for competence oriented interviews in which frequently the STAR method is used.

To help the institutions using FamCompass to make the best possible use of the reflection file, they are offered guidelines to be used by the assessor to evaluate the descriptions. Among others the evaluation criteria deal with levels of concreteness of examples and to what extent paths of growth were mentioned.

Part 3. Adding evidence: references and other documents

The listing of and reporting on the competences is a narrative way of presenting yourself. Relevant references by third parties can add to the validity of the reporting of the competences persons want to be qualified for. Although it is not evident to obtain references for family competences, we did find some interesting examples when testing the instrument.

For instance detailed letters and e-mails about a revalidation process and/or therapy, about a divorce process, or even a written testimony being a mother of an anorexic, certified by a medical doctor.

The criteria used to evaluate the quality of the pieces of evidence are in accordance with those used in other procedures of recognizing prior learning. Among others they deal with authenticity, relevance, actuality and context variation of the evidence.

Part 4. Reflecting on cases related to various family situations

Part 4 offers different cases, of which the applicant is offered two to reflect on. One case is taken from family life and deals with common conflicts and problems that are usually solved without external help. The applicant is invited to reflect as a member of the family on possible answers and solutions. The second case deals with problems in which professional help might be necessary. Here the applicant is invited to reflect on questions and possible solutions from the perspective of the professional. Working in a European context made it possible to gather a broad set of relevant cases, 4 of which you find included in the instrument in part 2 of this booklet.

In the assessor's manual, institutions using FamCompass can find criteria to assess the answers to the questions and reflections on the cases. In accordance with the levels of the European Qualifications Framework (EQF), the assessment identifies levels in which steps of problem analysis, grades of autonomy in handling the situations and integration of competences are evaluated. For more information on the criteria for evaluation and the link with the EQF, go to chapters 4 and 5.

Manuals

To support the use of the instrument, different manuals were developed.

The **user's manual** gives an overview of the steps by which the portfolio is to be completed. The criteria that will be used by the assessor are listed to help the applicant to make his/her portfolio as 'strong' as possible.

An **assessor's manual** specifies the general and specific criteria the assessor has to take into account.

Not enclosed in this publication, but also available for interested users, is a **manual for guides or coaches**. This offers insight in some experiences from the testing phases to address different target groups in the best possible way.

Paper and digital version

Besides the printed version of FamCompass a digital version is developed. This application has a very user-friendly interface and offers the same possibilities to show the competences. Marking competences and describing them in depth are possible in both versions. Filling out the questionnaire in the digital version can be spread in time; users can always return to it and add or make changes before they submit the completed version.

How to use the FamCompass

4

The Family Competences Portfolio can be used to evaluate family life related competences acquired in formal or non formal environments. The main purposes of such an evaluation could be:

- to have personal competences related to family life acknowledged;
- to apply for appropriate vacancies (integration/reintegration into labour market);
- as an intake in new or continued learning in the formal institutions for general education and professional training;
- to apply for recognition and certification of family competences;
- to define possible gaps in family related competences in order to develop a successful learning path and/or career plan.

The main target groups for whom the use of the FamCompass as an evaluation instrument can be particularly interesting, are:

- parents working at home, seeking integration/reintegration into the labour market and/or into the formal education system;
- persons seeking professional reorientation;
- labour market exchange centers;
- educational institutions: vocational schools, colleges, universities;
- centers for adult education;
- employers seeking to optimize their employee selection and evaluation procedure;
- scientific institutions, both governmental and non-governmental, for methodological and scientific purposes.

Flexibility of the instrument

Depending on the aims of using the instrument and depending on the characteristics of the users, the instrument can be organised and used in a flexible way.

Use the complete version of FamCompass, or select parts of it

In a process of recognizing competences in a formal APL-procedure to shorten an educational curriculum, it is possible to shorten the list of competences to the topics that are relevant to the educational programme. For instance in a training programme to care for the elderly, users can focus on the competences in regard to care for elderly relatives, the competences as to household management and social security and the general competences. When using the instrument as part of the intake portfolio for the bachelor programme in family sciences, which deals with several aspects of family life, the portfolio will be used as a whole.

Depending on the motivation of the user or on his/her linguistic capacities, it can be useful to have some parts of the instrument done by interview. For instance the reflection on different cases can be organized in this way.

When the portfolio is used in a coaching process, it could be less relevant to ask for extensive pieces of evidence. If necessary, the portfolio can be extended by a competence oriented interview.

Add parts to the FamCompass

Besides adding a competence oriented interview, there are a lot of other possibilities to extend the FamCompass. Starting from the list of competences or from the reflection file several assessments can be done. In a coaching process to develop competences relevant to, for instance, social care, an inventory of personality characteristics, based on existing tools, could be added. Situating yourself on dimensions of 'introversion-extroversion' or 'openness' gives valuable additional information and can be part of a 'FamCompass coaching portfolio'.

The assessment of the competences

Following the aims of using the portfolio, the assessment criteria need to be more or less rigid to guarantee validity and reliability.

Especially when using the instrument to recognize competences in a formal educational curriculum, these criteria are strict. Therefore the assessor's manual gives an overview of general principles in assessing APL and has specific assessment criteria for each part of the portfolio. The assessment is done in accordance with the validity and reliability criteria for APL-procedures. This means that the assessor should work independently and guarantee the privacy of the applicant. Often a training of the assessors might be useful. The assessors should be very well informed about the competences the institution finds specifically relevant. An in-service training of the assessors is recommended to guarantee all assessors reach the same interpretation levels of assessment criteria.

The assessment of the portfolio should be done as a global assessment, which means that throughout the assessment the different parts should be cross-validated.

Depending on the indicators used, part 1 of the portfolio offers an overview of the relevant competences and the level on which they are marked. Part 2 (reflection file) together with part 3 (pieces of evidence) can prove some of the competences marked. Part 3 and part 4 (cases) can also show if and how competences are owned.

At the end of the assessment the assessor will have enough information to accept some competences as proven and to identify other competences that need further investigation, for instance by interview.

Developing indicators for FamCompass

Institutions and organizations will have different aims using the FamCompass. Schools and training centers can be interested in assessing to what extent an applicant has developed specific cognitive skills. Employers or counselors might be more interested in assessing more general competences.

In view of this, they will need to develop **indicators** to specify when, relevant to their aims, a family related competence is proved by the FamCompass portfolio procedure.

An 'indicator' can be defined as an 'element providing evidence that a certain condition exists or certain results have or have not been achieved'. (Harvard Graduate School of Education)

Developing an indicator is done in three steps:

- identify the competence you want to find evidence for;
- specify the elements that can provide this evidence;
- evaluate if the aimed results are reached and go back to step 2 and change the elements specified if necessary.

Some examples can show how to develop indicators when using the FamCompass:

Example 1: Developing an indicator for a specific competence from an educational profile

Step 1: Identify the competence for which to search an indicator.

One of the competences in the educational profile of Bachelor in Orthopedagogy at the HUBrussel is stated as: 'Promotes and maintains the cognitive, emotional, social and motoris development of a handicapped child'.

Step 2: The institution decides that this competence is achieved if the following conditions are met:

- level 3 or 4 is reached for FamCompass competence 64 ('Ability to support a child with a physical handicap, concrete and promoting a sense of self-worth');
- level 3 or 4 is reached for the FamCompass competences 14 ('I know the stages of development of a child (aged ≤ 7), physical, language, social, emotional, cognitive'); 15 ('I am able to support the motor and physical development') and 24 ('I am able to provide emotional support in coping with an illness of a child');
- competence 63 in FamCompass is discussed in detail in the second part of the portfolio, the reflection file, which gives a detailed and relevant description of the six steps following the STAR method to illustrate a

competence (STAR= describing situation, task, action, result and further reflection);

- part 3 of the portfolio provides at least one piece of evidence that shows experience in raising a handicapped child.

Step 3: How to evaluate if the indicator is appropriate?

When the student is doing practical work, the evaluation can show if the competence is indeed owned. If this should not be the case, then there is a need to go back to step 2 and reconsider the conditions that can prove the competence.

Example 2: Developing an indicator for a specific task in a course

Step 1: In the bachelor programme in Family Sciences (HUBrussel) the students are required to fulfill an apprenticeship to learn how to find professional help for a specific family problem.

Step 2: The institution could decide that this apprenticeship need not to be done if the following conditions are met:

- the student has reached level 3 or 4 for the FamCompass competence 37 ('Ability to organize professional support for a child 8-12');
- FamCompass competence 37 is discussed in detail in the second part of the portfolio (the reflection file);
- part 3 of the portfolio provides at least one piece of evidence that shows experience in finding help for a specific family problem.

Step 3: How to evaluate if the indicator is appropriate?

When making their dissertation in the 3rd year of the curriculum, students need to show they can suggest professional help for family problems. If this is not the case, there is a need to go back to step 2 and change the conditions that prove the competence.

Example 3: Developing an indicator to decide if the complete or a reduced curriculum is needed

Step 1: The educational programme to reach a bachelor's degree in Family Sciences offers (mostly adult) students, who can show several years of professional and/or personal experience, the opportunity to take this programme in fewer lessons than (mostly younger) students who miss this experience and to whom is offered a day-to-day curriculum. An intake portfolio can show which of the students can take this shortened curriculum and which can not.

Step 2: The institution could decide that a student can follow a shorter curriculum if the following conditions are met:

- the student owns at least 20 competences in the field 'Education and care for children' on level 3, and at least 10 at level 4;

- the student can give a detailed description of at least 6 of these competences in part 2 of the portfolio.

Step 3: How to evaluate if the indicator is appropriate?

After the 1st phase of the curriculum, a follow-up analysis can show how many students with competence X discussed on a level Y did pass. Depending on the results, the conditions defined in step 2 can be changed or saved.

Example 4: Developing an indicator to assess raised awareness of family competences in a career coaching process

Step 1: Administrating the FamCompass portfolio an applicant can become more aware of what he/she learned in family life that could be relevant when searching a job in child care or working with children.

Step 2: The job coaching institution could decide that the applicant's awareness of his/her competences in this field is sufficiently risen if the following conditions are met:

- the client has listed all competences that seem relevant to him/her;
- at least 5 competences in the section 'Education and care for children' are described in detail in part 2, the reflection file of the portfolio;
- in a follow-up session the client reports to be aware of the relevance of his/her family competences for a job in child care.

Step 3: How to evaluate if the indicator is appropriate?

Follow up of the client's process to find a job shows if and how the client's family competences convinced possible employers.

Because the FamCompass can be used in a flexible way, the indicators will differ according to the context. Furthermore, the way the FamCompass is used can give a new view on possible indicators. For example, when an institution adds a competence oriented interview on the reflections in part 2, or the assessor discusses the cases in part 4 directly with the applicant in an interview, the level of reflection to be reached during this interview can become part of the set of indicators.

How the FamCompass can be linked to the European Qualification Framework

5

As part of the Bologna process (1999) and the Copenhagen Declaration (2002), initiatives to promote the process and the quality of lifelong learning and professional training in Europe, the idea was raised to create a European Qualifications Framework, a common set of reference levels describing what a learner knows, understands and is able to do – ‘learning outcomes’. With this tool the EU wants to further implement its lifelong learning policy and to deepen, within the EU, the economical, political, and most importantly the social and cultural integration.

A European framework for qualification

The necessity to create a more global market was raised following processes of internationalization stimulated by the European Union.

In 1999 the Bologna Process was initiated, which is seen as the start of the creation of a European Higher Education Space in Europe. The main aims of the Bologna Process were:

- to promote academic staff members’ and students’ mobility;
- to ensure the accessibility to higher education for citizens of European Union and persons from the ‘third’ countries;
- to allow more transparency and flexibility in Higher Education;
- to stimulate fair competition to enhance the quality of Higher Education;
- to educate highly qualified specialists for the European labour market.

In 2000 the European Council amended the ‘Life-Long Learning memorandum’ that expressed the will:

- to guarantee universal and continuous lifelong learning possibilities;
- to increase investments in human resources;
- to initiate and implement different efficient teaching and learning methods;
- to optimize learning processes by promoting new and comprehensive evaluation processes and developing prior-learning recognition methodologies.

During the period 2000-2005 and following the Barcelona meeting (2002) special declarations were issued stating that the EU’s professional training system should become the global standard in the European context. The Copenhagen Declaration (2002) enriched the main Bologna Process statement orientating it towards the promotion of a professional education space, making it more transparent, open, continued and with high quality.

In the Bergen Conferences (2005) educational governors from the different EU countries agreed on efforts to coordinate general education with vocational education, implementing more flexible professional training pathways in the process of lifelong learning.

Finally, after long discussions and several declarations, in 2008 a European Parliament's and Council's recommendation was issued which had the following aims:

- to compose a general framework which would be the guideline for the national qualifications systems;
- to compose a general report system for recognizing qualification standards and levels' equivalents;
- to ensure that every level of all qualifications systems should be accessible through the different ways;
- to guarantee that the European Qualifications Framework should allow for international sectoral organizations to relate their national qualifications systems to a united European view;
- to promote lifelong learning and enhance workers' and learners' employability, their mobility and social integration.

As a result special recommendation for EU members were issued:

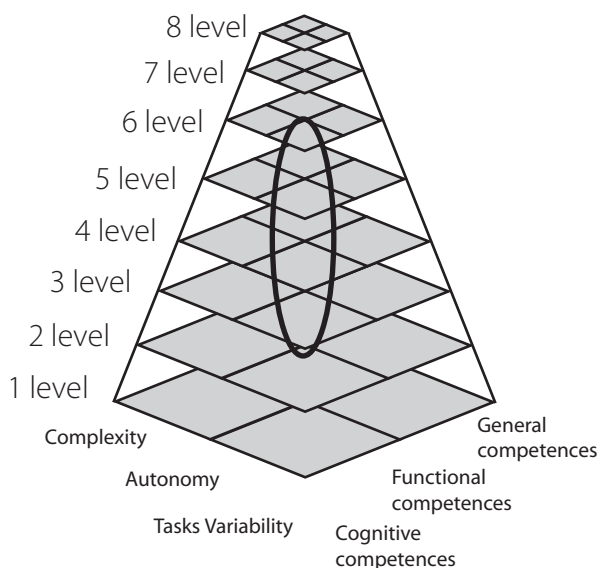
- EU members should use the European Qualifications Framework as an example to create their national qualification system, coordinating its levels and transparency.
- By 2010 national qualifications systems should reflect the main features of the European Qualifications Framework.
- EU members should provide appropriate procedures to ensure that all competitive educational organizations would use the main national qualifications systems when issuing new diplomas;
- Define and recognize qualifications using outcome based learning methods. Promote non-formal education.
- Apply and follow the quality principles in education.
- Make sure that national qualifications frameworks correspond to the European one, promote its links ensuring its quality and transparency.

Applying the EQF in Lithuania: an example

Following the EU policy on the creation of a European Qualifications Framework, the Government of the Republic of Lithuania established a special institution, the Qualifications Department, in December, 2007.

The Qualifications Department's main activities are focused on initiating the basis for legislation and to support the creation and functioning of a National Qualifications System. Together with the social partners it forms the main NQS institutions: central and professional committees, institutions that evaluate competences. Its aims are to

identify professional qualifications and develop their descriptions for the different economical sectors, to establish and manage a national register of qualifications and professional standards, to organize the process of competence evaluation, providing and recognizing qualifications.



Object N° 1 Lithuanian NQF

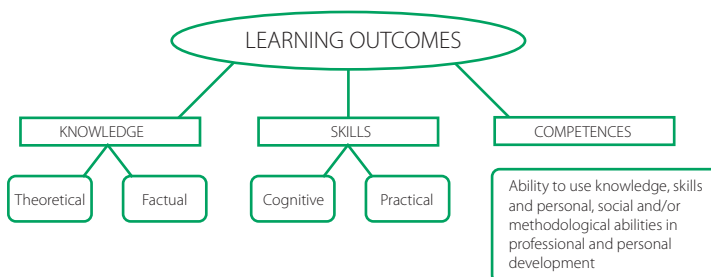
Following the European Qualifications Framework, the National Qualifications Framework of the Republic of Lithuania declares eight levels in QF. Until the 5th level education is acquired in different vocational schools, educational centers; from the 5th level on, education is managed in higher educational institutions (Colleges, Universities).

Family competences in the Lithuanian QF

For the recognition of family based competences, it is best they would be linked to qualifications schemes based on social services. They could be integrated within the 3rd-6th level which involves vocational schools and higher educational institutions.

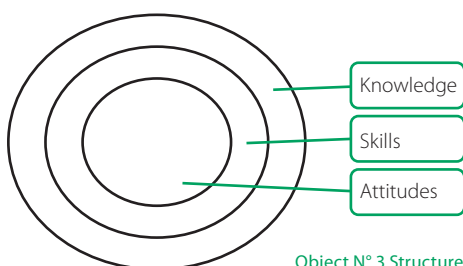
In the Lithuanian QF family competences could be seen as a part of the General and Functional Competences because these competences focus on implementing practical work activities (functions), based on personality characteristics formed in family life. The cognitive component in 'family competences' rather reflects more 'daily routine' or 'factual' (according to EQF) knowledge, but couldn't be recognized

as knowledge on a scientific (theoretical) level. This reflects the main purposes of family competences – to help solve different problems in the appropriate spheres, connected to family life activities.



Object N° 2 Classification of learning outcomes in EQF

The family competences structure shows basic educational components, including factual knowledge, practical skills and personal abilities that help to deal with families' activities' related problems. Concluding from this, family competences are to a great deal the result of auto-didactics, problem solving activities oriented to andragogics, giving an opportunity for personal and professional growth.



Object N° 3 Structure of Family Competences

Despite the creation process the Lithuanian NQS is undergoing, it seems possible to predestine family based competences employability in the National Qualifications System, where it could be used to raise the quality standards of training specialists for social care, home economists, nurses and other professions in vocational schools, and, adequately – teachers for the kindergartens, primary, basic and secondary schools, social workers and other staff in higher educational institutions.

The recognition of family competences largely depends on:

- the National Qualifications framework transparency;
- the institutional learning/study programmes structure;
- the educational level;
- the professional competence of academic staff working with the portfolio evaluation method.

Family competences could be recognized both in vocational education and in higher education. The methodology on recognition should reflect appropriate level characteristics: variability, autonomy, and complexity. In the vocational education level, family competences could have larger and more structural 'weight' in the total lists of competences, while, adequately, in higher education family competences should stay more or less as a part of general competences.

Defining and recognizing family based competences can greatly promote professional standards in social and public sectors, positively influencing people's motivation, enhancing their qualifications and employability, and stimulating their lifelong learning capacity.

Family competences in the Belgian QF: an example

On April 22nd, 2009, the Flemish Parliament enacted the decree on the Flemish Qualification Structure, in accordance with the European Qualification Framework. The Flemish Government organized different conferences to inform the institutions in the fields of education, labour, youth care, culture and sports about the necessity to define profiles of competences in relation to the qualification structure. The importance of this with regard to recognizing prior learning and lifelong learning, needs no further explanation. The Flemish website on Prior Learning (www.evcvlaanderen.be) offers a lot of information.

As to the FamCompass instrument, the link with EQF is to be found especially in the levels on which the competences can be scaled. The different levels of assessment of the competences, expressing the capacity to deal with more complex situations in a gradually more autonomous way, are clearly linked to the EQF-levels. The following example shows how:

Level 6 of the EQF describes a competence as: 'managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts'.

Level 4 of the assessment of competences states: 'the competence is an integrated part of yourself, you use it readily also in an unpredictable situation and you reflect on how to improve it'.

When indicators are developed, for example to give exemptions in bachelor curricula, the assessed competences should be on level 6 of the EQF. In indicators developed for other purposes, the competences might be scaled (and proved) on level 4 or 5 of the EQF.

Strengths/weaknesses analysis and plans for the future

6

In the process of designing, developing and testing the FamCompass instrument we became quite aware of its stronger and weaker points and challenges to take into account in the future. We conclude this chapter with the plans all participating partners made for the use, dissemination and further development of the FamCompass.

Strengths

- The FamCompass demonstrates and gives evidence of competences that are in growing demand on the labour market, but that are acquired in the most informal context possible: family life;
- the tool can be useful both in programmes motivating unemployed people to take up general or vocational re-training programmes, and for personal development programmes and career diagnosis;
- this instrument allows the (re)-integration on the labour market of target groups that are now under-represented e.g. women, elderly citizens and migrants;
- the FamCompass will help lower the barriers to lifelong learning programmes for the same target groups with a low participation in formal schooling;
- this project sustains European and national policies to stimulate lifelong learning;
- the instrument gives a broad and in-depth view on family competences;
- the portfolio methodology empowers the individual user who gets a good view on competences, knowledge and skills he/she was not aware of before;
- when used in different countries and/or different social and cultural groups, the FamCompass can give valuable information on the similarities and differences of 'family competences' within and between countries and/or social and cultural groups;
- the flexibility of the instrument allows institutions and organizations to adapt it to their specific needs and aims without losing the validity and reliability of the results;
- the evaluation criteria, formulated as learning outcomes, show clear links with the EQF, which allows the results to be compared both on international and on national levels.

Weaknesses

- The language, however simplified, and the extent of the instrument, however adaptable, might be a barrier for users with lower education and language skills; for these target groups coaching or guidance for a good use of the instrument is recommended;
- the list of competences in FamCompass is based on an analysis and summary of different job and training profiles, all situated in the broad sector of social, medical and educational work. However flexibly the instrument can be used, the result is never one to one to specific programmes and/or job requirements; for many users an adaptation might be required;
- using the FamCompass as (part of) a competences assessment has not been recognized (yet) by any official institution responsible for the accreditation of prior and/or informal learning, and therefore does not result in a formal certificate of 'proven' family competences;
- all partners involved in developing the FamCompass and the job and training profiles upon which the list of family competences was based, are to be situated in a western and/or central European cultural context. However we experienced how a common set of family competences can be identified throughout all participating countries, the instrument still risks to reflect a culturally biased view on family relations and family competences. Furthermore, in some of the Eastern European countries the political history has resulted in some resistance against documentation and assessment of family competences.

Challenges

- Family competences are still too often seen as merely relevant to family life itself; promoting the FamCompass and proving its validity and reliability can show how family life gives opportunities to acquire important and specific types of knowledge, skills and attitudes which can be applied in formal schooling programmes and on the labour market;
- assessing family competences using the FamCompass can be a first step to a more widely accepted validation of these very informally acquired competences;
- it would be interesting to investigate if a European certificate to validate family competences, based on an assessment by FamCompass, is possible and useful.

Plans for the future

The partners in the FamCompass project reflected on the use of the FamCompass in their organization and in their country. The diversity in their plans reflects the variety of possibilities:

In **Slovakia**, the Department of Andragogy of Philosophical Faculty at the Comenius University, will use the FamCompass as an assessment test for its students.

In the Faculty of Education, in the Department for Adult Education, the FamCompass will be presented in a course, as an example of the portfolio method and the possibilities it creates to assess adult learners' competences.

A lot of organizations in Slovakia already indicated an interest in the possible use of the FamCompass: voluntary organizations, job centers, institutions in social work, care for children and elderly people, and an education programme for Roma women.

In **Poland**, the Institute for Creative Proceedings will use the FamCompass to select and assess potential trainees, especially to support the intake interview and make it more suitable. The FamCompass will also be used as a part of the coaching and follow-up procedure of the applicant's personal development.

The institute has made contacts with a labour market organization, who will use the instrument to better match employers and job seekers. They see FamCompass as a solid tool to obtain more information about and to evaluate one's capacities.

The **Romanian** Institute for Adult Education (IREA) will use the FamCompass to have specific family competences recognized and validated for the job of 'maternal assistant'.

The programme Science & Evolution will use FamCompass to assess competences and qualify them in order to allow for shorter training programmes.

Romania has set an occupational standard to nursing, but no to child care. FamCompass can be used to develop a standard for care to children 0 – 3 years.

The FamCompass partner in **Germany**, the Deutsches Jugendinstitut, is a research institute. Besides executing research, its main role is to develop or evaluate proposals to politicians and administrations. They will point out to the administrations of several levels (federal, states, local) and other organizations how the FamCompass can be useful in their work with specific target groups. For instance, the sector of family day care for children is a niche that needs to be more developed in Germany. This tool could be used as a selection instrument to find appropriate employees who can prove relevant family competences.

The Administration of Youth & Welfare in Munich has shown first interest to use it to select and assess women who return from parental leave and seek reintegration to the labour market.

In **Lithuania**, the College of Higher Education in Vilnius will use the FamCompass as part of the intake procedure for its Faculty of Pedagogics. The college hopes this tool will help to attract more students for whom the barrier to formal higher education was too high up until now. Completing the FamCompass can make them more aware of their competences and stimulate their motivation. The professional credits they can earn with it, can shorten their schooling career and facilitate their search for a job.

In **Finland**, a vocational training institute for nursery and day care shows interest to use the FamCompass as part of the intake procedure. The Västra Nylands folkhögskola, partner in the FamCompass project, sees the FamCompass as inspiring for teachers and tutors in 'family learning'.

In **Belgium**, the Higher Institute for Family Sciences will use the FamCompass as part of the assessment procedure to grant exemption from exams and /or apprenticeship in its professional bachelor programme 'Family Sciences' in the field of social work. The institute will promote the FamCompass as a tool to lower the barrier to formal training programmes and to shorten schooling careers in the sectors of social work, care for the elderly and child care.

Already several job centers, as well as advisory and training organizations have shown an interest to use the FamCompass to select employees and assess their informally acquired competences.

The IPV, advice and training center for the food industry, is interested to promote the FamCompass to its clients.

The VDAB (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding), the public employment service in Flanders, will investigate, in cooperation with the Higher Institute for Family Sciences, how the FamCompass can be used, and adapted if necessary, to assist job seekers in their search for work, to coach employees in their career development and to advise employers in their human resources policy for specific target groups.

Finally, the Higher Institute for Family Sciences plans to use the assessments based on the FamCompass for scientific research purposes. They will follow up the applicants who entered the professional bachelor programme 'Family Sciences' and/or got exemption from exams and /or apprenticeship based on a FamCompass-assessment and evaluate if and how the 'proven' family competences helped them to – successfully – finish this study programme and/or help them to find an appropriate job.

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FamCompass

Instrument to assess and validate family competences



Education and Culture DG

Lifelong Learning Programme

Colophon

The Family Competences Portfolio, in short the 'FamCompass', is the result of a multilateral cooperation 'Grundtvig I' project and was realized with the support of the 'Lifelong Learning Programme' of the European Union [Project number 134054-LLP-1-2007-BE-GRUNDTVIG-GMP].

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www.fphil.uniba.sk
- Deutsches Jugendinstitut e. V. (DE): www.dji.de
- Higher Institute for Family Sciences (BE) (coordinating partner and partner in the HUBrussel): www.hig.be
- Institute for Creative Proceedings (PL): www.ipt.pl
- Romanian Institute for Adult Education (IREA) (RO): www.irea.uvt.ro
- Västra Nylands folkhögskola (FI): www.vnf.fi
- Vilnius College of Higher Education (LT): www.viko.lt

Other languages

The FamCompass is available in English and in the languages of the participating organisations.

The English version is inserted in full print in this publication; all other available language versions are inserted as digital files (pdf format) on the CD-ROM enclosed in this publication. You can also download them from the project website: www.famcompass.eu.

Digital version

The FamCompass is also available in a digital version: this tool contains all parts of the printed version. It uses a very user-friendly web-based interface and is made available on the project website: <http://www.famcompass.eu>. When launched in October 2009, the digital version of the FamCompass is available in English and in Dutch.

Disclaimer

This project was funded with support from the European Commission. This publication 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.



Education and Culture DG
Lifelong Learning Programme

Content and use

The Family Competences Portfolio assesses family competences: knowledge, skills and attitudes men and women have obtained in family life, in their roles as educators, home makers and care givers. We hope this instrument will help you to have your family competences acknowledged and validated. We look forward to any feedback you might have on the use of it.

The FamCompass consists of different parts:

- General information
- 1. List of family competences
- 2. Reflection file
- 3. Pieces of evidence as to relevant life experiences in the family [to be attached]
- 4. Case studies to be discussed: one taken from family life and one taken from a professional context

When using the complete instrument, the official title 'Family Competences Portfolio' is to be mentioned in any announcement and/or report on its use.

An assessment of family competences is preferably based on the fulfilment of the tasks described in all parts. However, a flexible use of the instrument is possible. Depending on one's aims, one might focus on some part(s) of the list of competences in part 1 (and, for instance, limit the questions to competences related to one of the topics, e.g. the education and care for children). On the other hand, one might find it necessary to add (a) part(s) (for instance, a personality check list) to the instrument.

No changes can be made to the instrument without the permission of the coordinating partner, and, if relevant, the project partner located in his/her country. When important changes are made, the official title 'Family Competences Portfolio' can no longer be used. However, for any use of any part of the FamCompass, however limited, reference must be made to the original instrument.

Therefore we invite any organisation or individual using the FamCompass in any of the available language versions, be it printed or digital, to contact the coordinating partner and/or, if relevant, the project partner located in his/her country.

This will allow us to discuss with the user if the instrument fits his/her needs and, if needed, to communicate about changes the user plans to make. Furthermore, we welcome any feedback or questions users may have.

Manuals

To support the use of the instrument, different manuals were developed.

The user's manual gives an overview of the various steps by which the portfolio is to be completed. The criteria that will be used by the assessor are listed to help the applicant to make his/her portfolio as 'strong' as possible.

An assessor's manual specifies the general and specific criteria the assessor has to take into account.

Not enclosed in this publication, but also available for interested users, is a manual for guides or coaches. This offers insight in some experiences from the testing phases to address different target groups in the best possible way.

Add disclaimer

In all your communications, publications or reports about using the FamCompass, the support of the European Commission should be mentioned as follows:

The FamCompass project was funded with support from the European Commission.

This communication/publication/report 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 appropriate logo should be added: texts and logos in the relevant language can be copied and/or downloaded from the EACEA (Education, Audiovisual and Culture Executive Agency of the European Commission) website:

http://eacea.ec.europa.eu/about/eacea_logos_en.php; choose the 'Lifelong Learning Programme' logo.

Contact

For any further information, do not hesitate to contact one of the partners, or the coordinating partner:

Higher Institute for Family Sciences
Partner in the HUBrussel
Avenue Huart Hamoir 136
BE 1030 Brussels
tel. ++32 (0)2 240 68 40 - fax. ++32 (0)2 240 68 49
e-mail: europa@hig.be
www.hig.be - www.famcompass.eu

General information

Name:

First name:

Address:

Tel:

Email:

Gender:

Age:

Country of origin:

Highest education level:

Employed: yes / no

Current occupation:

Current family situation:

I live with... [please fill in all the relevant boxes]:

- partner	age:	gender:		
- child(ren)	1st Age: Gender:	2nd Age: Gender:	3rd Age: Gender:	4th Age: Gender:
- my parents:	mother	father		
- my partner's parents	mother	father		

I live alone

Please describe briefly the important phases of your life when you took responsibility for family life and family members [in part 2 of the FamCompass you will have the opportunity to elaborate on some of your relevant life experiences].

for example:

- from... – to... I nursed my old father, who suffered from dementia;
- from... – to... I raised my three children in my own household...

From .../.../..... to .../.../.....

From .../.../..... to .../.../.....

From .../.../..... to .../.../.....

Part 1: List of family competences

In the following table, indicate which competences you have already acquired within family life.

Think of concrete examples that are relevant to your family life.

Five levels are distinguished. For each competence, please tick the grade you find relevant. If a competence doesn't seem relevant to you, don't tick a grade.

Level 0: The competence seems relevant to you but you are not familiar with it.

Level 1: You are familiar with the competence from discussions or literature.

Level 2: You have family experience of the competence but you do not or only seldom reflect on it.

Level 3: You often apply the competence (independently or otherwise) and from time to time you reflect on how to improve it.

Level 4: The competence is an integrated part of yourself, you use it readily also in an unpredictable situation and you reflect on how to improve it.

1. SPECIFIC AREAS OF COMPETENCE

1.1 FAMILY RELATIONSHIPS AND CARE

1.1.1 Relationship with, education of and care for children

Competences	Subcompetences	Grading /level				
		0	1	2	3	4
Ability to support the development of a baby	1 I am able to empathically perceive the needs of a baby and strengthen bonding and trust					
	2 I know the development of a baby (physical, language, social, and feeling)					
	3 I am able to create a stimulating environment (way of organizing a room, appropriate toys) for the development of a baby					
	4 I am able to support motory and physical development					
	5 I am able to stimulate the development as to social contact					

6	I am able to stimulate language development					
7	I know professional services for helping a child if necessary					
8	Other ability:.....					
Ability to nurse a baby						
9	I am able to analyze the need for help of a baby					
10	I am able to provide the necessary care and nursing to enhance the wellbeing of a baby					
11	I am able to provide emotional support in coping with an illness of a baby					
Ability to support the development of a child (aged ≤7)						
12	I am able to stimulate creativity, artistic expression and game play					
13	I am able to encourage a child to positive activities in line with his/her individual needs and interests					
14	I know the stages of the development of a child (aged ≤7) (physical, language, social, thinking and feeling)					
15	I am able to support motory and physical development					

26	I am able to give support to a child in a palliative phase of illness								
Ability to support the development of a child (aged 8-12)									
27	I am able to stimulate the communication skills of a child (to listen carefully, to ask questions, to express anger, anxiety or bad feeling)								
28	I am able to stimulate self-reflection (listening to own feelings) and to develop a positive self-regard								
29	I am able to stimulate the development of values (respect, honesty,...)								
30	I am able to stimulate the development of self reliance and behaving socially								
31	I am able to stimulate creativity, artistic expression and game play (tinking,painting,music...) especially as to leisure time								
32	I know the stages of the development of a child (aged 8-12) (physical, language, social, thinking and feeling)								
33	I am able to set rules (making agreements, setting boundaries, what you may do and not)								
34	I have insight into the expectations of a school and into transitions in behaviour depending on the age of a child								

35	I am able to handle problems at school with a child (badgering, loneliness, ...)								
36	I am able to give support in case of learning disabilities (problems with reading, writing or mathematics)								
37	I am able to organize professional services for helping a child if necessary								
38	Other ability:.....								
Ability to nurse a child (aged 8-12)									
39	I am able to analyze the need for help of a child								
40	I am able to provide the necessary care and nursing to enhance the wellbeing of a child								
41	I am able to provide emotional support in coping with an illness of a child								
42	I am able to give support to a child in a palliative phase of illness								
Ability to support the development of a teenager									
43	I am able to create a balance between letting go and protecting								
44	I am able to stimulate the communication skills of a teenager (express feelings of anger or sadness, having mutual respect while discussing...)								

45	I am able to give guidance to a teenager in the use of media in a responsible way				
46	I am able to help a teenager to give meaning to the future (choosing values as honesty, openness ; sustaining friendship-relations, ...)				
47	I am able to give guidance in vocational decisions in line with interests and abilities				
48	I am able to set rules (setting boundaries, making agreements as to living together)				
49	I am able to support finding meaningful activities as to leisure time				
50	I am able to give support to a teenager with learning disabilities				
51	I am able to organize professional services for helping a teenager if necessary				
52	Other ability:				
Ability to nurse a teenager					
53	I am able to analyze the need for help of a child				
54	I am able to provide the necessary care and nursing to enhance the wellbeing of a teenager				

Ability to give support to a baby, child, teenager or young adult in special situations

73	I am able to support a child confronted with arguments or violence between parents						
74	I am able to support a child confronted with divorce of its parents						
75	I am able to support a child that has to deal with new family situations (e.g. new partners of parents, patchwork family) – finding positive self-regard and trust in relationships						
76	Other ability:.....						

1.1.2 Relationship with and care for partners

Ability to maintain a partner relationship							
77	I am able to create a balance between standing up for myself and being close to my partner						
78	I understand partner relationship dynamics and can maintain evolutions within the relationship (vulnerability, influences of parents, work-stress,...)						
79	I am able to have an empathic conversation with my partner (careful listening, respecting vulnerability)						

80	I am able to have a conversation about sexuality (e.g. contraception, personal differences)								
81	I am able to adapt to new situations and evolutions (changes of work, moving)								
82	I am able to reach compromises and adhere to them								
83	I am able to organize leisure time that satisfies myself and my partner								
84	Other ability:.....								
Ability to nurse									
85	I am able to analyse the need for help of a partner (illness, handicap)								
86	I am able to provide the necessary care and nursing to enhance the well-being								
87	I am able to provide emotional support in coping with an illness								
88	I am able to provide support in coping with a palliative phase of illness								
Ability to give support in special situations									
89	I am able to give emotional support in case of experiences of loss (family-members, friends, colleagues,...)								

90	I have insight into the impact of the birth of a child on a relationship						
91	I am able to organize help in case of family violence						
92	I am able to search for help in case of relationship-difficulties (starting a counseling-process or mediation-procedure)						
93	I am able to start up and to follow up a divorce procedure						
94	Other ability:.....						

1.1.3 Relationship with and care for elder relatives

Ability to support a senior							
95	I am able to understand elderly people when coping with retirement, loss of physical abilities, ...						
96	I am able to give guidance to a senior during difficult transitions in his/her life (retirement, going to an nursery home: information about services, emotional support)						
97	I am able to help find meaningful leisure activities for the senior						

98	Other ability:.....						
Ability to nurse an elder relative							
99	I am able to analyse the need for help of a person in his/her context (getting older, illness, handicap)						
100	I am able to provide the necessary care and nursing to enhance the well-being of a person						
101	I am able to give support to the elderly in everyday life (e.g. getting dressed, washing, meals)						
102	I am able to apply techniques (hoist and lift or other nursing) correctly						
103	I am able to provide emotional support in coping with a serious illness						
104	I am able to give support in a palliative phase of illness						
Ability to give support in specials situations							
105	I am able to give emotional support to a senior confronted with death of a partner, family member or friend						
106	Other ability:.....						

1.2 HOUSEHOLD MANAGEMENT AND SOCIAL SECURITY

Ability to stimulate a healthy way of life	107	I know that there is relationship between physiology/ anatomy and health/well being and I can explain these in concrete situations				
	108	I am able to provide people with relevant information about health and illness appropriate for their level of understanding				
	109	I am able to take actions to prevent difficulties or to prevent the worsening of difficulties as to health in a daily situation				
	110	Other ability:.....				
Ability to create balance between family, work and education	111	I am able to manage complex tasks of organizing life with children, partner, grandparents in between different institutions (e.g. school, day care, care for elderly, work places, medical care)				
	112	I am able to manage time effectively in everyday life				
	113	I am able to create a balance between work, family responsibility and leisure				

114	I know the rules concerning parental leave and am able to act accordingly								
115	Other ability:.....								
Ability to manage a family household									
116	I am able to support myself								
117	I am able to run a household economically (keeping an eye on the finances, e.g. budgeting)								
118	I am able to run a household ecologically and protect the environment								
119	I am able to prepare healthy and hygienic food								
120	I am able to provide a clean and pleasant living environment								
121	I am able to manage supporting facilities (family support, cleaning support)								
122	Other ability:.....								
Ability to ensure social security and carry out administrative tasks									
123	I am able to follow up administrative tasks: insurances, taxes, unemployment aid, family allowance.								

134	I am able to take responsibility as a parent at a school						
135	Other ability:.....						

2. GENERAL AREAS OF COMPETENCE

Competences	Exemplified subcompetences	Grading/level				
		0	1	2	3	4
Self management	1 I am able to set priorities and choose the necessary action, means and targets					
	2 I am able to identify individual learning points based on critical reflection of my own functioning					
	3 I am able to assess my contribution to an aid relationship that aims at promoting optimal development opportunities					
	4 I am able to develop, broaden and apply personal fields of interest via self-tuition					
	5 I am able to react in a flexible manner even in quickly changing situations					
Problem analysis and solving	6 I am able to pay sufficient attention to self-care					
	7 Other ability					
	8 I am able to analyze and break down a complex problem into sub-problems					

9	I am able to set clear and realistic targets and sub-targets				
10	I am able to take into account the consequences for the different parties involved				
11	I know where to look for information and help when facing problems				
12	I am able to choose suitable methods and help in a given context				
13	I am able to adapt and fine-tune chosen methods in a creative and situation-oriented way				
14	I am able to optimize targets and support on the basis of the evolutions observed				
15	Other ability				
Communication					
16	I am capable of constructive communication				
17	I am able to have an empathic conversation (listening and asking questions with respect to feeling)				
18	I have an eye for the interaction process between myself and others				

19	I am able to mediate				
20	I am aware of my own expectations, as well as of the effects of my own when interacting with others				
21	I am able to deliver relevant information at the appropriate level of understanding of the communication partner				
22	I am able to lead and participate in a discussion in a constructive way				
23	I am able to apply conflict management and problem solving skills (enhancing mutual listening, looking for different ways to solve a problem, checking the result and making clear commitments)				
24	Other ability				
Core abilities for support, education, empowerment					
25	I am empathic				
26	I am authentic (genuine, open)				
27	I am capable of showing unconditional positive appreciation				



	28	I am able to encourage, stimulate and help restore the self-reliance of the supported person				
	29	I am aware of gender dimensions in personal and social life and I am capable of preventing disadvantages				
	30	I am able to take into account the important influence of opinions and actions of the relief worker on the supported person				
	31	Other ability				
Taking initiative	32	I am able to look for opportunities and take short term action to stimulate change				
	33	I am able to take initiative in raising matters of family interests with institutions, the neighbourhood and local affairs and to defend them				
	34	Other ability				
	35	I am able to deal constructively with stress				
Coping with stress	36	I am able to help others to deal constructively with stress				

37	Other ability								
Awareness and respect as to values									
38	I am aware of my own values and open as to differences between persons in choosing values								
39	I am aware of my own culture and deal respectfully with cultural differences								
40	Other ability.....								



Part 2: Reflection file

In the reflection-file, you are invited to discuss in detail what you think your strengths and weaknesses are as to the competences described in the list above. The reflection has two parts. First you are invited to discuss the specific competences (column 3) briefly as to strengths and in which respect you want to grow. Then we ask for a detailed description of some of the competences.

2.1 Strength-weakness analysis as to Relationship with, education and care of children

Please review the competences listed in section 1.1.1 Relationship with, education of and care of children and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

**Choose at least 2 competences from the competences in the section 1.1.1
Relationship with, education of and care of children**

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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2.1 Strength-weakness analysis as to Relationship with and care of partners

Please review the competences listed in section 1.1.2 Relationship with and care for partners and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

Choose at least 2 competences from the competences in the section 1.1.2 Relationship with and care for partners.

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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2.3 Strength-weakness analysis as to Relationship with and care for elder relatives

Please review the competences listed in section 1.1.3 Relationship with and care for elder relatives and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

Choose at least 2 competences from the competences in the section 1.1.2 Relationship with and care for elder relatives.

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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2.4. Strength-weakness analysis as to Household management and Social Security

Please review the competences listed in section 1.2. Household management and Social Security and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

Choose at least 2 competences from the competences in the section 1.2 Household management and Social Security.

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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2.5. Strength-weakness analysis as to General competences

Please review the competences listed in section 2.1.General competences and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

Choose at least 2 competences from the competences in the section 2.1 General competences.

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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.....

What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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.....

What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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.....

Where else could you use this competence? For instance in your job or volunteer work?

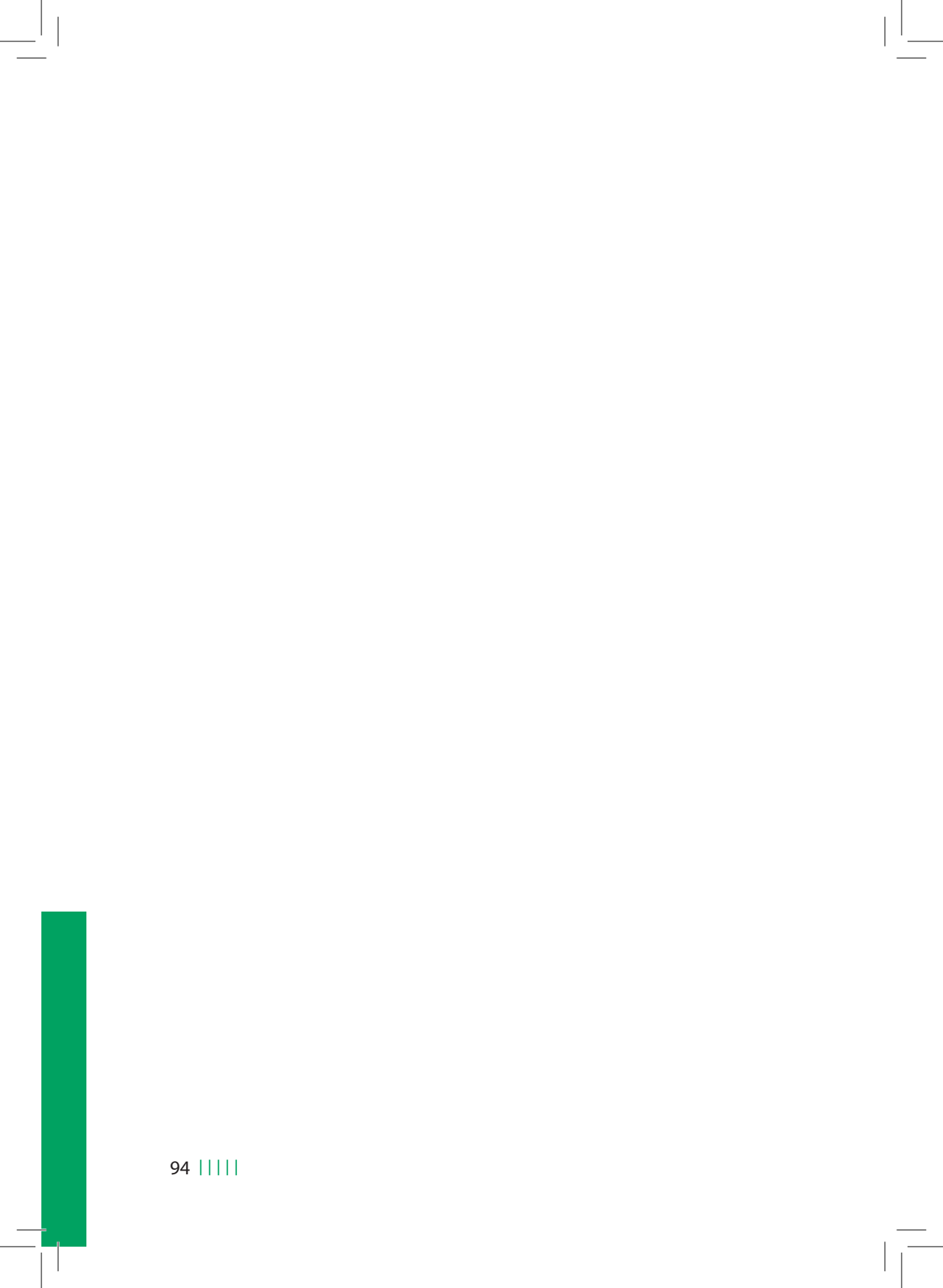
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Part 3: Pieces of evidence as to relevant life experiences in the family

Collect pieces of evidence that are relevant to the competences you want to illustrate. These pieces of evidence can either be directly linked to competences owned in family life or to family competences developed in professional life.

Be aware of quality differences and assessment criteria described in the 'User's Manual'.

For example: an official and signed document of a guidance center that shows you had contact in search of help for a handicapped child brings more evidence to the portfolio than a letter from a friend.

Some examples:

- In care for a child with Down's syndrome : certificate of registration from a school with a program for inclusive education
- Certificate proving you attended info sessions about learning disabilities
- Letter of reference of an adoption center

Indicate which competences you substantiate with a specific piece of evidence.

Part 4: Case studies

1. Two cases taken from a family context:

1.1. Taking care of a disabled child

Mária is a 30-year-old single mother with a heavily disabled 6-year-old child. When Jurko was born, he suffered from a partial infantile cerebral palsy and he uses a wheelchair as a medical device. The mental development of the boy is alright, his powers of intellect are on the level of a preschool aged child.

On the basis of recommendations given by a pedagogue, psychologist, paediatrician and neurologist, Jurko is able to attend the 1st class of elementary school.

Currently, Mária receives an allowance as a form of social assistance for taking care of the child, and child benefit. Her financial conditions are not good. With his mother, Jurko visits a daily sanatorium for 2 – 3 hours a day, where he is being given some rehabilitation treatments.

The mother is busy all day long with taking care of her disabled child, and therefore she finds it hard to find a job, or at least a part time job, to improve her financial conditions a bit.

The mother is considering two alternatives: to place the child into an ordinary school, which is recommended by the specialists (pedagogue, psychologist, paediatrician and neurologist), or into a special school offering full day care adapted to the boy's handicap.

On the one hand, the mother is aware of the advantages resulting from the integration of her son into an ordinary class of peers, which would allow for a better socialization and a further development of his personality. On the other hand, the mother is afraid that her son might not be accepted by his class mates and she fears the strong emotional situations that Jurko could be confronted with in a school environment.

Question:

How would you deal with this situation from the mother's point of view, with regard to the needs of her son?

Propose and justify different possibilities on how to solve her questions.

You are a parent of three children, aged 17 years, 15 years and 10 years. The oldest, Charles, was always a quite responsible person at school and has generally helped around the house. He has now moved on to higher education and has made new friends. You realize that he is spending more money than the allowance you give him. He eats out regularly and has a new girlfriend every week.

Question:

You are concerned about where his money is coming from. How would you, as a parent, react to this situation?

2. Two cases situated in a professional context

You are working as a counseling teacher in a school for children aged 6-12. Michael is new in the fifth grade. After a few days in school it is clear that Michael is very rebellious. He has a hard time accepting rules and making a substantial effort to study. A boost of anger attacks after a discussion he had with his teacher, urges the teacher to ask you for support. From what Michael tells you, you understand he dislikes his parents and their way of living. He is angry with them and doesn't want to stay at home. Because of lack of sleep he is also very tired. At lunch time he is alone at home and he has to prepare his meal all by himself. After school, he comes home to an empty house. He spends most of his time on the street and neglects his school work.

A first talk with his mother confirms that in this family there is indeed a serious lack of rules and structure. In the mother's life there isn't much structure nor consistency. The father lives with another woman and - as the mother states - seems to be very indifferent towards his son.

Question:

What do you think can be done to support Michael and his family? Give concrete examples of ways to improve the situation, working with Michael, his mother and his father, from the position of the counseling teacher.

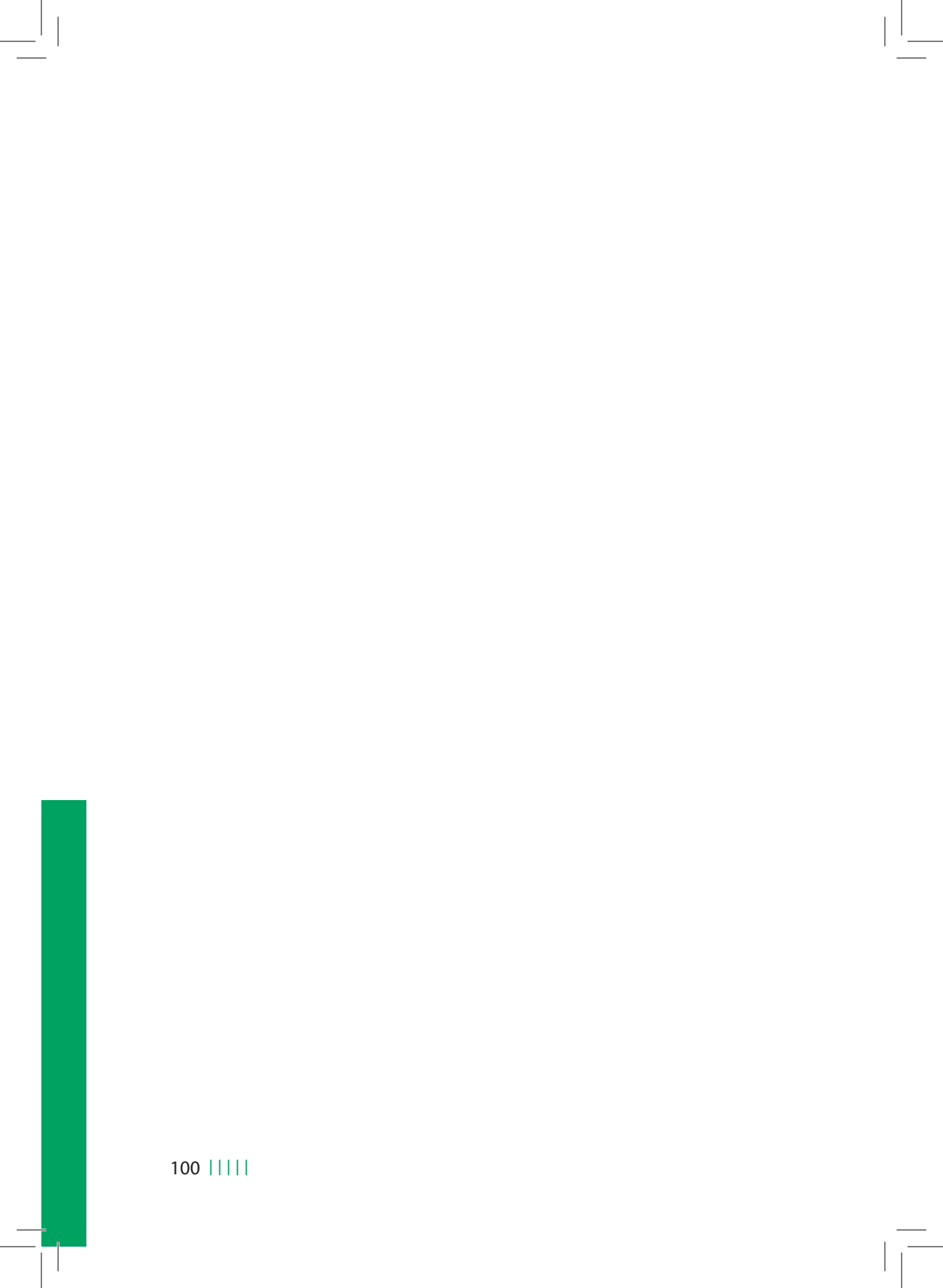
Mr. Klein is a 73 year old man with no children of his own. Due to a dysfunctional blood circulation, both his legs had to be amputated approximately 10 years ago. Despite his medical condition, Mr. Klein wanted to stay in his own flat for as long as possible. Being able to play the piano at home, which he has done since his childhood, is very important to him. Furthermore, the familiar surroundings of his home, the little chats he has with his neighbors, and the phone calls with his former colleagues are all things that he would not want to do without. Mrs. Klein was always opposed to moving her husband to a care institution, and she took the full care duties for him on herself. However, she died nine months ago.

Since she passed away, he made the tough decision to move to a service flat, but the phase before he eventually moved presented itself as very onerous. Likewise, the first days in his new home were painful, caused by phantom pains in his legs. The change in his ways of living temporarily made him withdraw completely, but subsequently, the stimulating surroundings and the changing routines facilitated his acclimatization.

One month ago, Mr. Klein met Mrs. Kaiser, a widow living in the same institution. Mrs. Kaiser is 69 years of age, obese, and suffers from depressions, but is well medicated. Both spend their time singing and making music, as well as meeting regularly, e.g. for a coffee or musical evenings in a group. They are both interested in each other and seek each other's respective companionship, but Mr. Klein tries to avoid feelings of affection, as he is aware of the difficulties of intimate relationships in care institutions.

Question:

You're working as a professional carer for the elderly. What can be done, from your perspective, to support Mr. Klein, keeping in mind his situation (social contacts, quality of living, disability, partnership and sexuality)? Please give concrete examples on how to improve his situation.



User's Manual

Introduction

Dear User,

The FamCompass gives you the opportunity to discover and document the competences you have obtained in family life. The tasks you fulfill in your role(s) as educator, home maker, care giver and family manager provide a rich field of experience. In performing these tasks in everyday life you trained valuable skills and competences. To be aware of them and to be able to name them is helpful to present these competences with self-confidence in a process of job application or application for vocational education.

The FamCompass supports your self-assessment about what you learned in family life and provides external assessment by at least two independent assessors. Self and external assessment widens your self perception and you become clearer about your strengths and eventually developmental needs. The FamCompass allows validating your family competences with view to grant exemption from exams, facilitate shorter schooling careers or to enter the labor market.

The FamCompass takes the form of a portfolio. A portfolio is a compilation of information showing your competences. It both gives an overview of the competences you acquired and as much argumentation as necessary to prove these competences. Although there are specific guidelines and assessment criteria to fill out the different parts, it is up to you to demonstrate your competences acquired in family life as clear and well-argued as possible.

We invite you to create your Family Competences Portfolio and would like to give you some helpful tips on your way. Discovering and documenting your family competences is a process that needs some preconditions.

Enough time: the time you need depends on the purpose of your portfolio and how many family competences you would like to prove. The institution that invites you to provide your portfolio will give you some information about the competences that are most important to prove for the purpose of the target of the portfolio process. Reserve enough time to be able to reflect on your competences, to work on the different parts of the portfolio, to take breaks and come back to it again.

The right place: a quiet and nice place in which you are able to work without disturbance and where you can leave the materials will also be helpful and support you to find out more about your competences.

The information in this portfolio is private. It is only accessible to the person who coaches you in making the portfolio and to the assessors.¹ Because the FamCompass is about your private life, it is nevertheless important that you decide carefully which information you would like to give in your portfolio.

After you released your portfolio the assessors will assess it. You will receive feedback in a report that summarizes the findings of the assessors. You also will get a certificate confirming that you have made the portfolio.

The Portfolio Process

The Portfolio process starts with some general questions to reflect on your family competencies in a first overview. The portfolio itself has four specific parts:

General information

1. List of family competences
2. Reflection file
3. Pieces of evidence as to relevant life experiences in the family [to be attached]
4. Case studies: one taken from family life and one taken from a professional context

This User Manual will guide you through these steps of the process. If any question occurs to you, please don't hesitate to ask your coach for explanation and support.

General information

The short questionnaire gives you the chance to reflect on your family experience in a first overview approach: What is my family situation now? What were important phases in my biography, where did I take responsibility for family members? Take enough time to think about your "family curriculum vitae". You may discover situations and challenges you didn't think of for a longer time.

For the assessors the general information provides some first information about your current family situation and family experience in the past.

Please write your answers within the formatted boxes.

Part 1: List of family competences

In this section you find a list of competences and sub competences linked to family life. Take your time to read the sub competences carefully. Think of and reflect on concrete examples in your family life when you applied them. Based on these situations you assess the level on which you still possess each sub competency.

Five levels are distinguished; please tick the level that best fits your ability to fulfill the task described in the sub competence.

- Level 0: The sub competence seems relevant to you regarding the purpose of the portfolio process but you are not familiar with it.
- Level 1: You are familiar with the competence from discussions or literature, but don't have experience in applying it.
- Level 2: You have some family experience in applying the competence but you do not or only seldom reflect on how to improve it.
- Level 3: You often apply the competence (independently or otherwise) and from time to time you reflect on how to improve it.
- Level 4: The competence is an integrated part of yourself, you use it readily also in unpredictable and complex situations and you reflect on how to improve it.

If a competence doesn't seem relevant for the purpose of the portfolio process don't tick a grade.

In each section of the list of competences you also have the possibility to add sub competences you miss in the list. You may have acquired important, but not mentioned competences. Write them down in the fields 'Other ability' and assess the level on which you are able to apply that sub competence.

Part 2: Reflection file

In the reflection file, you are invited to reflect on and describe in detail what you think your strengths and weaknesses are as to the competences described in the list of competences. The reflection file has two parts: First you are invited to discuss specific sub competences (part 1, column 3) briefly with regard to your strengths in applying these and in which respect you want to grow. One step further we ask you for a detailed description of some of the sub competences.

Reflection part 1:

Please review the sub competences (part 1, column 3) listed in section 1.1 *Relationship with, education of and care for children*. Discuss in your own words what you think you already do well in this field of sub competences and in what respect you want to grow. You don't need to focus on each single sub competency in your writing here. You are invited to take a broader scope on your relationship with, education of and care for children and reflect about your strengths and weaknesses in this field. Be concrete in giving examples from every day life to illustrate what you mean.

Assessment criteria

For your information the assessment criteria the assessors will focus on in their evaluation of this part of your portfolio are described below.

In general: consistency in the description of the strengths and weaknesses with view to the competences

Grading

High: concrete examples in which respect you want to grow as to the competences (future) including the way you want to do that; concrete examples of former growth

as to the competences

Middle + : concrete examples in which respect you want to grow as to the competences (future) but without the way you want to do that; concrete examples of former growth as to the competences

Middle : little or no concrete points of growth as to future; little concrete examples of former growth as to competences

Middle -: no concrete examples of future or former growth as to competences

Low: no examples of future or former growth as to competences

Reflection part 2:

Choose at least two sub competences from section 1.1 *Relationship with, education of and care for children*. Elaborate on them by giving one clear and concrete example of a situation that shows how you applied each of these two sub competences. Here you are invited to focus your description on the single sub competences. Feel free to assess more sub competences and extend the number of sub competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

It is helpful for you to use these steps as an outline of your description.

Assessment criteria

For your information the assessment criteria the assessors will focus on in their evaluation of this part of your portfolio are described below.

As to the description of each competence:

- Are all 6 elements/steps dealt with?
- Is the example concrete or vague?
- Does the example show the ability to reflect on personal actions; are there any areas of growth mentioned?
- Can some possibility of generalisation of the competence to other situations be deduced?
- Are the examples consistent with the information on the competences in the strength-weakness analysis and the (not) ticked competences in part 1?
- Is the required number of competences reached (more? less?)

Repeat these reflections (part 1 and part 2) for the other fields of competences: 1.1.2 *Relationship with and care of partners*, 1.1.3 *Relationship with and care for elder relatives*, 1.2 *Household management and social security*, and 2. *General competences*

Part 3: Pieces of evidence as to relevant family competences

To further prove your competences please collect pieces of evidence that are relevant to the competences you want to illustrate.

The pieces of evidence can be about competences learned in family life as such or family competences developed in professional life.

Be aware that the grade of evidence the pieces provide is different. For example: an official and signed document of a guidance center that shows you had contact in search of help for a handicapped child brings more evidence to the portfolio than a letter from a friend.

Some Examples of relevant pieces of evidence:

- Regarding care for a child with Down's syndrome: certificate of registration from a school with a program for inclusive education.
- Regarding learning disabilities: certificate proving you attended information sessions about learning disabilities.
- Regarding adoption: letter of reference of an adoption center.

Please indicate on each piece of evidence which specific sub competence(s) you substantiate with it.

Assessment criteria

For your information the assessment criteria the assessors will focus on in their evaluation of this part of your portfolio are described below.

- Authenticity: Is the piece of evidence genuine; is it reliable; is it offered by the person whose reference is on it? Is it signed by the person who delivered it?
- Does it clearly show that a competence is acquired and applied?
- Relevance: Is the piece of evidence relevant to the specific competence you want to prove?
- Actuality: Does the piece of evidence show that you have the competence today? Is there eventually a process of growth between the moment you acquired a competence and today?
- Context variation: Is it clear that the competence is used/usable in different situations?
- Quantity and quality: Does the piece of evidence show how much/often the competence is used or what quality is reached?

Part 4: Case studies

You are invited to discuss two cases here. Case studies are a very helpful instrument to find out more about acquired competences. To describe the way how to deal with a given problematic situation gives the chance to apply and show one's competences in dealing with an unfamiliar situation. The cases in the FamCompass are taken from two different contexts: one from a family context; the other is a problematic situation occurring in a professional context, providing the opportunity to transfer one's family competences to professional life.

After reading the case, please answer the questions. Be as concrete and complete as possible in respect to how you would deal with this *situation/problem*.

The evaluation will especially take into account how you describe the different steps in problem solving, the methods you propose, the reflections you make.

The following questions provide an outline for your case work:

1. Analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? What would a sufficient solution look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated if the methods are feasible and the solution is reached?
5. Description of follow up: How will the follow up be done to secure the positive developments?

Assessment criteria

For your information the assessment criteria the assessors will focus on in their evaluation of this part of your portfolio are described below.

Which of the five above mentioned steps in problem solving are taken?

1. Analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? What would a sufficient solution look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated if the methods are feasible and the solution is reached?
5. Description of follow up: How will the follow up be done to secure the positive developments?

Are the steps formulated concretely or rather abstractly? Are there any strong or weak points mentioned as to one's own functioning?

Grading:

High: all steps of problem solving are mentioned; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, description of evaluation and follow-up; clear differentiation as to one's own functioning,

functioning of others involved and when/where to ask for help.

Middle +: all steps of problem solving except follow up; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, evaluation mentioned; clear differentiation as to own functioning, functioning of others involved and when/where to ask for help.

Middle: steps of problem solving up to aim definition and to some methods; differentiation between own functioning and functioning of others involved; some reflection as to when/where to ask for help.

Middle -: analysis is vague; focus on one aim; none or but a very few methods; vague or no differentiation between own functioning and functioning of others involved; some or no reflection as to when/where to ask for help.

Low: analysis is very vague; aim is not clear, nor method.

Privacy statement

The information in this portfolio is private. It is only accessible to the person who coaches you in making the portfolio and to the assessors. In consistence with Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data as well as with the Belgian Law on the protection of privacy of 8 December 1992.

Disclaimer

This project has been funded with support from the European Commission. This publication 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.

Assessor's Manual

Introduction

With the FamCompass we want to assess and validate the competences a person has obtained in family life. What one learned in family life can be relevant for professional training as well as when applying for a job.

Family competences refer to the knowledge, skills and attitudes one has obtained in one's role(s) as educator, home maker, care giver and family manager.

The Family Competences Portfolio starts with some general questions concerning family life and has four specific parts.

General information

1. List of family competences
2. Reflection file
3. Pieces of evidence as to relevant life experiences in the family
4. Two case studies to be discussed: one taken from family life and one taken from a professional context

Assessment of the portfolio

As an assessor you are invited to judge the different parts of the portfolio in regard of the criteria described below. Please use the Evaluation sheets attached to this document.

General principles

The assessment is done *independently*. This means:

- You evaluate each portfolio on its own, also when you have to judge several portfolios. Take care not to assess on ground of comparing applicants. Only look for the correspondence between the competences of the client and those of the educational institution or profession. The reference points of your assessment are the detailed indicators defined by the institution that assigned you to judge the portfolio. Please, make sure you got the indicators from the institution before starting your assessment.
- You judge individually. Consultation with co-assessors is only done when requested by the person/institution that organises the portfolio-procedure.
- For a professional assessment it is recommended not to know the applicant. In the

case you know the applicant, you should be as objective as possible and indicate in your report that you know the applicant.

- As an assessor you can not be the guide to making the portfolio. This would cause too much risk to have an unreliable assessment.

The assessment must guarantee the privacy of the applicant's information*. This means:

- You have to handle the information in the portfolio and your evaluation discretely. The information and evaluation should only be shared with the person/institution organising the portfolio-procedure and – if requested by this person/institution – with co-assessors.
- Portfolios you deal with have to be stored in a place which is not accessible to other persons.
- As an assessor you are free to contact reference persons mentioned as such in the portfolio. In this case, you should explain that you take contact as part of a procedure of recognising prior learning.

* In accordance with Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data as well as with the Belgian Law on the protection of privacy of 8 december 1992.

Evaluating the different parts of the portfolio

The first part of the evaluation of competences gives a general overview, the second, third and fourth part looks especially for the competences defined by the targets the portfolio is used for by the institute that ordered the assessment. These targets are operationalised by the indicators provided by the institution.

Part 1. List of Family Competences

Please review on Evaluation sheet I (attachment 1):

- 1 General Evaluation
 - Is the level indicated for all competences?
 - Which competences are not dealt with?
 - Which competences have level zero?
 - Complete the table: for each area of competences, how many are on level 3, how many are on level 4?
 - Brief conclusion
- 2 Specific Evaluation
 - Complete tables 2a and 2b: overview of relevant competences
 - Indicate which for the target of the portfolio process relevant competences are absent and which are to be evaluated also in part 2-4

Part 2. Reflection file

Please review on the Evaluation sheet II (attachment 2):

1 Evaluation of the Strength-weakness-analysis as to the areas of competences: Relationship with, education and care for children, Relationship with and care for partners, Relationship with and care for elder relatives, Household management and Social Security, General competences.

Judge each strength-weakness-analysis in respect to the following criteria:
In general: consistency in the description of the strengths and weaknesses with view to the competences

Grading:

High: concrete examples in which respect the person wants to grow as to the competences (future) including the way he/she wants to do that; concrete examples of former growth as to the competences

Middle + : concrete examples in which respect the person wants to grow as to the competences (future) but without the way he/she wants to do that; concrete examples of former growth as to the competences

Middle: little or no concrete points of growth as to future; little concrete examples of former growth as to competences

Middle -: no concrete examples of future or former growth as to competences

Low: no examples of future or former growth as to competences

2 Evaluation of the detailed descriptions of competences

- Discuss if the required number of descriptions is met (more? less?)
- Complete table 3

As to the description of each competence:

- Are all 6 elements/steps dealt with?*
- Is the example concrete enough or vague?
- Does the example show the ability to reflect on personal actions; are there any growth areas mentioned?
- Can some possibility of generalisation of the competence to other situations be deduced? Is it on logical ground possible to conclude that the competence is acquired? for instance when someone has lost a child because of illness and gives evidence in part 3 to have cared for the child)
- Are the examples consistent with the information on the competences in the strength-weakness analysis and the (not) ticked competences in part 1?

* The six steps of the description are:

- the starting point when the person needed the competence;
- the task he/she had in the given situation;

- which action he/she took;
- the result;
- His/her evaluation of the way he/she dealt with the situation and your evaluation of the result;
- His/her reflection about what he/she is already capable of and in which respect he/she eventually wants to grow.

Part 3. Pieces of evidence

Please judge the pieces of evidence on the following criteria and indicate this on Evaluation sheet III (attachment 3). The pieces of evidence can be about competences learned in family life as such or family competences (further) developed in professional life.

- **Authenticity:** Is the piece of evidence genuine; is it reliable; is it offered by the person whose reference is on it? Is it signed by the person who delivered it? Does it clearly show that a competence is acquired and applied?
- **Relevance:** Is the piece of evidence relevant to the specific competence that wants to be proved?
- **Actuality:** Does the piece of evidence show that the person has the competence today? Is there eventually a process of growth between the moment he/she acquired a competence and today?
- **Context variation:** Is it clear that the competence is used/usable in different situations?
- **Quantity and quality:** Does the piece of evidence show how much/often the competence is used or what quality is reached?

Part 4. Case Studies

Please judge the cases on the following criteria and indicate this on Evaluation sheet IV (attachment 4):

Judging criteria:

In general: Which steps in problem solving are taken?

The steps of the whole process of problem solving are:

1. Description of the analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? How a sufficient solution would look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated if the methods are feasible and the solution is reached?

5. Description of follow up: How will the follow-up be done to secure the positive developments?

Are the steps formulated concretely or rather abstractly? Are there any strong or weak points mentioned as to one's own functioning?

Grading:

High: all steps of problem solving are mentioned; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, description of evaluation and follow-up; clear differentiation as to one's own functioning, functioning of others involved and when/where to ask for help.

Middle +: all steps of problem solving except follow up; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, evaluation mentioned; clear differentiation as to own functioning, functioning of others involved and when/where to ask for help.

Middle: steps of problem solving up to aim definition and to some methods; differentiation between own functioning and functioning of others involved; some reflection as to when/where to ask for help.

Middle -: analysis is vague; focus on one aim; none or but a very few methods; vague or no differentiation between own functioning and functioning of others involved; some or no reflection as to when/where to ask for help.

Low: analysis is very vague; aim is not clear, nor method.

Global Evaluation

Please indicate on the Evaluation sheet V (attachment 5):

- Which competences are proved?
- Which competences are clearly absent?
- Which competences require further investigation?

Evaluation sheets

Evaluation-sheet I - Part 1. List of Family competences

1 General evaluation

- Which competences in part 1 are not dealt with?
- Which competences have level zero?
- Complete table 1: for each area of competences, how many competences have level 3, how many have level 4?

TABLE 1	Level 3	Level 4
Area		
1.1.1 Children		
1.1.2 Partners		
1.1.3 Elder relatives		
1.2 Household management and social security		
2 General		
Total		

Brief summary of general evaluation:

2 Specific evaluation

Which competences should be demonstrated in respect to the aim of using the portfolio:

TABLE 2A	Number	Ticket on level
Area		
1.1.1 Children		
1.1.2 Partners		

TABLE 2B	Number	Ticket on level
Area		
1.1.3 Elder relatives		
1.2 Household management and social security		
2 General		

Conclusion

- Which competences are not ticked:
- Which competences to look for in part 2-4:

Evaluation sheet II - Part 2. Reflection file

1 Strength-weakness analysis

Judge each strength-weakness-analysis in respect to the following criteria:

In general: consistency in the description of the strengths and weaknesses with view to the competences

Grading:

High: concrete examples in which respect the person wants to grow as to the competences (future) including the way he/she wants to do that; concrete examples of former growth as to the competences

Middle + : concrete examples in which respect the person wants to grow as to the competences (future) but without the way he/she wants to do that; concrete examples of former growth as to the competences

Middle: little or no concrete points of growth as to future; little concrete examples of former growth as to competences

Middle -: no concrete examples of future or former growth as to competences

Low: no examples of future or former growth as to competences

- 1.1 Relationship with, education and care for children
- 1.2 Relationship with and care for partners
- 1.3 Relationship with and care for elder relatives
- 1.4 Household management and Social Security
- 1.5 General competences

2 Evaluation detailed description of competences

- Is the required number of descriptions met (more? less?)
- Complete table 3

TABLE 3: Judgement of detailed description (Yes/No)

Check further evidence										
Competence acquired (logical)										
Ability to generalise										
Consistency with part 1 and SWan										
Growth areas										
Concrete enough										
6 steps included										
Number of competence										

KEY

As to the description of each competence:

- Are all 6 elements/steps dealt with?*
- Is the example concrete enough or vague?
- Does the example show the ability to reflect on personal actions; are there any growth areas mentioned?

- Can some possibility of generalisation of the competence to other situations be deduced?
- Is it on logical ground possible to conclude that the competence is acquired? for instance when someone has lost a child because of illness and gives evidence in part 3 to have cared for the child)
- Are the examples consistent with the information on the competences in the strength-weakness analysis and the (not) ticked competences in part 1?

* The six steps are:

- the starting point when the person needed the competence;
- the task he/she had in the given situation;
- which action he/she took;
- the result;
- His/her evaluation of the way he/she dealt with the situation and your evaluation of the result;
- His/her reflection about what he/she is already capable of and in which respect he/she eventually wants to grow.

Evaluation sheet III - Part 3. Pieces of Evidence

Please complete table 4

The piece of evidence can be about competences learned in family life as such or family competences (further) developed in professional life.

TABLE 4

Description of the pieces of evidence	Quality of pieces of evidence					Number of competences acquired	Check further evidence
	Auth	Rel	Act	Var	Q/Q		

Key

- Description of piece of evidence: for example: letter of reference, report
- Authenticity (Auth): Is the piece of evidence genuine; is it reliable; is it offered by the person whose reference is on it? Is it signed by the person who delivered it? Does it clearly show that a competence is acquired and applied?
- Relevance (Rel): Is the piece of evidence relevant to the specific competence that wants to be proved?
- Actuality (Act): Does the piece of evidence show that the person has the competence today? Is there eventually a process of growth between the moment he/she acquired a competence and today?
- Context variation (Var): Is it clear that the competence is used/usable in different situations?
- Quantity and quality (Q/Q): Does the piece of evidence show how much/often the competence is used or what quality is reached?
- Number: number of competence as in part 1
- Check further evidence: by way of taking contact with referee-person (C), by way of asking for more paper-information (P), by way of interview (I)

Remarks (eventually):

Evaluation sheet IV - Part 4. Case Studies

Case 1

General evaluation: competence of problem-solving

Which steps of problem solving are taken?

The steps of the whole process of problem solving are:

1. Description of the analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? How a sufficient solution would look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated, if the methods are feasible and the solution is reached?
5. Description of follow up: How will the follow up be done to secure the positive developments?

Are the steps formulated concretely or rather abstractly? Are there any strong or weak points mentioned as to one's own functioning?

Grading:

High: all steps of problem solving are mentioned; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, description of evaluation and follow up; clear differentiation as to one's own

functioning, functioning of others involved and when/where to ask for help.

Middle +: all steps of problem solving except follow up; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, evaluation mentioned; clear differentiation as to own functioning, functioning of others involved and when/where to ask for help.

Middle -: steps of problem solving up to aim definition and to some methods; differentiation between own functioning and functioning of others involved; some reflection as to when/where to ask for help.

Middle -: analysis is vague; focus on one aim; none or but a very few methods; vague or no differentiation between own functioning and functioning of others involved; some or no reflection as to when/where to ask for help.

Low: analysis is very vague; aim is not clear, nor method.

Level: High M+ M M- L

Specific evaluation:

- Which competences of family life are looked for:
- Which competences are owned by the person:
- Which competences are to be checked in an interview or other assessment?

Case 2

General evaluation: competence of problem solving

Which steps of problem solving are taken?

The steps of the whole process of problem solving are:

1. Description of the analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? How a sufficient solution would look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated, if the methods are feasible and the solution is reached?
5. Description of follow up: How will the follow up be done to secure the positive developments?

Are the steps formulated concretely or rather abstractly? Are there any strong or weak points mentioned as to one's own functioning?

Grading:

High: all steps of problem solving are mentioned; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, description of evaluation and follow-up; clear differentiation as to one's own functioning, functioning of others involved and when/where to ask for help.

Middle +: all steps of problem solving except follow up; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, evaluation mentioned; clear differentiation as to own functioning, functioning of

others involved and when/where to ask for help.

Middle: steps of problem solving up to aim definition and to some methods; differentiation between own functioning and functioning of others involved; some reflection as to when/where to ask for help.

Middle -: analysis is vague; focus on one aim; none or but a very few methods; vague or no differentiation between own functioning and functioning of others involved; some or no reflection as to when/where to ask for help.

Low: analysis is very vague; aim is not clear, nor method.

Level: High M+ M M- L

Specific evaluation:

- Which competences of family life are looked for:
- Which competences are owned by the person:
- Which competences are to be checked in an interview or other assessment?

Evaluation sheet V - Global Evaluation

Review the competences you evaluate as owned and the competences asking for further investigation. Mention the kind of further investigation needed.

TABLE 5

Number of competence	Acquired as illustrated by			Further investigation
	Refl file	Case	Piece of Ev	

Remarks