



# FOCUS

FORWARD LOOKING  
SOCIAL EUROPE SKILLS



## Training Curriculum

6 days course for  
Management, HR and employees  
in the Social field at European level



The curricula is based on the experience gained during the EU supported project

**Forward looking skills & competences in Social working Europe**

**Project no: 612901-EPP-1-2019-1-RO-EPPKA3-PI-FORWARD**

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## Introduction

### Context

This curriculum is the result of **FOCUS** - Forward Looking Social Europe Skills (612901-EPP-1-2019-1-RO-EPPKA3-PI-FORWARD), a project co-funded by the Erasmus+ program of the European Commission and coordinated by CONCORDIA Humanitarian Organization (Romania) together with partners from 4 countries – The National College of Social Workers (Romania), Fachhochschule Vorarlberg GmbH (Austria), SOSU Østjylland (Denmark) and Istituto Formazione Operatori Aziendali – IFOA (Italy).

The project goal was to equip professionals in social field with the necessary skills and competences to deal with the current and future challenges of this very important sector within EU. The general objective is to increase the number of social field organizations developing workplace learning paths for social service workforce to continuously develop needed skills at EU level (2030 horizon).

To reach this objective the FOCUS project is based on two specific objectives:

1. Field-test innovative workplace learning policy in 4 EU countries to ensure development of needed future skills for personnel involved in the social sector at European level (2030 horizon);
2. Enhanced transnational cooperation and promotion of integrated approaches in face of common present and future challenges in social field among key stakeholders from 4 EU countries.

Within the project, innovative approaches such as Future Conferences and Delphi method were used to involve over 400 stakeholders (employees, employers and decision makers representing organizations in social field) in the development of future skills forecast and workplace learning policy recommendations.

In order to support the development of workplace learning pathways at organizational level, a 6 days training for an about 20 HR managers/representatives of the employees/managers of SMEs in social field were foreseen as a modality to test this curriculum.

The project success was built on the expertise and diversity of project partners - social services and training providers (Organizatia Umanitara Concordia - Ro and Istituto Formazione Operatori Aziendali - IT), academic institutions (Vorarlberg Applied Science University - AT and SOSU Oestjylland -DK), but also professional associations (Colegiul Asistentilor Sociali - RO).

The FOCUS project already had a relevant impact in terms of increased collaboration among EU stakeholders and it will contribute to the development of transnational policies adapted to the interconnected world we are already living in.

We expect that project impact will reach over 1.500 members of social service workforce in the 4 countries in the next 3 years, increasing their access to relevant workplace trainings.



## The Inspiration Curriculum

This *Inspiration Curriculum* is built in collaboration by the project partners based on the inputs provided by more than 400 professionals from Romania, Italy, Austria and Denmark who have provided their contributions during national and transnational consultations conducted in 2020-2021 (please see the process below).

Our intention was that this Curriculum will contribute:

- To strengthen the conversation and the joint reflection between management and employees on how the each working workplace will handle and ensure that both the organization and its employees at all levels possess the competencies the future.
- To clarify ways in which trainings aiming to strengthen the competencies identified as essential for maintaining the relevance of organizations and employees in the future, may be designed, prepared and implemented in a EU perspective.
- How organizations and other SMEs working in social field can increase systematic use of their existing experience and expertise for work based learning, contributing to the strengthening of key competencies among their employees.

The *Inspiration Curriculum* contains 2 main sections:

1. Description of the process leading to the curriculum – short overview of the activities implemented before the curriculum, and which have contributed to its content.
2. The Curriculum and content of the trainings piloted in the four participating countries - with final comments.

The final target group for this *Inspiration Curriculum* is made of: organizations, institutions, policymakers, managers, HRs, employees, providers of courses and other relevant stakeholders related to the social and health sector in EU.

The material is intended as a source of inspiration, which potential future providers of courses can freely use both in relation to the specific content and the duration of courses.

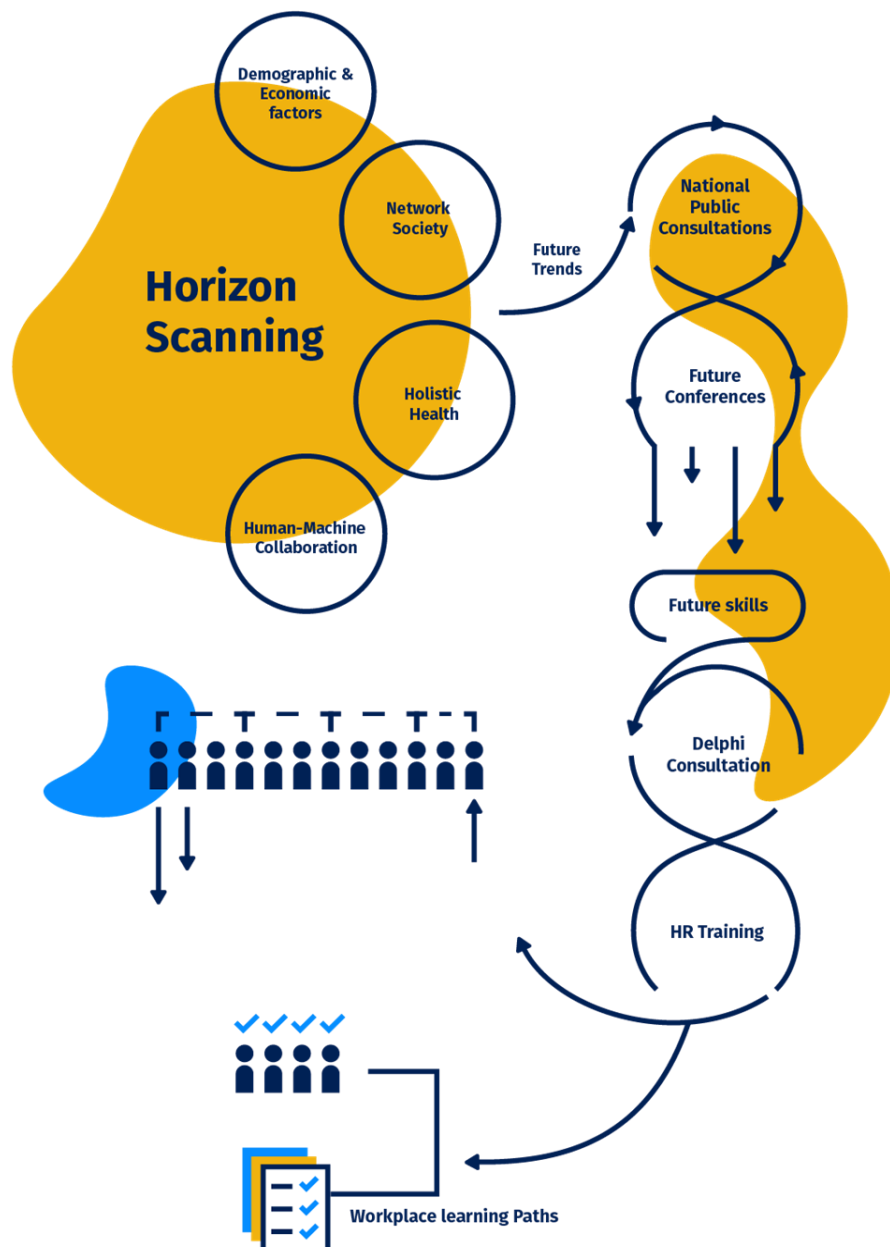
Nota bene. The phrases *experts in social field* and *social field professional* are often used in the following text. These terms include all professional groups working with children, youngsters and grown ups/adults: teachers, educators, social field professionals, social educators, psychologists, health assistants, nurses, health assistants and more. That is, all professional groups who in their daily work must be aware and integrate social and psychological aspects, theories, experiences and know-how, to take care of children, youngsters and grown ups/adults, to support their personal development and strengthen their personal integrity.



## Section 1. The process leading to the curriculum

For the understanding of the course modules that are later described in this *Inspiration Curriculum* with suggestions for content and learning objectives, we find it important to elaborate on the activities and methods that have been used to identify which competencies will be central for organizations and employees in the future social work.

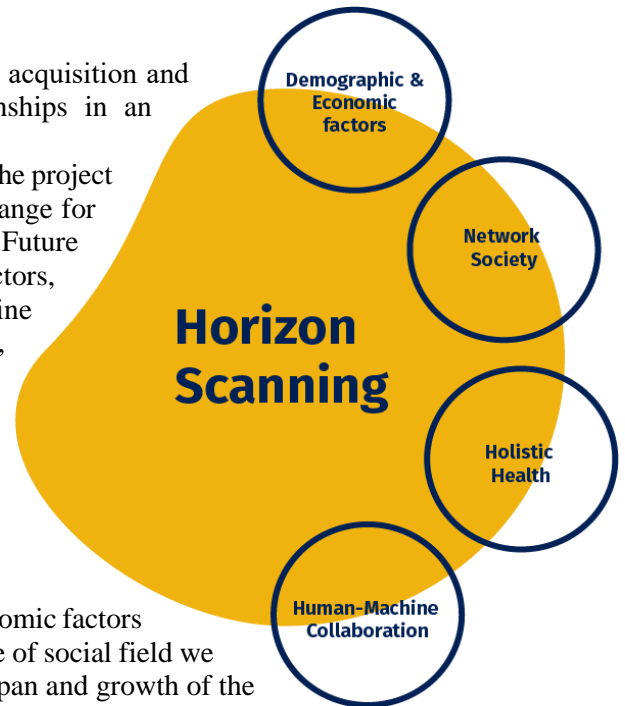
The process is presented in the graphic below and was made of five connected steps.



## Step 1 – Horizon Scanning

Horizon scanning is a foresight method defined as “the acquisition and use of information about events, trends and relationships in an organization’s external environment.

The foresight consultant contracted in the framework of the project used this method in order to identify main drivers of change for the social sector in a 2030 perspective – we called them Future Trends, among which: Demographic and Economic factors, Network Society, Holistic Health and Human Machine Collaboration – you may find below a short presentation, while an extended one, as well as example are available [here](#) on the project website.



Results - Definition of Future Trends

### Demographic & Economic factors



Among Demographic & Economic factors which can influence the future of social field we could mention increased lifespan and growth of the aging population, urbanization, migration fluxes, income polarization and new poverties.

This trend refers to increased interaction and integration among the people, culture, organizations, and governments of different nations. Also in the social sector, we are headed toward greater exchanges and integration across geographic borders, especially in the context of current and future migratory flows. Important challenges are to be faced: overcoming language barriers and cultural differences for professionals working with clients with diverse origins.

### Network Society



### Holistic Health

We are witnessing an expansion of health as a concept. Intriguing signals of change brought our attention to some major themes among which the redistribution of power to service users, the increasing importance of peer-to-peer support groups and the evolution of the place of service provision / treatment.

### Human-Machine Collaboration

No doubt about it, we need to talk more about technology and digital skills and how might social work better integrate existing and emerging technologies (artificial intelligence, apps, wearable technologies) and big data.



## Step 2: National consultations (workshops)

As you can see in the graphic the whole project logic was based on consultations that were organized in the 4 countries (AT, DK, IT and RO) in autumn 2020.

Initially foreseen in spring 2020, the consultations were postponed due to the outbreak of the COVID-19 pandemic and then organized in mixt format (face to face and/online) in function of the situation in each of the partner countries.

Beside the great challenge for the project partners, the consultations were a very good opportunity to meet and discuss with employees, employers, and decision makers in the social field in order to understand what image they have about the future, what challenges they expect and what do they need in order to face them successfully.

A minimum of 55 representatives of key stakeholders were expected to participate in each country (220 in total), representing 3 different groups of profiles:

- **25 representatives of different professionals / practitioners involved in social field** (social workers, psychologists, educators, health workers, career counsellors, therapists, etc.) representing both
    - public and private services,
    - urban and rural areas of at least 3 different regions in the countries;
  - **20 representatives of employers from social sector**, public and private service providers, but also social economy insertion enterprises, from urban and rural areas of at least 3 different regions (NUTS 2) of the country;
  - **10 representatives of decision makers** at national or regional level.
- Due to the pandemic situation only 171 representatives participated in the consultations, but the results were enriched by the online survey responses (205 professionals).

Following the facilitation design prepared by the foresight consultant, the participants were invited to reflect on the Future Trends identify, to validate them or not and to analyze which skills should be developed in order to remain relevant in the future.

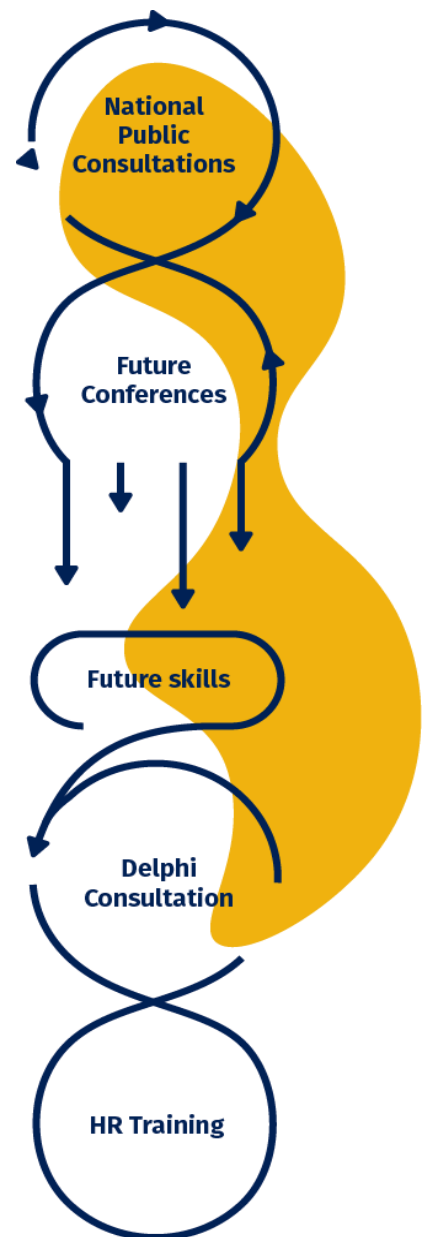
A video presentation of the trends in English was prepared by the foresight consultant and made available to all partners.

Results of the national workshops in 4 participating countries

A lot of information was gathered during the national consultations and the project Management Committee decided, at the suggestion of the evaluation team, to perform an in-depth analysis of the results, using for this purpose a qualitative content analysis MAXQDA<sup>1</sup>. The Qualitative content analysis is a category-based method for systematic analysis of qualitative data and is one of the most widely used methods. The main work is the development of a category system that allows a complete coding of the text. This means that all text related to the research question is captured with codes.

The full report is available online at [National Consultations Report](#).

Not surprisingly, the qualitative content analysis showed that the skills and competences requirements in the social field for the horizon 2030 result from a complex web of trends, challenges and needs.



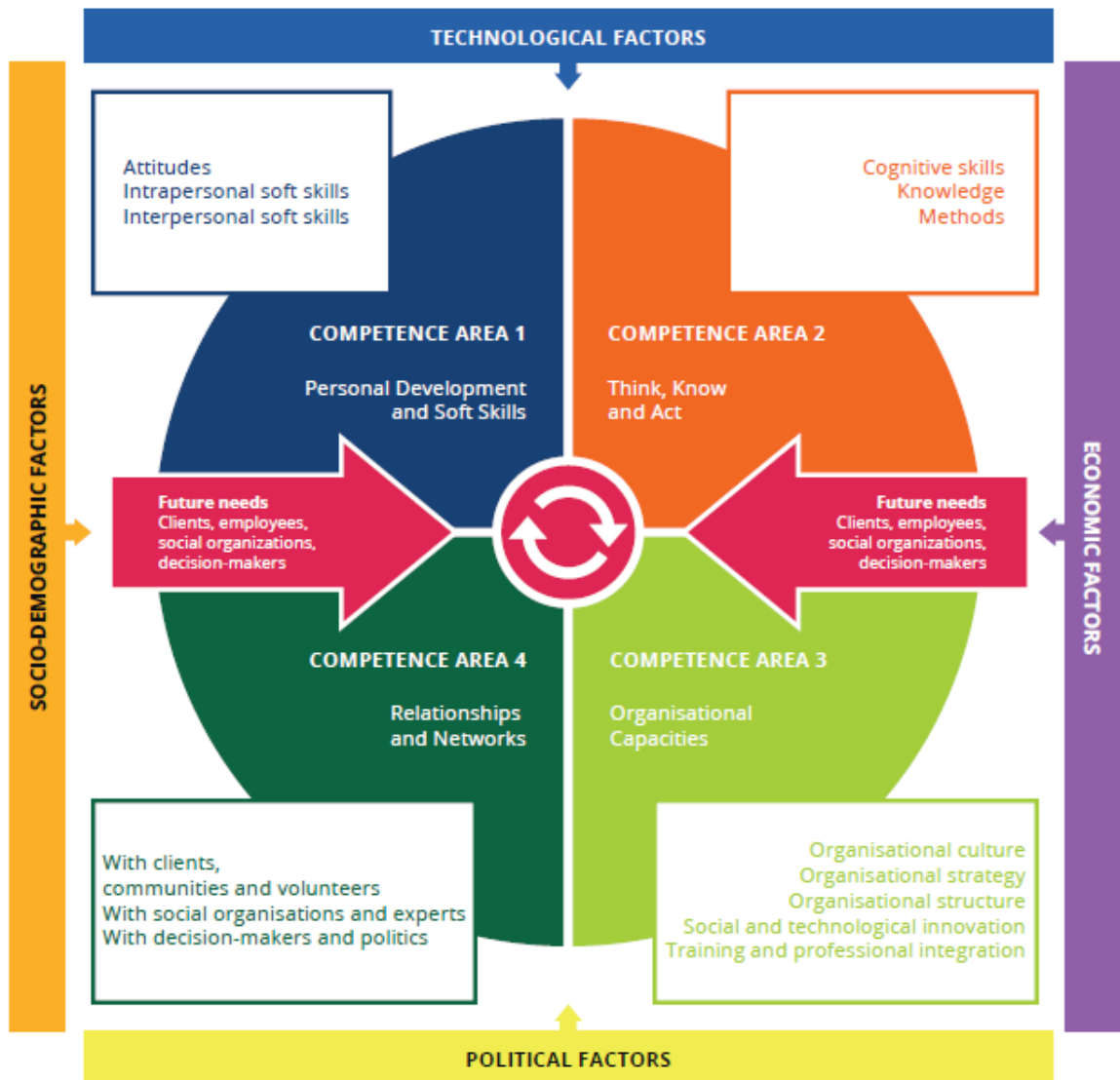
<sup>1</sup> MAXQDA is a software package for qualitative and mixed methods research – see [www.maxqda.com](http://www.maxqda.com).





That is why the authors considered that a simple person-centred competency model (for example a bullet listing of skills and competencies) is not a sufficient framework for meeting future skills needs in the social field, as organisations and networks have a strong influence on the feasibility and applicability of skills and competencies of employees.

In order to adequately respond to this complex environment, an interdependent holistic competence model is best suited as theoretical basis to identify the future needed skills for employees in the social field. The figure below shows a graphic representation of this model.





The analysis also provided an opportunity to identify and describe 4 areas of competence relevant for the stakeholders in social field that need to be secured at individual and organizational level in order to allow good quality of service:

### The 4 areas of competences and skills:

- Competence area 1: **Personal competences and soft skills.**
- Competence area 2: **Think, know and act**
- Competence area 3: **Relationships and networks**
- Competence area 4: **Organisational capacities**

#### Competence area 1: Personal development & soft skills



Attitudes, interpersonal and intrapersonal skills are the 3 most central soft competencies for social field professionals, and they are central in developing the employees' competencies profile. It is therefore absolutely crucial for quality assurance and quality development in the social sector that the workplaces provide opportunities for education and personal development. Such a policy must contain clear and up-to-date guidelines for how the workplace will ensure that the employees'



attitudes, interpersonal and intra-personal approach in relation to different stakeholders, tasks and the outside world are stimulated, developed and strengthened.

Even if talking about these competencies may seem sensitive, precisely because they define as individuals, conducting this discussion with the employee is crucial for retention and development.

### **Intrapersonal soft skills**

- Work with head and heart
- Experience of the world
- Perseverance
- Self-confidence
- Self-management
- Self-care
- Personal development
- Self-motivation
- Dealing with mistakes
- Resilience
- Self-awareness

### **Questioning ourselves and our colleagues:**

What does it mean to be authentic?

What do you look like when you are authentic?

What does one look like when one is not authentic?

What is the consequence of being authentic or not?

Are there any people in the staff group who are stronger in this area than the rest of us?

What are they doing?



Competence area 2: Think, know and act



It is of course crucial that management and employees jointly ensure that they are all continuously updated, in relation to the legal and other frameworks that, are continuously politically set and adapted for the social efforts carried out.

It is not enough, that employees at all levels are informed of changes. It is the management's task to ensure that all employees have understood, what new legislation and executive order have of direct derivative effect on the way tasks have so far been solved.

Another big task in the organization have to deal with, is how the organization as a whole is familiar with the professional development that ongoing takes place in the field of social work; new knowledge and new practice experiences.

We live in a time where the user group and related people to the primary user group and the public have faster and faster access to knowledge and new knowledge and good practical experiences developed somewhere on the globe.

It is the organization's responsibility to ensure a procedure for how the organization is as up to date as the environment and does not leave their employees in a position where they are less up to date than the target group and their close relationships. It is unprofessional and the surroundings easily lose respect for the professional's professionalism and skills.

**Knowledge**

1. Legal knowledge
2. Different approaches
3. General knowledge



**Methods**

- Management
- Various methods
- Community facilitation & mobilization skills

**Methods**

Just as it is important to ensure that the organization is constantly updated in terms of knowledge, it is of course also important to be methodically updated.

It is more and more central to the quality of social services that both management and employees have developed a system for continuously examining and identifying new methods and practices within both management, organization and execution of the professional work. There can be both national and

international methods and therefore language skills (English) as mentioned also become more and more central to ensure the professional updating.

Working methodically is important because it contributes to quality assurance and quality development, as it becomes easier to benchmark different forms of intervention.

Competence area 3: Relationships and networks



**With decisionmakers and politics**

- Demand political responsibility
- Engage in constructive dialogue
- Improve cooperation with private sector

**With social organisations and experts**



- Share skills and information
- Foster networks

With Clients, communities and volunteers

- Expected results
- Community activation

Previously we have pointed out that it is increasingly important for people who are engaged in social work to increase their political commitment. Either directly by entering politics or indirectly through networking with others.

However, building strong networks and being an active part of strong networks is also considered to be an increasingly decisive factor for social institutions and for the individual social worker.

Especially in publicly pre-financed institutions, one can learn from the organizations that must regularly find the funding for next year's work.

If you only meet with neighboring institutions or in national networks with a common culture, you primarily meet someone who is similar to yourself and often this does not provide inspiration but confirmation.

The great benefit of the FOCUS project has been that the social field professionals - people with management responsibilities and experts - have shared experiences and views across national borders and across cultural approaches and barriers.

The more than 200 people who have participated in the preparation and the various activities have expressed that it is extremely enriching and inspiring to meet colleagues who are shaped by other ways of thinking, other ways of approaching problems and other ways to solve challenges.

It would be a natural extension of the FOCUS project to build such a transnational and cross-cultural exchange forum. It could also be a task and an ambition for the individual organization itself to establish an international network consisting of organizations with other cultural approaches in relation to dealing with and solving social challenges for children and young people.

The partnership behind FOCUS therefore strongly recommends that organizations seek this opportunity to get a different inspiration than the one they get from local and national colleagues.

Many social institutions and organizations do not focus on building an active network with politicians, companies, the local community and thus miss out on a very large resource potential, both human, practical, and financial, that could enrich clients' everyday lives.

How to become a good networker

There are many descriptions of how to become a good networker, on the web, here we just want to present the following:

Further information and inspiration.

<https://www.entrepreneur.com/article/299800>

<https://www.indeed.com/career-advice/career-development/networking-in-business>

Here we only present:

**10 TIPS: BECOME A BETTER NETWORK FOR THE NEXT EVENT<sup>2</sup>**

Most people are aware of how important it is for their careers and business to nurture relationships and expand their network, but many do so blindly. They have no idea what they are personally good at or what they can get better at when it comes to networking.

They attend networking meetings, lectures or conferences with their heads under their arm and do as they usually do - without thinking in the least that it is their way of being that determines whether they come home with a stronger network.

Maybe you can even recognize situations where you actually only got to talk to those you already knew in advance?

<sup>2</sup> Source: <https://netvaerksakademiet.dk/10-tips-bedre-netvaerker-til-events/>



Or just ended up standing and panicking and not getting in touch with anyone because it just felt too awkward and not you at all?

It may also be that you are more the type who easily throws yourself into new acquaintances, but discovers you are getting too little out of the many different contacts and often forget to get followed up afterwards.

### **1. DECIDE BEFORE YOU ARRIVE**

What do you want to achieve by networking? Do you need specific contacts, information on a particular topic, a meeting, sparring or just expanding your network?

### **2. BE GIFT - DELIVER**

Networking is about both "give and take". A skilled networker starts by trying to make a difference for others. So pay attention to sharing your knowledge, your experiences, your contacts, etc. Your helpfulness will make others want to recommend you, collaborate with you, or share their knowledge with you. Networking is driven by a kind of "relationship economy" that does not mean anything to anything, but a balance where it is about both parties experiencing that the contact creates value.

### **3. HAVE A SHORT ELEVATOR SPEECH READY IN ADVANCE WHEN YOU MEET NEW PEOPLE**

Your elevator speech should only take approx. 60 sec. Here you must tell who you are, where you come from, what you work with, and what you particularly like to help others with or are interested in. When you get a sense of what you are passionate about, you are remembered better. Feel free to end your elevator speech with an open-ended question that invites conversation.

### **4. SET YOURSELF A GOAL FOR HOW MANY YOU WANT TO NETWORK WITH**

If you get nervous at the thought of having to network with new ones people, set yourself a realistic goal when participating in different things. The goal could e.g. be that you need to network with at least 2-3 people you do not know in advance. That way, it becomes more affordable than if you expect too much of yourself.

### **5. BE AVAILABLE**

Make eye contact with people and smile at them. Eye contact signals "I have seen you" and breaks down the first barrier at a meeting. When we smile, we show courtesy, openness and kindness. DO NOT join a closed group of colleagues or with those you already know. Push yourself out of the comfort zone.

### **6. ASK OPEN QUESTIONS**

Ask questions that cannot just be answered with a yes or no. Ask open-ended questions that start with "What", "where", "how", etc.

Examples:

- "In companies like yours, how do you do...?"
- "What is your work about?"
- "What trend do you see within...?"

### **7. GIVE YOUR BUSINESS CARD**

Have your business card ready so you can share it with those you talk to. Ask directly for a talk. "Shouldn't we just exchange business cards?" It's a call to follow up, and remember who you talked to when you got home. The follow-up is crucial for your relationship to develop, and you can enjoy being in each other's networks.

### **8. INVITE OTHERS TO THE CONVERSATION**

Be aware of whether there are others nearby who are standing alone that you can invite into the conversation. Introduce them to what you are talking about so that they feel welcome and invited to participate in the conversation. E.g. "We're just talking about 'what do you think about?'"

### **9. END THE CALL ELEGANT**

Avoid being "caught" for too long in a conversation, so you do not get the network with several different. End the conversation politely. Recognize the other for an exciting talk and say e.g. "It was really nice to meet you - I just have time to greet a few others" or ask for help e.g. "Is there anyone here that you think I should have time to greet as well?"

### **10. FOLLOW UP**

Follow up on the contact with a personal greeting within one week via LinkedIn or email

For example, start with "It was nice to meet you..." and end the message openly "Can I help you with something, you are welcome...".



Be aware that networking takes time to develop and requires care.

Set a network budget where you set aside time to continually take small initiatives to develop your relationships.

Practice following the 10 network tips. Training is needed, but the more consciously and strategically you network - the stronger network you build, and the faster you will experience a "return on investment".

Competence area 4: Organisational capacities







The category Organizational Capabilities consists of 5 sub-areas:

1. Education & professional integration.
2. Social & technological innovation
3. Organizational structure
4. Organizations culture
5. Organizational strategies

[Focus\\_QCA-Report-National-Consultations\\_compressed.pdf \(projectfocus.eu\)](#)

These 5 main areas with specific focus areas are elaborated in more detail in the FOCUS report.

**1. Training & professional integration**

- Continued professional development
- Professional integration
- Initial professional development

There is no doubt that workplaces should pay far more attention to the value of a strengthened strategy and practice for Work based Learning in relation to the integration of new knowledge into the daily practice and continuous professional development of the individual employees. Later in this “Inspiration Curriculum” a catalog of the best methods for Work based Learning is presented.

**2. Social and technological innovation.**

- Organizational innovation
- Technological innovation
- Social innovation

New ideas often arise spontaneously in individual employees of an organization and are often forgotten again because there is no structure to capture new thoughts, considerations and ideas. Social organizations should develop such a structure that ensures that new ideas are assessed by a larger professional forum, so that a professionally justified decision is made about possible further development or the opposite.

There are also methods and models for how organizations can build and actively support innovative methods and strategies.

A simple and systematic description of how this transformation process is initiated can be found at the following links:

<https://www.greatplacetowork.ca/en/>

<https://www.indeed.com/career-advice/career-development/innovative-at-work>

**3. Organizational structure**

- Employee support
- Motivating environment
- Interdisciplinary & intergenerational teams

The organization we adopted a few years ago is not necessarily the best to meet the tasks and challenges we will have to solve in a few years. We are moving away from an industrial period where an organizational model could last for decades, but that is no longer the case. The organization must therefore continuously state all the questions that are necessary for an organizational development,

The organization of the employees in teams is gaining ground because this structure has strong potentials in relation to both the development, adaptation, and qualification of the task solution. In many workplaces, the employee forms one team, while others have a size that requires many teams.

Often a lot of resources are invested in forming teams and giving them a good start, after which the management expects the team structure to run by itself. It does not. The management must follow up



continuously, the management must be present and spar the individual teams without taking over the management of the individual teams. It is a management task that not all teams become small individual "companies" in the company. That all teams remember that they are part of a larger and unified solution.

It is crucial that leaders continuously train themselves to be able to lead a team-organized organization. It will also empower many leaders to seek out leadership networks with other leaders in team-organized organizations. There are many great experiences and ideas to pick up among peers.

Models for establishing and maintaining teams;

<https://blog.jostle.me/blog/12-easy-ways-to-improve-workplace-teamwork>

<https://toggl.com/blog/improve-teamwork-in-the-workplace>

#### 4. **Organizational culture**

- Values & security conflict culture
- Participation & diversity

In the same way that it is crucial for socially working companies to work with the organizational structure, it was also pointed out by the many workshop participants that the future will require a much greater attention to the organizational culture.

An organizational culture develops and manifests itself as a result of many different factors. Often as a result of the balance of power between the personalities who work in the workplace.

Companies often get the culture and the values that either the management or strong employees consciously / unconsciously represent. It does not necessarily lead to the culture you want or which is the best starting point for the work. In some situations, it even leads to a culture and values that do not stand up to public scrutiny.

Companies must therefore actively adopt, formulate and make visible the culture and values that should characterize the company.

Inspiration can be found at:

<https://www.businessnewsdaily.com/5935-improve-company-culture.html>

<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/understandinganddevelopingorganizationalculture.aspx>

#### 5. **Organisational strategy.**

- Workplace security
- Social Marketing
- Learning organisation

In the future, the struggle for young people's labor will increase. Therefore, it is of course absolutely crucial that the socially working companies strengthen the efforts to take care of their employees and ensure that the employees:

1. can stick to staying active in social work and avoiding stress and burnout.
2. Maintain the motivation to provide high professional quality service.

All companies should design and formulate a policy that ensures a high degree of employee safety, physically, mentally, and socially.

As inspiration, 'The American Association of Social Workers' published the following leaflet in 2013: <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid>



Many social work organizations, whether privately funded or publicly funded, experience themselves as completely different from manufacturing companies or retail companies that operate with concepts such as goods, revenue, purchasing and sales, customers, and suppliers.

The fact is that socially working companies operate on the same basic terms as private companies.

- Social enterprises also have customers and suppliers:
  - the citizens and families who receive and must benefit from social and personal support and other social benefits
  - citizens who elect the decision-makers of society
  - public decision-makers setting the framework for the social intervention
  - Private decision-makers in other companies and foundations whose continued support one relies on

As previously mentioned, the participants pointed out the importance of social field professionals being concerned with strengthening the branding and the narrative of the importance of social efforts. This can be done in the form of Social Marketing.

Social Marketing is closely linked to the workshop participants' strong focus on social field professionals in the future being more outgoing and informative in order to prevent negative social, psychological and mental development for the individual and for groups of citizens.

Social field professionals have a large and often evidence-based knowledge and understanding of what leads to social challenges and social dissatisfaction for the individual citizen and for groups of citizens. This knowledge must be communicated to all citizens.

## The 4 external factors

The model developed during the analysis of the consultation results allowed the identification of 4 external factors who influence the social services and hence the set of skills that the professionals need to develop:

1. Socio-demographic factors;
2. Political factors;
3. Economic factors;
4. Technological factors.

These describe the 4 areas that the participants considered that will generally have the greatest influence on and contribute to changing the future social efforts in relation to:

- the day to day practice in social field;
- the nature and form of relationships established with the clients/ end target groups.

It is therefore becoming more and more crucial,

- that management and employees in social organizations and workplaces within the social field design a common model and a set of actions that ensures that all professionals continuously acquire the knowledge and understanding of / preparedness for tomorrow. This means finding the way in collaborating with experts and scientists in order to explore and assess the expected developments in the next 2, 5 or 10 years within these 4 areas. This ensures that the organizations and all employees can act proactively in relation to the upcoming changes.
- that Executive Boards and management ensure the internal competencies or access external consultancy to continuously ensure a qualified analysis and understanding of what the various potential future scenarios could bring in terms of challenges and unique opportunities for the organizations and their operations. This readiness and development are needed both at organizational level, as well as at employee level, as none of the above can operate without the other.

The workshop participants pointed out that:

- organizations active in the social field, especially executive boards, the management and employees at all levels, need to take an active part in and contribute to the public discussion, sharing their vision and understanding with the public opinion. Everyone must contribute to highlighting both positive and challenging consequences of the developments which are expected to take place within these 4 areas, in relation with the citizens and in relation with the social sector as a whole.
- organizations active in the social sector need to actively build / strengthen existing networks and thereby increase their opportunities to gain direct and indirect political influence at local, regional, national and transnational level.

### The socio-demographic factor

The overall socio-demographic development and the resulting sociological trends are relatively similar in the various EU Member States. Fewer children and thus fewer young people and an increasingly aging population is the trend in most Member States. In 2020, France had the highest fertility with 1.83%, Malta and Spain had the lowest fertility with 1.13% and 1.19% respectively.

Fertility in the 4 project countries in the 4 project countries is under 2%: Italy 1.24%, Austria 1.44%, Denmark 1.68%, Romania 1.80%

All countries have had a predominantly downward trend since 2015.



### The political factor

The political agenda in the EU has suddenly changed decisively, first due to the Covid 19 pandemic and recently due to the war in Ukraine.

While the national consultations of the FOCUS project took place in the autumn of 2020, the participants generally agreed that the social policy agenda in many countries was generally developing positively and for the better.

The positive development was partly driven by a better economy in most Member States. A driving force that currently has lost power in most EU Member States.

The changing political agendas in the EU and the Member States will undoubtedly affect the social policy agendas in all EU Member States and thus the social efforts and working conditions of the individual social field professional.

Based on the new economic reality that Covid 19 and the war in Ukraine have brought to EU, we expect that the future will bring us many tough political discussions. In this struggle for budgets and priorities, it becomes crucial that the social stakeholders get involved in the societal debates in all countries, at all levels, in order to prevent the most vulnerable groups in our society from ending up having to pay the crisis bill.

That is why, in our opinion, management and employees should:

- become a voice in the local and national newspapers and magazines that describe both consequences and opportunities influencing the wellbeing of the society;
- seek attention and speaking time on television and other media by formulating and sending press releases about the work they perform or would not be able to perform with impaired framework conditions;
- intervene in all political forums locally, regionally, and nationally.

The importance of paying greater attention to the political factor among social field professionals has not only been triggered by these two recent crises in Europe.

And we can say without fear of being wrong that, in general, there are too few people working in the





social sector who run for office as representatives in the different democratic decision-making bodies at local, regional and national level.

All too often, it is exclusively people with different understandings and approaches to social work and its significance who sit on municipal boards, in regional councils and in national parliaments. This means that often decisions regarding the economy or the overall framework and goals of the social field are made without consulting the experts in social field. Choosing not to participate in the political decision-making process from an early stage, you will not get the chance to influence the decisions taken in the process, and it will soon be too late to challenge them.

An important role in supporting an increased participation of the social field professionals in the process of decision-making at the level of the community is played by the education system in which such professionals are trained and by their organizations. Selecting candidates willing to get involved and developing their argumentation skills is a common task and responsibility of all actors contributing to the initial and continuous training of the social field professionals.

In Denmark, for example, the dialogue between different politicians and representatives of the local/regional authorities and consultation workshop participants pointed out several specific challenges that need to be addressed:

- Counteracting increased radicalization among young people;
- Discourage young people to seek identity and confirmation in gang relationships (I believe here is the opposite);
- The growing lack of faith in and commitment to representative democracy among young people;
- The ability of young people to deal with Fake News as a crucial political tool to create divisions and secure power.

Social field professionals are undoubtedly the most important actors in society in their efforts to prevent and counteract these tendencies. To carry out this responsibility, they should:

1. have a basic understanding of the identity development process at different ages.
2. be able to observe and acknowledge that a radicalization is developing, as well as the competencies to intervene, influence and change such personal development in the individual young person.
3. be aware of their crucial role in forming a democratic mindset among children and young people.

The steppingstone - the democratic mindset

The democratic mindset includes key concepts, such as:

- the respect for diversity,
- the ability to formulate and express one's own wishes and needs,
- the ability to be actively involved in large and small communities and
- the ability to recognize the need for compromise so that communities can be a functional, welcoming place for all.

A democratic mindset is developed very early in childhood with the child being introduced to the democratic conversation and thinking in the family and in kindergarten, school and all the other hotspots the child and, later, the young person are a part of.

The democratic conversation is based on equal opportunities to speak, objectivity, mutual attention and interest. **In the democratic conversation and in a functioning democracy**, one tries to listen to each other and seek out the best arguments for and against a given topic in a discussion. The good democratic discussion leads to a solution that benefits everyone or as many people as possible, can be accepted by all and also respects the wishes of the minority when thinking of a longer time perspective.

The concepts of "democracy and democratic mindset" are not isolated to the moments in which as



citizens we cast our votes in various elections at different time intervals.

Democracy and the democratic mindset are woven into everyday life and unfold in relation to everyday relationships between people such as:

- in the context of collaboration in a workplace, while working and developing positively;
- while maintain relationships, including marriage, civil partnerships and any other relationships, where partners are listening to each other and making compromises;
- when adults are acting in the best interest of the children and young people, helping them to feel involved, respected and valued as equals at a very early age.

Not all families are able to convey the democratic understanding and support the development of their own children and young people's democratic mindset. It is therefore crucial that social field professionals understand the situation of these families and acquire the necessary skills to be able to support both the children and the parents.

Therefore, the awareness of the social field profession regarding the crucial role they play in the development and strengthening of children's and young people's democratic understanding and mindset is of great importance. To do so they need the specific skills to:

- understand the value of persistently articulating the values of democracy with children, young people and their families;
- be able to stage, present and handle democratic processes and unfold a democratically based, everyday life with children, young people and adults of all ages.

#### The economic factor

As mentioned in the section before, major changes in national and local budgets is to be expected in the coming years, perhaps even in the coming decades.

This affects the priorities of politicians in relation to social action across EU countries and across the EU as a whole.

According to experts' organizations and not only, social field professionals need to be able to bring arguments for the financial efficiency of their work and be aware of the economic perspectives of concrete social interventions.

This applies to different levels:

- while talking in private contexts, with family members, friends and other relationships, as there they find citizens who have the right to vote in the next elections at national, regional and local level;
- In professional contexts, during dialogues with decision-makers who have a political platform and the power to take economic decisions or influence on future political developments.

Nevertheless, the economic perspectives are almost unknown to many social field professionals and for some of them terms as cost, value creation and investment might even seem inappropriate when talking about human relations. Many of the social field professionals have a humanistic approach to work and working within the social field carries the justification in itself.

However, political decision-making processes put a price on the social effort, and surveys have showed that voters' preconceptions of cause, context and economics are crucial when they vote. At the same time, many social field professionals see their efforts and social work as an expense to the society.

But is this correct? Is social work a societal expense? We invite you to discover your own answer on the example presented below.



**ECONOMIC &  
SOCIAL FACTORS**



## The technological factor

Technology has already changed workflows and task solutions for many social field professionals. Probably we have seen yet very little of both the challenges of technology and unimaginable opportunities to strengthen social efforts.

Nowadays, it is becoming more and more crucial that social field professionals have the capacity to understand the consequences that increased use of technology has on personality development and identity building that especially children and young people, considering the fact that they will spend an increasingly larger part of their lives in the digital universe.

What does it mean for personal development and identity building that the transmission of values, understanding of and approaches to life no longer takes place in the physical space? Is it a challenge or a blessing that the interactions with children and young people no longer take place exclusively in a physical space, where adults and social field professionals can follow what is happening? What about people with different mental health disabilities?

And how do we handle this as professionals? Which competencies must possess the different professionals to support children and young people or vulnerable populations in navigating in this new world?

As professionals, we need to become significantly better at understanding what is happening and how we are responding positively to any negative influences and supporting our clients, so that they benefit from the amazing digital opportunities rather than becoming victims.



**TECHNOLOGICAL  
FACTORS**

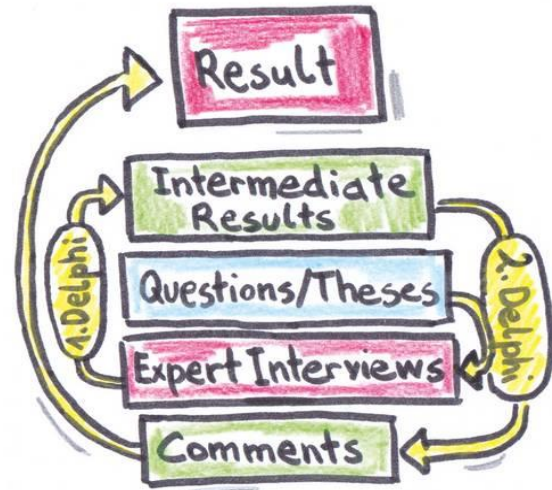


## Step 3: Identifying useful tools for work based learning, using the Delphi Method

The 3<sup>rd</sup> activity was carried out in July and August 2021 to identify the best practices of workplace/ work-based learning.

8 stakeholders with practical and theoretical knowledge regarding workplace & work-based learning were invited to present and share, inspire each other and build on each other's knowledge and suggestions by using the Delphi method. (See presentation of the Delphi method Appendix 5).

It is crucial that organizations and companies become better at integrating new knowledge and competencies so that all employees develop their skills and renew their practices.



For many years, research has dealt with how to create transfer and greater effect of the competence development offered to employees - most often in the form of participation in external course activities.

### **Introduction to a research article:**

*“Learning is of little value to organizations unless it is transferred in some way to performance (Yamnill & McLean, 2001, p. 196).”*

### **More direct wording in another research article:**

*“The ultimate goal of training should be positive transfer to the workplace. Unfortunately, estimates suggest that only about 10% of learning actually transfers to job performance (Lim & Morris, 2006, p. 85).”*

These 2 significant formulations were disseminated in a brochure, published by the National Center for Competence Development (NCK) in Denmark in 2009, when NCK gathered the existing research know-how about: ‘How big is the transfer and turnover of new learning / knowledge for integration and design of new practice in the organizations and in the workplaces.’

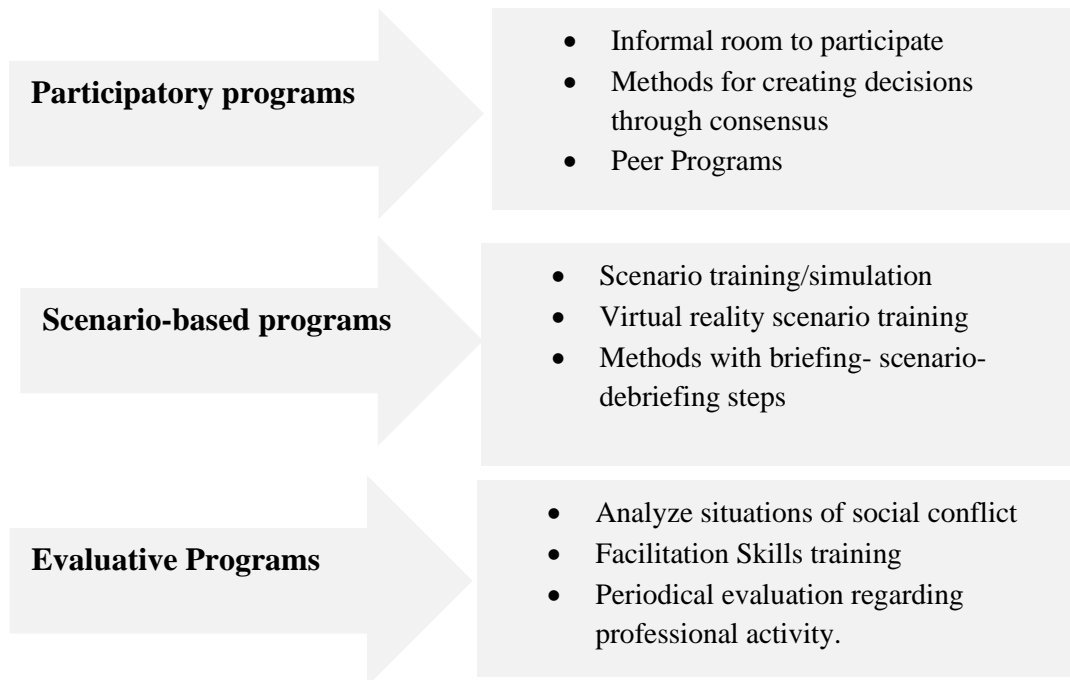
Although the cited brochure was published 13 years ago in 2009, there is still agreement that the transfer effect of new knowledge to practice poses a significant challenge for many organizations and companies in all areas and thus also within socially working companies.

Raising this challenge requires that management and employees become more aware of, increase their knowledge of how to strengthen transfer but also strengthen the understanding of how learning and ongoing competence development in the future must increasingly take place as a targeted part of the individual employee's everyday life.

The task given to the participants in the Delphi course was to contribute with the best suggestions for effective methods for various forms of workplace / work-based learning.

The results of the participants' contributions via the Delphi method were processed and the following 3 categories for good methods to strengthen workplace / work-based learning were identified.





These designated methods for learning and ongoing competence development as an integral part of the staff's daily work, were further supplemented with 2 methods at the final international conference in Bucharest (see below).

- Action Learning
- Marte Meo

These 2 methods can perhaps best be described and classified as transverse in relation to the 3 presented groupings of methods.



## Step 4: The international Conference in Bucharest

In September 2021, an international conference was held in Bucharest which was attended by 12 stakeholders from each of the 4 countries concerned.

The participants in the conference were appointed and invited on the basis of the same division as for the national workshops.

**Group 1: Representatives of different professionals/practitioners involved in social field** (social field professionals, psychologist, educators, health workers, career counsellors, therapists, etc.) coming both from public and private services, from urban and rural areas of at least 3 different regions (NUTS 2) of the country;



**Group 2: Representatives of employers from social sector**, public and private service providers, but also social economy insertion enterprises, from urban and rural areas of at least 3 different regions (NUTS 2) of the country;

**Group 3: Representatives of decision makers**

Participants went through a course during the 2 days planned as a coherent and edifying process that went through the following 5 well-planned work phases.

### Day 1.

- **Work phase 1:** “Look at the past” – what should end?
- **Work phase 2:** original core of social work - back to the roots...
- **Work phase 3:** Results, (new) meaning of the competences
- **Summery**, essential results, impressions, flash-lights
- **Final session** – “Clients points of view ...”

### Day 2

- **Work phase 4a:** Developing a vision from the future
  - **Work phase 4b:** Measures/Conditions for realizing the future-vision
  - **Work phase 4c:** Presentation of the future-pictures
- **Work phase 5:** Collecting arguments – why it is important that we are successful?
- **Conclusion and closing the conference**

In addition to the obvious benefits that are developed and produced when people from 4 different countries dedicated to the social effort meet and have the opportunity to share experiences, understandings, different approaches to social action and very different frameworks to deliver the social effort in its diversity, the result and main conclusion of the many conversations that took place during the conference can be summed up in the following 3 headlines.

1. **Develop a strategy to become a Learning Organization**
2. **Develop a strategy to increase the level of workplace Democracy.**
3. **Strength preventive measures in social area.**



## Develop a strategy to become a Learning Organization

In order to meet and match the future competence requirements for the individual social worker, the ongoing competence development in socially working organizations and companies must be strengthened within the areas previously mentioned in this curriculum, through more systematic, conscious and targeted learning integrated into the employees' daily lives. Among other things, through conscious use of the various methods for Workplace / Work based Learning, which have been presented previously.

This means that the signal from the conference is that organizations and companies should remind themselves of the concept launched more than 25 years ago; **The learning organization.**

The **learning organization** is an organization that continuously changes and develops by improving the work of employees and managers. In this way, the **organization** constantly acquires new knowledge so that it can adapt to the needs of the outside world and meet the demands and expectations of the stakeholders.

### **There are 5 disciplines to be mastered in the learning organization:**

The five disciplines represent individually and together some guidelines for how to think and act in a proactive and learning organization:

1. Mental models.
2. Personal **mastery**.
3. Development of common vision.
4. Shared **learning**/team learning.
5. Systemic thinking.

In order to build a learning organization, it is crucial that all five disciplines are included, and it is the systemic thinking that, so to speak, holds it all together and provides the overall motivation to work with the other disciplines.

### It is a recommendation

1. that a course on the future competence needs of social work organizations and companies, and in particular how organizations and companies can ensure that this ongoing requirement for strengthening existing competences and developing new skills, takes place, presents and discusses the perspectives of being or developing into **a learning organization.**

Links for further inspiration:

<https://hbr.org/1993/07/building-a-learning-organization>

## Develop a strategy to increase the level of workplace Democracy

Another clear statement from the conference is also that the future demands that social enterprises become better at

1. Release energy and motivation
2. Unleash the power of innovation

in the individual employee and the entire employee group to meet the multifaceted demands of the future.

It is well documented that one of the strongest means that activates and unleashes the power of innovation and strengthens the motivation of employees in daily work and to contribute to the challenge of competence in the future has always demanded and will continue to require is:

- a) the influence of employees on their own work situation,
- b) the degree of employee influence on his or her own task solution,
- c) democracy and the form of democracy in the workplace.



It is a recommendation

that a course on the future competence needs of social field professionals' organizations and companies and how organizations and companies can release employees'

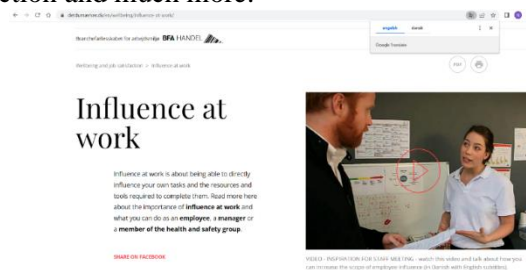
1. innovation power to meet new and different requirements.
2. motivational power for continuous transformation and strengthening of own competences

presents and discusses the prospects of being or evolving into **more employee-involvement and democratic workplace.**

The value of increased employee influence is not a new topic. But a topic that can still be qualified and expanded in many places – for the benefit of better solutions. Experience and studies have shown over more than 30 years that this leads to higher productivity, improvement of the working environment – strengthening job satisfaction and much more.

More inspiration how to improve the level of influence and wellbeing at workplaces can be looked up at this homepage – having a version in English.

<https://xn--detdumrker-i6a.dk/trivsel/indflydelse/>



Strength preventive measures in social area

At the conference, there was a great agreement that we as socially working employees, companies and organizations have much more focus on preventive actions.

This means:

1. we need to become better at sharing, informing about and sharing our knowledge with the public, businesses, and decision-makers at all levels, about what kinds of patterns are evolving when citizens end up in need of our efforts and care.
2. we must become more visible. Social problems are not just to be solved – it must be visible that they are part of reality.
3. we need to strengthen our network – among other things to other public and private companies. Often, we do not have the crucial opportunity to establish and provide the client with the necessary solution and offer.
4. we must interfere in the political debate – formulate the social and thus shared responsibility towards these citizens without being political. We must be able to work with the political majority that always has power locally, regionally and nationally.
5. we need to be better at formulating the value, especially the social and economic aspects of preventive actions versus late actions. We need to speak a language that politicians and people understand.

Previous we have presented our point of view of being stronger in financial argumentation when it comes to social work and in the same way prevention will also be an important area of focus increasing the efforts of social marketing.



## Connecting the dots – a Danish perspective

In the following pages, we wanted to offer you a taste of the most important challenges faced by the social sector nowadays, keeping in mind the way in which these challenges relate to the Future Skills. To do so, we used the example of Denmark, as one of the EU countries having a complex and stable social system, well-funded.

This exercise demonstrated us that even in this case there is a long way to go.

Helping each other to keep the pace and recover, to see the broader picture and think for the future can really make the difference.

### Recruitment

The current demographic trends, such as the ageing of the population driven by longer life-spans and low levels of fertility, as well as depopulation faced especially by remote and rural areas, are affecting most of the EU Member States. Net migration managed to compensate the decrease in population in some of the states, but the migratory fluxes are unevenly distributed, being concentrated in countries and areas with better economic and quality of life prospects.

These trends have a direct effect on the number of people entering the labor market in general, the cohort being even smaller in the case of social professions. This context increases the competition for young people's labor force and their desire to choose one sector over the other as their future workplace.

Therefore we consider that all actors in the social sector, at local, regional, national and transnational level must ask themselves:



***“How are the social workplace and the sector as a whole equipped for an intense battle and competition about the young people's desire to choose the social sciences as their education field and later on the social professions as their workplace and vocation?”***

Several EU Member States already have a significant shortage of skilled labor in the social sector and all statistics show that this pressure will increase more and more in the years to come if no extra effort is made at all levels by all actors.

Organizations (and their boards), managers and employees within the social sector must constantly ask the following questions:

- Do we as an organization contribute to making this field of work attractive to different age groups and especially for young people of the future?
- Are we as an organization able to adequately profile ourselves and communicate our work?
- Do we have the right PR and storytelling skills to contribute to the image that working in the social field is fun, exciting, challenging and personally enriching?

It is quite certain that in the future competition for future employees, the general workforce and especially the young people we want to attract will not choose a work area that is characterized by stories about:

- Low salaries;
- Difficult working conditions;
- Increased stress levels;
- Poor reputation at society level;



- Inadequate leadership.

And they will not choose a work area without narratives about:

- Good experiences and success stories;
- Opportunities for personal development;
- Opportunities to gain competencies that can lead to the good life.

Therefore, we consider that every social organization should consider the type of narrative they are contributing towards (good, bad or none at all) and formulate a strategy asking:

- How can our organization contribute in the future to the telling good stories about:
  - the importance of the social field;
  - the daily efforts and the importance of the social field professionals, and the way in which their work changes the life of the people they support.
- How can our organization and what we do at local, regional, national, and transnational level contribute to an increased attractiveness of the social sector, especially for younger generations of workers, but not only, and the perception that:

*The social sector is an exciting, flexible, fun, rewarding and challenging field of work with great opportunities for personal development and good career development options for each individual and a clear sense of purpose.*

Thinking of this, we consider that many workplaces will probably benefit from seeking external support to formulate a strategy for how they strengthen their visibility and importance through a stronger PR effort.

Increased visibility and public speaking about the social work, its significance and importance for the individual, groups of citizens and for the society, will not only strengthen the recruitment pool in the future. It will also strengthen the self-image and feeling of pride of being a social field professional and contribute to the retention of employees in the sector.

The transnational meetings between different stakeholders organized in the framework of the FOCUS project (Future Conferences) showed that publicly funded institutions and organizations could benefit from collaborating with other actors operating in countries where it is necessary to be visible and vocal in order to receive funds and having access to funds is a very important prerequisite for being able to perform the social work. The institutions and organizations of these countries had to develop their capacity to continuously prove the impact they create and communicate their efforts and significance to the public, mainly ensuring that the visibility topic is continuously set for joint conversation and discussion across all employee groups.

### **What stands behind the demographics: Fewer children and young people = fewer children and young people in need of social support?**

One could immediately think that the demographic development leading to fewer children and young people also means fewer children and young people in need of social support and care. Anyway, this does not seem to be the case, quite the contrary.

The national workshops organized in the framework of this project raised the issue of the increased challenge in ensuring a good quality of life for children and young people. This tendency seems to be unfolding in highly developed societies and in societies undergoing accelerating change and development. This conclusion was also supported by the workshop participants' own professional experiences who agreed that this development, so clear and well documented in some EU countries, is only an indication that these countries are frontrunners and other EU countries will face the same development and the same challenges over time.

These challenges may have many different expressions, contexts, and consequences, in which more and more children and young people:

- have problems caused by low self-esteem (especially the girls);
- are suffering from anxiety and depression;



- feel excluded and lonely;
- are suffering from stress and symptoms of burnout early in life;
- are characterized by growing distrust of adults and the world around them;
- have everyday lives which are characterized by challenges associated with a lack of physical habitus. Overweight, poor health condition, poor motoric development;
- are experiencing the health consequences of lack of physical exercise and increasing overweight earlier in life;
- are facing an increased possibility to become homeless.

Links for further inspiration:

<https://eeagrants.org/topics-programmes/social-inclusion-youth-employment-and-poverty-reduction/children-and-youth-risk>

Companies / organizations, represented by their managements in collaboration with their employees, must take ongoing initiatives to strengthen their social field professionals' understanding of the etiology and the psychological and developmental connections in these tendencies and trends.

How can it be that an improvement in the economic environment for children and young people's lives in most EU Member States seems to mean that more and more children and young people are becoming more vulnerable, less resilient, less competent to cope with life? It is undoubtedly complicated and there is probably no single answer.

All organizations and institutions in the social sector are responsible for ensuring that all employees are aware of this development and that it is a common agenda for the entire employee group. It is important to avoid the individual social field professional creating his or her own personal explanatory models and his or her own personal approach to how to communicate with these children and young people.

Each individual institution or company should create an ongoing collaboration between management and employees to ensure that:

- all employees are continuously provided with knowledge of the new scientific literature that examines and describes the sociological and psychological developments and trends.
- all employees, as part of their working hours, can read relevant professional literature and learn about the etiology of the various development trends and the associated social efforts.
- employees are supported in participating in seminars and workshops, where these challenges are discussed with professionally competent and knowledgeable people.
- employees are given the opportunity to discuss the etiology of these tendencies and what competencies and tools social field professionals must possess and be able to implement in relation their clients.



## The economic factor and the social field

We want to present you a simple example:

*Let's think of a hypothetically society made of four persons. It requires the work of all four persons in order for everyone to survive. If one of them is physically or mentally ill, the other three will do all that they can to get their fellow society member healthy and able to contribute again, according to his/her possibilities.*

*And most probably you will agree with them, as in a small community, it is easier to see the importance of each individual to the society. In large societies, it is more difficult to see the significance of the individual and be aware of your role.*

### A hardcore example:

In principle, everything can be priced, just as every gain has a value. It is relatively simple to create a price list in an excel spreadsheet, which can continuously integrate and include new information. The example below is based on publicly available figures in a specific country and the figures must of course be adapted to the price and cost level of a current country.

### Price list

Let's see a comparison among the annual salary and tax paid by different professions.

Social worker	Entry	Medium	Expert
Annual salary	€ 54.185	€ 59.791	€ 65.396
Part of workplace operational cost, adapted	€ 15.000	€ 15.000	€ 15.000
<b>Total annual cost 1 social worker</b>	<b>€ 70.000</b>	<b>€ 75.000</b>	<b>€ 81.000</b>
Annual cost - 2 clients/social worker	€ 35.000	€ 37.500	€ 40.500
Annual cost - 3 clients/social worker	€ 23.334	€ 25.000	€ 27.000
Annual cost - 4 clients/social worker	€ 17.500	€ 18.750	€ 20.250
Annual cost - 5 clients/social worker	€ 14.000	€ 15.000	€ 16.200
Annual cost - 6 clients/social worker	€ 11.700	€ 12.500	€ 13.500
Annual cost - 7 clients/social worker	€ 10.000	€ 10.800	€ 11.600

Unskilled shop assistant	Age 18	To Age 67	
Annual income	€ 36.000	Estimated life income	€ 1.728.000
Estimated taxable annual income	€ 30.000	Estimated taxable life income	€ 1.440.000
Estimated tax per year	10.900 €	Estimated lifelong tax	€ 523.200
<b>Yearly tax on average during lifetime</b>			<b>€ 10.900</b>

On the other hand, every year a young person doesn't work and does not contribute to the society, he/she will either receive social support or pension as early retired.

Social cash benefit after age 18	Per month	Per year	For the period
Monthly social cash support up to 30 years old (13 years)	€ 1.342	€16.000	€ 210.000
Monthly social cash support age 31 to 67 (36 years)	€ 1.800	€ 21400	€ 770.000
Estimated total cost for society life long after age 18			€ 980.000
<b>Estimated annual cost on average for social benefit</b>			<b>€ 20.500</b>





#### Early retirement benefit

Early retirement at	Age of 30	Age of 40	Age of 50
Number of years– before ageing pension	42	27	17
Annual payout	€ 31.184	€ 31.184	€ 31.184
Society expenditures for pension during the period -rounded	€ 1.300.000	€ 842.000	€ 530.000

#### Expenditures caused by abuse

	Per day	
A drug addict is estimated to have to raise each day to provide to his/her needs	134 €	134 €
Average values of objects stolen in burglary in this country – calculated by insurance companies	2.779 €	2.779 €
Ratio between the price and value in case of stolen item	1:5	1:10
Price obtained for stolen goods	550€	275€
Number of days of drug using covered by each burglary	4 days	2 days
Number of burglaries covering monthly needs	7/8	14/16

Let's look now to the costs:

Costs of burglaries	Value of stolen items	Repair	Total
Per burglary	2.779€	2.013€	€2.800
7 burglaries per month			€19.600
14 burglaries per month			€39.200
84 burglaries per year - High sale			€235.200
168 burglaries per year- Low sale			€470.400

Expenditures in prison	Per day	1 year	2 years	3 years
Closed prison	€ 233	84.954 €	€ 169.909	€ 254.863
Open prison	€ 174	63.397 €	€ 126.795	€ 190.192

Expenditures in hospital	Per day	2 weeks	4 weeks	8 weeks
Somatic hospital	€ 1.070	15.000 €	€ 30.000	€ 60.000
Psychiatric hospital	€ 160	2.200 €	€ 4.400	€ 8.800

Let's say that a young person is a drug addict already at the age of 19. What does it mean?

First and foremost, it means a hard and bad life for this person.

But let's go further and see what the value of the society investment in a highly qualified social effort is, that gets this person out of the abuse and back into the job market during 7 years before the age of 25.

How much should we as a society invest?

We assume that this task corresponds to a social field professional with a medium wage level spending half of his working time on the person - the social field professional thus divides his working time between 2 cases.

Investment	Per year	7 years
7 years x 50% social field professional (medium expertise).	€30.000	€ 210.000
50% of social field professional institutional operational cost during 7 years	€ 7.500	€ 26.000
7 years of social support - rounded	€12.000	€ 84.000



Extra client activity costs – 7 year period	€5.000	€40.000
Total costs		€380.000
Minus Tax on social support	€2.000	-3500
Minus Tax of social worker		-18.500
<b>Total investment during 7 years</b>		<b>€ 358.000</b>

<b>Potential benefit of investment</b>	<b>Per year</b>	
5 years less on social support under 30 years	€ 12.000	€ 60.000
36 years without early retirement	€ 31.184	€ 1.280.000
Tax on salary as a shop assistant for 41 years.	€ 10.900 €	€ 447.000
<b>All figures rounded</b>		<b>€ 1.780.000</b>

This corresponds to an annual increase in value of 20% of the invested amount of 358,000 euros

**If we add:**

2 years in open prison		€ 126.795
No burglaries in 41 years at high selling prices on black marked	€19.600	€ 800.000
3 less hospitalizing periods of 10 days for treatment of hepatitis at a cost of	€1.070 per day	€ 30.000
		<b>€ 2.730.000</b>

This corresponds to an annual increase in value of 27% of the invested amount of € 412,000



For most investors and traders, rates of return of that magnitude would be fully satisfactory. Many would even be happy with 15% or less.

Denmark has approx. 33,000 registered drug addicts which in total are estimated to constitute an annual cost of approx. 1.06 billion euros or 32,000 euros per person. These are large sums, and when such figures are presented and discussed in public, it is easy for politicians and opponents to understand "that 20, 30 or 100 million can be saved, if there is a need to save". These figures are so large that it can be difficult for ordinary citizens to even understand them. Denmark has more than 4,000,000 private taxpayers. This means that each taxpayer contributes approx. 264 euros per year to fund the response to drug addiction or approx. 0.73 euro/day. This figure is easier for the individual citizen to understand.

Almost 56% of all Danes are fearing burglary in their homes and not without reason. For several years, Denmark has had the most burglaries per capita in Europe - more than 3 burglaries are in average committed per hour in Denmark according to official data<sup>3</sup>.

So maybe we should ask:

- Do you want to reduce or increase your share of the investment in young drug addicts by 0.1 euros per day, with the result that it either increases or decreases your risk of burglary in your home? **On average**, Danes pay 307 euros a year or 0.8 euros/day for theft insurance.
- Would you consider it a good investment to invest 228 euros over the next 7 years (in total 1,596 euros), if you received 8,552 euros in 7 years?

Similar calculations can be set up for all social services. The economy is thus put into perspective and becomes understandable to all citizens:

- Nursery and kindergarten - What would it mean socio-economically if half or just 25% of all parents stayed at home looking after their own children?



<sup>3</sup> <https://www.dingeo.dk/data/indbrudsrisiko/>



- What is the value of the competencies children and young people gain in kindergarten and primary school?
- What is the value of extra support for a student - 20 hours a week for 5 years in primary school - which ensures that the student will be able to complete all education levels.
- What is the value of relieving a young person's loneliness and avoiding years of depression so that he or she will be able to enter the labor market at the age of 25?

Many countries today have a shortage of labor - what does it cost if a father/mother stays at home taking care of their own child- young adult with disabilities? Rather than ensuring to people with special educational needs or disabilities an independent life in a housing community with similar people, supported by educated experts in social field?

A parent who, as in the mentioned example, stays at home instead of going to work, earns an average of 51,600 euro and pays an average of 12,500 euro in income tax

The extra income of 39,100 euro is used, among other things, to pay a minimum of 25% VAT on all family purchases, which is equal to a minimum of 9,775 euro.

Through his / her employment, he / she contributed to the company's total profit of 67,000 euro, of which the company paid 13euro ,000 in corporate tax.

In total, a greater expense than the cost of a place in a residential service.

These line-ups and calculations must simply be seen as examples and must, of course, be calculated in detail and correctly, if they are to be included in an argument.

But if figures like these become part of the general public discourse, it will nuance the value of/insight into social work. I will increase citizens and voters understanding that the social effort and the quality, flexibility, and strength it brings to society, is an investment, which pays off.



## The technological factor – a Danish example

*'Many people think that welfare technology is a robotic vacuum cleaner or a toilet that can also wash people. But I believe that welfare technology is something that frees up the mental resources needed for us to be able to endure being with other people.'* The statement comes from Kasper Lorentzen, who for the past 18 years has worked as a supervisor in Information and Communication Technology Department at Autismecenter Storstrøm DK.

The center has carried out a 3-year project "The digital offer" which in practice uncovered the use of technology in the social pedagogical practice. The starting point of the project was to describe how welfare technology can be used directly in the work of making life easier and better for people with autism.

During the interview with Kasper Lorentzen, a pair of sunglasses, a toothbrush and a pair of headphones are on the table. The 3 objects do not immediately appear as technological marvels, but are all good examples of technological possibilities. The sunglasses are extra polarized and protect the eyes of people with sensory disturbances in sight. The toothbrush has an accompanying video game that gives points depending on how thoroughly and for how long you use it. The headphones are actively noise reducing. When you wear them, you can choose to exclude noise coming from the front, back or sides.

The Danish Technological Institute is aware that in both Danish and foreign workplaces within the social field, there are lots of technological projects and products waiting to be developed, tested and utilized for the benefit of citizens with very different challenges.

If that potential is to be exploited, employees in the social sector must be retrained so that they are presented with the possibilities and perspectives of technology. There is a great need for continuing education in this field. Unfortunately, very few workplaces have formulated a strategic effort for the utilization of technology and / or have a strategy for upgrading the skills of social field professionals in relation to specific technologies. Consequently, many opportunities are unexploited.

Experience shows that the following is crucial for a strategy:

1. An implementation plan;
2. Ethical considerations;
3. Considerations on how to ensure that the social pedagogical goals always overshadow the digital possibilities, as the introduction and use of technology must never be motivated in financial savings.
4. Maintaining high data ethics.

Implementing of internal workshops could be first step for many workplaces / institutions / organizations in the social sector:

1. In an introductory workshop, a digitally oriented futurist could focus on unfolding digital perspectives in relation to the organization's specific target group.
2. In the second and third workshop, management and employees under the leadership of one or more external resource persons could design an idea catalog for specific areas of effort and application, as well as a digital policy and associated strategy for implementation.



### **Importance of interpersonal relationships - a Danish perspective**

Another and extremely important reason for constantly focusing on, develop and maintain these competencies is to avoid **brutalization** in social services.

In most EU Member States, the media regularly publishes articles on how citizens are met, belittled, ridiculed and exposed to neglect by the social field professionals employed to provide care and strengthen the citizen's personal development and livelihood and quality of life. This must often be attributed to **Brutalization**.

#### **Brutalization can affect anyone**

Brutalization comes from the powerlessness that can be experienced in connection with moral stress, care fatigue and pseudo-work, and therefore social field professionals are at risk of being outraged according to the Danish psychologist and author Dorthe Birkmose, who writes lectures and provides courses on this topic. She tells:

*"I'm not proud of it, but I have helped to ridicule, slander, reject, be short-sighted and ignore phone calls and emails from, for example, a mother who criticized Dorthe Birkemose - myself - and the other staff"*

In most EU member states, the media regularly publish articles and descriptions of how clients and citizens meet, belittle, ridicule and are subjected to neglect – by the staff who were assigned to provide them with care – strengthen their personal development and livelihoods and quality. It is often due to **Brutalization**.

The Brutalization caused relish. For instead of feeling one's own inadequacy, the thoughts of one's own ineptitude, the doubt of one's own abilities, the feeling of not being robust, the emotions and powerlessness were instead turned against the client.

*Because wasn't it really the mother who was the problem?*

*The one that was difficult?*

*And surely you shouldn't put up with anything from the relatives' side?*

*By the way, it is good to set boundaries, there was quickly agreed among colleagues.*

*For they also felt powerless.*

Exposing one's own impotence, doubt and vulnerability is difficult – and instead of articulating one's own professional impotence in a difficult situation, betrayal – sets in man's defense mechanism.

*– I have been there myself - even after I had written a book on the subject. Although I think I know a lot about betrayal, I am at the same risk as everyone else in workplaces where there is a lot of emotional pressure, Dorthe Birkmose points out.*

#### **Staff survival strategy**

Betrayal is rarely not about *a few bad apples*. It is about the staff's survival strategy from stressful working conditions where you do not have time to do your professionalism and your work, because you have too many clients and tasks and/or because you constantly experience that you have to compromise on your professionalism and cannot help all the people who need it

In this situation, there is a risk that you instead resort to **Brutalization**, where as a survival strategy you make yourself indifferent, become cynical, hard-skinned, and distanced. At the same time, the Brutalization makes it logical to treat others abusively.

When working conditions make staff feel powerless and inadequate, there is a risk of Brutalization. When the Brutalization appears, one should always remember and be aware that there is a history of various forms of psychic wear.

#### **Risk of exclusion**

One must keep in mind and be aware that the human being can experience stronger motivation from being social and feeling accepted in a community than acting in accordance with his own morality.



According to Dorthe Birkmose, this is the most important doctrine from the psychology of evil: *that man is more social than moral.*

- Man is willing to bow to his own moral concepts if that is what it takes to be part of the community. This can make it difficult to say no to your colleagues. It can be hard to take the floor and say; "what we do here is not right". Because there is a risk of exclusion if colleagues can't bear to hear it. So group dynamics are important.

Brutalization is not about what education you have, whether you are educated or not. It's about who is under the greatest emotional pressure and has the most difficult working conditions to work under. This are three risky paths to betrayal for employees:

1. moral stress,
2. care fatigue and
3. large amounts of pseudo-work.

<https://socialraadgiverne.dk/faglig-artikel/forraaelse-kan-ramme-alle/>

### **How can you work to strengthen these skills?**

Courses will often be able to help clarify and expand the understanding of the individual specific competencies mentioned under the 3 groupings: Interpersonal, Intrapersonal and Attitude.

A good teacher would be able to show and illustrate different variations and examples of the presence or absence of the different competencies.

Another option is for staff to jointly watch and discuss videos that show a significant presence or marked absence of the individual areas of competence. Or even better, to film different situations in which staff interact with the recipient of social services and social support and jointly analyze how it is going.

But the most effective method is to bring into play some of the methods of work-based learning we later present. One cannot read or be taught theoretically to strengthen empathy, more courage, self-esteem. It requires practical training and supervision.

In relation to avoiding Brutalization, the strongest means is that management and employees create the safe working environment, where everyone can and dares to be honest about the challenges each experience and feels, and you jointly put our common and individual practice on the agenda.

Recognizing that it can be difficult to confront a colleague with poor practices, there are workplaces that have introduced whistleblower schemes. It can either be with an externally neutral person – or an internal person chosen by colleagues to handle this person. The crucial thing is that the notifier is ensured anonymity.

One is certain. Workplaces themselves should consider counteracting betrayal in social work before the entire staff of the worker is hung out in public – because client-related people have either placed a video recorder in their relatives' home or recorded audio files on their mobile phones.



## **Critical Thinking - a core competency in the workplace of the future – a Danish perspective**

Critical thinking is the term for the mental processes we use when we need to analyze facts and form an opinion about something. We use this kind of thinking when we have to solve problems, make decisions, make objective analyzes, categorize information and much more. We need these competencies when we have to make good decisions in the workplace.

However, our workplaces and working lives are constantly changing, and it forces us to find new ways of working with critical thinking.

Critical thinking is based on logic and causation. This thinking can create innovative ideas and workable solutions to complex problems. A person who is able to think critically will observe a situation, list its advantages and disadvantages and find the best solution based on these observations. In the workplace of the future, critical thinking plays an important role, especially in relation to the division of tasks between humans and machines.

The fourth industrial revolution is underway and if you dream of securing the company and the workforce for the future, you might as well start today. As we develop and use new technology, we will see that the competencies we value today change and develop. We will in all probability already be able to see this in a few years.

Below are 5 areas within critical thinking that are most likely to be in demand in the workplace of the future:

### **Creative interpretation**

We can expect many administrative tasks to be automated soon. It gives employees the freedom to focus on other tasks such as being creative - "creative interpretation" is already an important part of UX. New products, new technologies and new ways of thinking are going to play a big role in the workplace of the future. Therefore, it is important to develop a creative mindset and move boundaries even if we occasionally get out of our comfort zone.

### **Emotional intelligence**

Emotional intelligence is the term for the control and awareness we have over our own emotions and how we express it. It is also an expression of our awareness of the feelings of others. People with high emotional intelligence have integrity, empathy and good collaboration skills and can create value in any workplace.

### **Active learning**

Technological development is going stronger than ever before, and it requires us to adapt and develop. Individuals who understand the need for change and are willing to learn new things in step with technological development are able to use technology to create results in the workplace. Active learning is also about learning from one's mistakes and being prepared to acquire new knowledge and find new and better solutions.

### **Decision-making skills**

Being able to make good decisions is an important prerequisite an organization, but if we look into the future, it seems that good decision-making skills will become even more important. Machines can process information and gather knowledge at a completely different level than we ourselves are capable of, but we still need human competencies to assess whether decisions are good and how they affect the various organizations.

### **Diversity and cultural awareness**

In our workplaces, diversity is greater than ever before, and we can expect new technology to increase diversity even more in the future. It places demands on employees who must develop new skills and refine their cultural intelligence. Especially for leaders, it is important to be able to understand, respect and work with people of different ethnicities, cultures, genders, ages, mother tongues and sexual orientation. In other words, our cultural intelligence is crucial for us to create good and harmonious workplaces.



A workplace with respect for different views of life not only improves collaboration in departments and teams, it also creates new products and services.

**Critical thinking and new technology**

New technology helps to change future work tasks and it happens at an unprecedented speed and intensity. That means we must get used to the idea that we have to reinvent our lives, working lives and finances. This applies both to each of us as individuals and as a society. The development of new robots, based on AI og Machine Learning, is constantly pushing the boundaries of what machines can accomplish.

Technological development will change the workplace of the future and it requires that we develop new abilities and competencies and most importantly, it requires that we learn to appreciate change rather than to fear it. Managers must adopt a new way of thinking, be flexible and ready for change, because there will be changes in the workplace and there will be a demand for skills and expectations for renewal.

How to start up organized work-based Learning at workplaces? – a Danish perspective

We shortly present 2 tools – which might support the start of more organized work-based learning.

**1. Employee Development Dialogue**

**Employee Development Dialogue (EDD)** is a tool introduced and used in more and more countries. EDD is a prepared, structured and forward-looking dialogue between manager and employee, discussing and addressing future tasks, mutual expectations and wishes and needs for competence development. EDD is mandatory in the public sector in some countries

It may differ how often EDD is planned to take place. Some workplaces have this dialogue every year, but in most workplaces, it takes place every second year.

Models to implement EDD differ much - from guidelines of several pages to the simple model next page.



SEC Form	Company
Between Employee: Employer: Date of interview: dd-mm-yy	
<b>Tasks</b>	
How did your work tasks go? - the number of tasks - time for tasks – difficulty of tasks?	
How did the last year go? - did we achieve the agreed goals? Could you do something different? Could your leader do something different?	
Would you like to have new tasks? Does it require new skills?	
<b>Working environment and cooperation</b>	
How do you perceive the daily communication in the company?	
How do you perceive the daily cooperation? - with colleagues? - with the management?	





Is there anything the company can do to improve conditions in the workplace? Social? Physical? Environment, lighting and noise conditions?	
--	--

<b>Management conditions</b>	
Has the agreements of the last MUS been observed?	
Have you had enough feedback on the tasks you have performed? - rice/praise?	
General conditions that the company and management can improve?	

<b>Development and education</b>	
Do you need more education? - specific training courses?	
Are there areas you would like to work with? - professional – personal?	
Do you achieve your personal goals and ambitions in the company?	

<b>Any other comments?</b>	
Is there anything else to focus on in the coming year?	

<b>Agreements and action plan</b>	
Agreement on future tasks	
Agreement on courses and training	
How and when to follow up	

Implemented by:

Date:

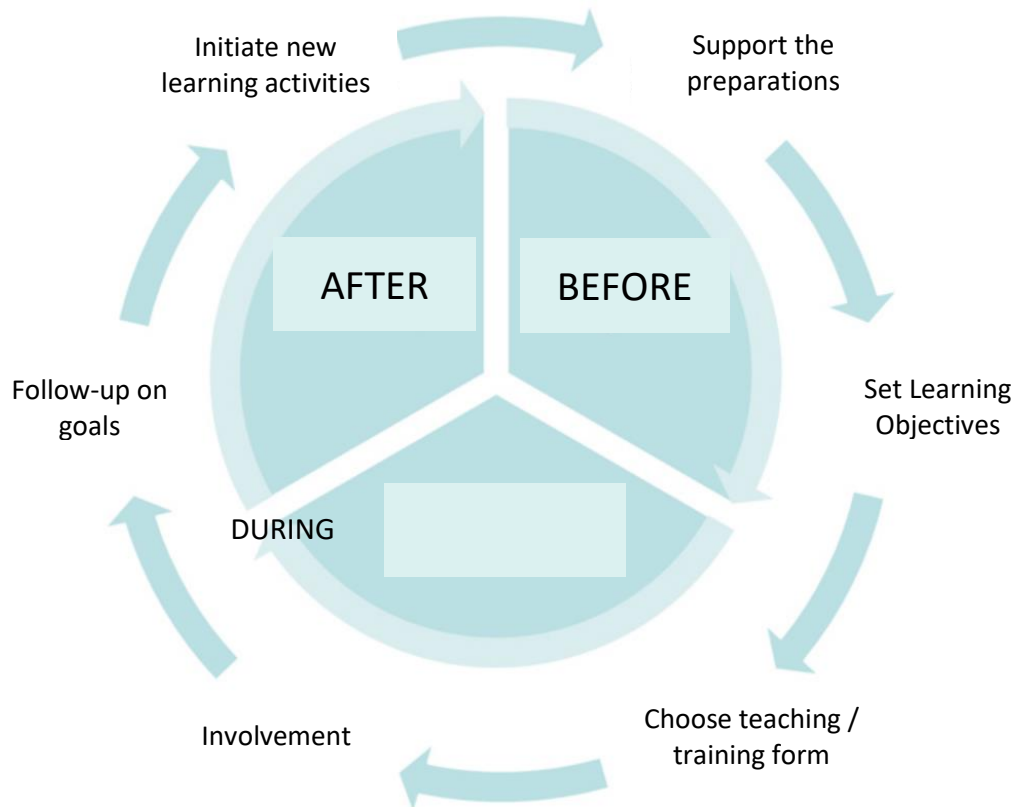


## 2. The Learning Wheel

The learning wheel – a way to strengthen the implementation of new knowledge.

The Danish Technological Institute has developed a model called "The Learning Wheel" to ensure that a course has a real effect even in the long term.

The Learning Wheel is a model to make the participants aware that the course itself is just part of a longer learning process, which presupposes that the participant is actively involved. The purpose of The Learning Wheel is to ensure that not only the participant, but also the participant's company gets the full benefit of the investment in competence development of the individual employee.



Source: *Danish Technological Institute* <https://www.teknologisk.dk/kurser/laeringshjulet-en-guide-til-at-oege-effekten-af-laering/29283>

### The purpose of The Learning Wheel is:

- I.** To offer concrete tools to increase the benefits of a course;
- II.** That the knowledge the participant gets on a course at the subsequently creates value everyday;
- III.** To communicate knowledge about what you as a participant should be aware of before, during and after the course;
- IV.** To increase the company's return on investment in training.



## **BEFORE PARTICIPATION**

Learning requires deciding to learn something. You have to want to do it, and you have to be able to see the purpose. When you decide to learn something, the brain works with. Therefore, participants can prepare by tuning in to the course, as well as the personal purpose and motivation.

- I. The effect is increased if the participant is conscious and clarified about his or her personal purpose and goal with the course;
- II. The effect increases if the participant is motivated;
- III. The effect increases if the participant is prepared.

### **How we support the learning process before the course**

Before a company-adapted course at the Danish Technological Institute, we have the opportunity to provide material to help kick-start the learning process. The material consists of a video with good learning advice, as well as a questionnaire containing a number of questions to initiate the participant's reflection and motivation (see bottom of the page).

The questions should make the participant think about the "meaning" of participating in the course as well as raise awareness of the connection to the needs of the organization. By completing the questionnaire in advance, it gives a clearer sense of the goals and purpose of the course. Preparation strengthens the probability that the participant and the company achieve the desired effect of the course. The questionnaire is personal and will not be actively involved in the teaching.

## **DURING THE COURSE**

The teaching on the course itself must, of course, provide access to learning. For learning to work, it must be active and varied. In addition, the bridge building to reality starts already on the course. In order to meet these criteria, the teaching at the Danish Technological Institute's courses is based on:

1. Involvement of the participants' reality – the effect increases if the participant can connect theories and tools to their own reality;
2. Reflection – learning only takes shape when the content of the teaching is linked to the individual's experience. We ensure that the participant has room for reflection;
3. Involvement - the effect increases if the participant is active on the course;
4. Bridge building between the course and the job – the effect is increased if the participant already on the course thinks about how the new knowledge should be anchored in everyday life.

Training courses are based on an attitude that all people are unique and possess potential that can be redeemed in the right context. This requires that the learning process is adapted to the individual's reality and, moreover, lives up to the learning principles of involvement, time for reflection and connection to the individual's experience and reality. Any course at the Danish Technological Institute therefore contains the above elements.

## **AFTER THE COURSE**

Here comes the real challenge. Experience shows that it is often the case that participants in courses decide on something, only to forget both decision and implementation. Therefore, one should be aware to include the possibility of reminder into everyday life. Effective ways to maintain the decision to change and anchor what was learned:

2. Agree specific tasks with its leader in which the learned is included – or enter into an outright learning contract
3. Secure support from the leader, colleagues, and other surroundings – for example by presenting them with the learned
4. Add milestones and reminders to your calendar

Source: <https://www.teknologisk.dk/kurser/laeringshjulet-en-guide-til-at-oege-effekten-af-laering/29283>



## Examples for inspirations – a Danish perspective

### Story 1: What is the value of preventive measures?

A 17-year-old is on his way to getting abused in Denmark.

If we do not intervene, the affected person will end up in a financial situation that forces him / her to raise around EUR 300 a day. The value of what is stolen through burglary is around 10% in the heel market.

He / she must thus steal for 300 euros x 10 a day x 30 days a month = 90,000 euros. X 5 years. = 450,000 euros.

- When does person reach my address or to yours?
- How much does social action cost?
- What is the prevention effort and what does it cost?
- What is the cost of policing, making for a judge and later imprisonment?
- How much would he / she would have been able to contribute to tax in the same years?

**Story 2: To illustrate** what apprentice measures is about and why it is so important.

The 2 friends Hans and Jens are sitting by the river bank at dusk with bonfires, food and drinks, as the coziness is interrupted by a cry for help from a person who comes floating down the rushing river. They jump into the water and get the person ashore and give first aid. Soon they hear a new cry for help and they see another person in the river.



**Peter:**

*"You keep helping here - I'll swim out for him in the river."*

Soon, the two friends are in the process of providing first aid to two people on the riverbank - as a third person shouts for help from the river.

**John:**

*"You continue with first aid - and I'll get him."*

This continues and soon they have 5 people lying around demanding their help. But another person is crying out for help.

**Peter:**

*"That's how we cannot continue - now we risk some of them dying, even if we get them rescued ashore. So now we are forced to prioritize."*

**John:**

*"I go for a walk."*

Since John has been away for a few hours, no more people come down the river. Peter have to let them go.

John returns and Peter says:

*'It looks like it's stopped - it's a miracle'*

**John:**

*'No, it's not a miracle. I walked up the river and found a bridge. There was a board in the middle of the bridge that was broken. People walking across the bridge in the twilight did not see the hole and fell into the river. I put a new board in the hole and now they do not fall through anymore.'*



## Section 2. The HR pilot training curriculum

The curriculum is based on all the views, thoughts and concrete proposals contributed of more than 150 involved professionals through the activities carried out in the 4 involved countries.

These many and valuable inputs therefore are complemented by the results of:

- the joint literature and article search continuously carried out by the involved partners
- the many ongoing discussions and conversations among the partner group about expected future developments, changes and new challenges that demands a new and different competence readiness of social working authorities, organizations, and their employees.

The purpose of the curriculum is to inspire and present a diverse and flexible number of important areas and guiding content for building up courses of diverse duration.

During the FOCUS project all partners have tested different modules as part of courses of up to 6 days of duration to redeem the following overall objectives:

### Overall objectives

- a) to raise awareness of the future social field professional skills and how to develop such skills
- b) to offer participants practical tools to promote the development of social skills in the workplace

### Consensus & differences

Although there was consensus on necessary skills and competencies in the social work of the future among the participants from the 4 countries, it also became quite clear that the participating countries have very different opportunities in relation to future developments, and we believe that these opportunities are still more diverse when looking at all EU countries.

We experienced expectedly that there are:



- very **different priorities**, when it comes to where and how it is relevant to start up and move forward, in the participating 4 countries.
- **differences between how social youth work are organized and build up** in different countries
- differences in how the individual social organizations, institutions, companies **are structured, organized and how they implement** the efforts to ensure the continuous and necessary development of staff competences and the ongoing adaptation of the staff competences to match the needs and challenges of the social youth work in the future.

In some countries, the HR function is traditionally included as a permanent function in the organization, and the strategy for ongoing competence development is a matter for management and HR person (s) / department.

In countries with this tradition, it is obvious that the course aims at these positions.

Other countries as e.g., Denmark do not have the same tradition for an HR person or HR department. Instead, the staff is directly involved in the process of recognition of needed competences and how they get these competences.



These dialogues and decisions are placed either in a Competence committee with representatives of management and employees or in statutory and mandatory cooperative management/staff councils at each workplace.

These cooperative councils are established by representatives chosen by the different staff group members and representatives from the management with a preponderance of employees.

In countries having this tradition and organization, it is important:

- to prepare and strengthen the employees' understanding and insight of future demanded competences ongoing
- to strengthen the capacity of the employees participating as staff representatives in local works councils enabling them to relate insightfully, attentively, and constructively in discussions about the future need of competences

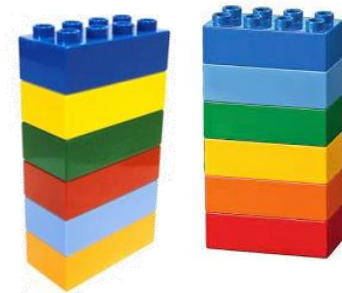
### **Structure of the Curriculum:**

It is our intention to present an inspiring curriculum that makes it possible to

- design courses relevant to mono or mixed target groups having representative from
  - Management representatives
  - HR professionals
  - Employees
  - A mix of the 3 groups.
  - Other stakeholders
- adapt to national context

Moreover, it is our intention that all the material is flexible in relation to which modules are chosen for planning and execution of a course and in relation to the duration of the individual module.

All the inputs are divided into  
3 different thematic groups.  
And further 33 different modules



According to the application the project partnership would pay special attention to 8 described thematic areas of future challenges and relevance:

1. Selection, recruitment, and induction of social personal (T1)
2. Mentoring and job shadowing (T2)
3. Competences evaluation/certification (T3)
4. Talent and performance management (T4)
5. Self-leadership (T5)
6. Career guidance (T6)
7. Functional supervision (T7)
8. Staff retention (T8)

These 8 thematic areas are integrated parts of the described modules.



## The 3 thematic modules

**Theme Group A: Future competences in social work (fields of competence and profiles)**

Modules focusing on organisational matters & organisational development to be prepared for a better support for the development of future competences in social work

**Theme Group B: Methodologies for implementing Work Based Learning**

Modules focusing on different methodologies to implement competence development by a work based or workplace learning approach.

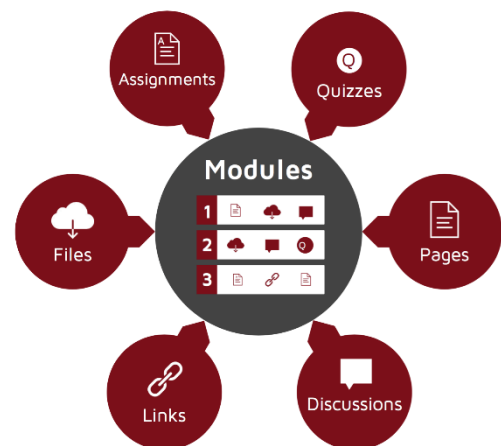
**Theme Group C Specific aspects**

Modules focusing on different aspects of interest to meet national challenges and needs identified by the transnational project group and not naturally covered by theme groups A and B.

### Overview of the Theme group A Course modules:

**Future competences in social work (fields of competence and profiles)**

Modules focusing on organisational matters & organisational development to be prepared for a better support for the development of future competences in social work





<b>Theme Group A: Future competences in social work (fields of competence and profiles</b>	<b>Modules</b>	<b>Correspond To the areas of focus – presented in the application – and in the very beginning of the curricula</b>
<p><b>Description:</b> Modules focusing on organisational matters &amp; organisational development to be prepared for a better support for the development of future competences in social work</p>	<p><b>A/1:</b> Results of the workshops and future conferences</p> <p><b>A/2:</b> Innovation and implementation of workplace learning in organizations; best practice examples</p> <p><b>A/3:</b> Participation of employees in learning processes</p> <p><b>A/4:</b> Management and leadership of employees taking workplace learning into account - value-oriented leadership</p> <p><b>A/5:</b> Use of digital instruments and processes in everyday work</p> <p><b>A/6:</b> Networks as an essential part of workplace learning</p> <p><b>A/7:</b> How to prepare for and have influence as a staff member in designing the need for competence development</p> <p><b>A/8:</b> A vision for the future: Innovation and change of perspectives. A generative approach</p> <p><b>A/9:</b> Multiculturality and Multiability: Give value to people</p> <p><b>A/10:</b> Communication and innovation of the imagine of social field: How employees can support this change</p>	<p><b>T3</b></p> <p><b>T7</b></p> <p><b>T2/T5/T8</b></p> <p><b>T1/T4/T6</b></p> <p><b>T1</b></p> <p><b>T4</b></p> <p><b>T6</b></p> <p><b>T1/T4/T8</b></p>





**Overview of the Theme group B Course modules**  
**Methodologies to implement work based Learning**

Modules focusing on different methodologies to implement competence development by a work based or workplace learning approach.

<b>Theme Group B: Methodologies to implement work- based Learning</b>	<b>Modules</b>
<p><b>Description:</b> Modules focusing on different methodologies to implement competence development by a work based or workplace learning approach</p>	<p><b>B/1:</b> Participatory programs: Informal room to discuss, participate and decide</p> <p><b>B/2:</b> Participatory programs: Methods for creating decisions through consensus</p> <p><b>B/3:</b> Participatory programs: Peer programs</p> <p><b>B/4:</b> Scenario-based programs: Scenario training/ Simulation in practice</p> <p><b>B/5:</b> Scenario-based programs: Virtual reality scenario training.</p> <p><b>B/6:</b> Scenario-based programs: Methods with briefing-scenario debriefing steps</p> <p><b>B/7:</b> Evaluative programs: Analyze situations of social conflict</p> <p><b>B/8:</b> Evaluative programs: Facilitation skills training</p> <p><b>B/9:</b> Evaluative programs: Periodical evaluation regarding professional activity</p> <p><b>B/10:</b> Programs of combination: Action based learning</p> <p><b>B/11:</b> Programs of combination: Marte Meo</p> <p><b>B/12:</b> How to benefit mostly from the mandatory Employee Developing Conversation with your leader</p> <p><b>B/13:</b> Online learning</p> <p><b>B/14:</b> How to start? Examples of work-based learning to prepare your reality for the Future.</p>



## Overview of the Theme group C Course modules

### Specific aspects

Modules focusing on different aspects of interest to meet national challenges and needs identified by the transnational project group and not naturally covered by theme groups A and B.

Theme Group C: Specific aspects	Modules
<p><b>Description:</b> Modules focusing on different aspects of interest to meet national challenges and needs identified by the transnational project group and not naturally covered by theme groups A and B</p>	<p><b>C/1:</b> How do we become a Learning workplace</p> <p><b>C/2:</b> How to strength the mindset of democracy and fight radicalization in social work.</p> <p><b>C/3:</b> The task of a social field professional to guide target groups in a world of increasing inputs of fake news and conspirative storytelling. How to strength critical thinking and avoid believe in conspirative storytelling.</p> <p><b>C/4:</b> The task of a social field professional when it comes to strength the competences of personal economy among target groups.</p> <p><b>C/5:</b> What does it very means and what does it require from the social field professional really <i>to see a person</i></p> <p><b>C/6:</b> Which competences is need to deal with New poverty</p> <p><b>C/7:</b> The new places of needs</p> <p><b>C/8:</b> Privacy and the need of “discrete support”</p> <p><b>C/9:</b> The use of digital tools and big data in daily activities</p> <p><b>C/10:</b> Countering Burnout: professional identity and role awareness</p> <p><b>C/11:</b> Co-design methods: participating to innovate</p>



## Suggestions & Inspiration for learning objectives and content in the 10 Thematic A Modules

### Future competences in social work (fields of competence and profiles)

Modules focusing on organisational matters & organisational development to be prepared for a better support for the development of future competences in social work

<b>MODULE</b>	<b>A/1: Results of the workshops and future conferences</b>
<b>Correspond to</b>	T3: Competences evaluation/certification
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know challenges and advantages of the future</li> <li>• have an inventory of skills</li> <li>• know about the project-process</li> </ul>
<b>Content</b>	The process of the project and the results from the individual project steps are presented to the participants. In the subsequent discussion, the results are critically examined and discussed in terms of the institution-specific context. The participants weight what are the most important results from their point of view and their organization.
<b>MODULE</b>	<b>A/2: Innovation and implementation of workplace learning in organizations</b>
<b>Correspond to</b>	T7: Functional supervision
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know the model of values according to the existential analytical principles</li> <li>• know about the importance of value-based leadership</li> <li>• can deal with conflicting situations</li> <li>• develop a concept of leadership that is based on personal and organizational values</li> </ul>
<b>Content</b>	Value-oriented leadership in management is one of the most difficult challenges for managers. Based on theoretical principles from the existential analysis (V. Frankl), this value concept is presented and transferred to the management area. Self-experiential sequences complement the theoretical explanations.
<b>MODULE</b>	<b>A/3: Participation of employees in learning processes</b>
<b>Correspond to</b>	<b>T2</b> Mentoring and job shadowing <b>T5</b> Self leadership <b>T8</b> Staff retention
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know the framework conditions for participation in learning processes</li> <li>• have knowledge about the risks and opportunities of involving employees in learning processes</li> <li>• know special moderation techniques and settings for a participation application</li> </ul>
<b>Content</b>	Participation requires certain framework conditions in order to successfully integrate employees into learning processes. There are also risks that need to be considered. Furthermore, specific discussion and moderation techniques are required, which must be taken into account in order to create real participation.



<b>MODULE</b>	<b>A/4: Management and leadership of employees taking workplace learning into account - value-oriented leadership</b>
<b>Correspond to</b>	T1: Selection, recruitment and induction of social personnel T4: Talent and performance management T6: Career guidance
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know new forms of application procedures</li> <li>• knowledge about models for reflection and development of individual competences</li> <li>• are able, together with employees, to define appropriate individual and organizational objectives</li> </ul>
<b>Content</b>	Changes not only affect organizations, but also individuals - they too must be well supported during these processes. This starts with the application process, which is increasingly taking place on digital platforms. In the same way, models are needed for reflecting on and precisely aligning specific work processes. Employees and management must define goals together in order to enable personnel development.
<b>MODULE</b>	<b>A/5: Use of digital instruments and processes in everyday work</b>
<b>Correspond to</b>	<b>T1:</b> Selection, recruitment and induction of social personal (T1)
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know various digital instruments to provide good support for the training of new employees</li> <li>• develop a strategy in their organization to make better use of digital platforms for recruiting</li> </ul>
<b>Content</b>	Digitization has an impact on the application, hiring and training of new employees. Some of these instruments will be presented as examples - but at the same time an organization also needs its own strategy as to how and in which areas it would like to use digital instruments in the search for personnel, etc.
<b>MODULE</b>	<b>A/6: Networks as an essential part of workplace learning</b>
<b>Correspond to</b>	<b>T4:</b> Talent and performance management.
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know the conditions for specific networks for competence development</li> <li>• know evaluation measures to assess such networks</li> <li>• can design networks and make them accessible to employees</li> </ul>
<b>Content</b>	Networks are always resources for one's own competence development. However, the benefits of such connections must be well thought out and planned in order to achieve an optimal benefit from them.



<b>MODULE</b>	<b>A/7: How to prepare for and have influence as a staff member in designing the need for competence development</b>
<b>Correspond to</b>	<b>T6: Career guidance</b>
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know specific tools for appraisal interviews to make professional planning transparent and specific</li> <li>• possess the appropriate analytical skills to assess the competencies of employees</li> <li>• can plan their professional development together with employees and provide support during implementation</li> </ul>
<b>Content</b>	Managers have a great influence on what concerns the professional career planning of employees - and this always within the framework of the respective organization. Personal skills on the one hand and institutional needs on the other hand must be linked in such a way that further development and benefits for the organization are possible.
<b>MODULE</b>	<b>A/8: A vision for the future: Innovation and change of perspectives. A generative approach</b>
<b>Correspond to</b>	<b>T1: Selection, recruitment and induction of social personal</b> <b>T4: Talent and performance management</b> <b>T8: Staff retention</b>
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• have knowledge of the importance of interdisciplinary approaches and multi-perspective approaches in social work</li> <li>• know the process steps for the development of innovations</li> </ul>
<b>Content</b>	Innovation requires a broad perspective - beyond direct personal experience and the field of activity. The trick is to grasp what has not yet been thought of and to give it a concrete form. Previous ways of working and methods should also be critically and reflectively questioned in order to be able to develop something new.
<b>MODULE</b>	<b>A/9: Multiculturality and Multiability: Give value to people</b>
<b>Correspond to</b>	<b>T5 Self leadership</b>
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know their own value concepts and can explain their origin (biographically).</li> <li>• knowing the importance of values in everyday processes and decisions</li> <li>• can design value transfer on a personal level together with employees</li> </ul>
<b>Content</b>	Value concepts are generative and culturally strongly influenced - therefore it is essential to know the origin of one's own value catalog in order to understand the value concepts of others. The development of values is not a purely pedagogical activity, but changes can only arise and be promoted through the personal insight of individuals.



<b>MODULE</b>	<b>A/10:</b> Communication and innovation of the imagine of social field: How employees can support this change.
<b>Correspond to</b>	<b>T5</b> Self leadership
<b>Learning objectives</b>	<p>The participants ...</p> <ul style="list-style-type: none"> <li>• can develop a vision of the social field</li> <li>• knowing how to win employees over to new ideas</li> <li>• can argue for future drafts professionally</li> </ul>
<b>Content</b>	<p>Social work must constantly adapt to changing circumstances and realities. In order not to act only reactively, designs and images of the future are a crucial tool. These visions need to be developed and discussed with employees. Equally important is the argument as to why developments will (probably) be the way the image of the future conveys them.</p>



## Suggestions & Inspiration for learning objectives and content in the 14 Thematic B Modules Methodologies to implement work based Learning

Modules focusing on different methodologies to implement competence development by a work based or workplace learning approach.

It is important that key persons have a wide number of tools to implement and strength the competence and skills development by workbased learning

<p><b>MODULE</b> <b>Correspond to Learning objectives</b></p>	<p><b>B/1: Participatory programs: Informal room to discuss, participate and decide</b></p>
	<p>The participants will</p> <ul style="list-style-type: none"> <li>• learn to distinguish and understand very clearly what the difference between Formal and Informal communication?</li> <li>• Come to understand the importance of creating a environment for informal discussions, participation and decision making.</li> <li>• be aware of the important planning, steps to take and to be carried out in order to create an informal room to discuss, to secure high involvement of participants and finally to make good decisions.</li> <li>• Come to understand how ordinary meetings at work, can be turned into learning and professional development.</li> </ul>
<p><b>Content</b></p>	<p>The content of this module will partly be based on the point of views presented by Duncan Helm University of Stirling in the Article <i>Can I have a word? Social field professional interaction and sense-making</i> Published in Child Abuse Review · November 2017(1)</p> <p>It will be an essential part of the module to present and discuss the importance of encouraging the staff to perform and share their Critical Thinking about their own practice and the practice they are a part of as an important tool to develop both their own practice and the institutional practice. This part will partly be inspired of the text <i>Critical Thinking in Social Work Training, written by Helena Belchior-Rocha and Inês Casquilho-Martins</i> and published: November 15th, 2019 (2)</p> <p>The module will step by step introduce the learners have to plan and build up informal room, for discussion, critical thinking and to have a high involvement of the participants.</p> <p>The module will focus on have to make decision understood and accepted by all participants. Finally, this session will introduce how ordinary meetings can turned in to learning sessions.</p>



<b>MODULE</b>	<b>B/2: Participatory programs: Methods for creating decisions through consensus</b>
<b>Learning objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• Understand the advantages of consensus in daily social work and the importance of disagreements and different point of views among staff members.</li> <li>• Are familiar with important steps of a good and strong decision-making process.</li> <li>• Have the opportunity to discuss advantages &amp; disadvantages of a consensus culture at workplace.</li> <li>• strengthen and build an environment where everyone is able to make compromises and perform client work on the basis of agreed professional compromises in the daily social work.</li> </ul>
<b>Content</b>	<p>The content of this module is partly based on the approach to the topic presented in the text with the title: <i>Consensus decision making</i> published online (1) and the article: <i>Building Consensus on user participation in social work; A conversation analysis</i>, written by Terry TF Leung and Barry CL Lam (2)</p> <p>Socially working staff have various professional experiences which characterize their professional views. This diversity is important when professionals discuss professional topics and cases. The diversity ensures that social field professionals together have a broader view of the task and thus also have the situation analysed and assessed more broadly. But it is also important that we reach a decision and that there is subsequent consensus to implement the approach that has been decided. This also applies to the professionals who did not immediately agree with the decision. The module will therefore also review what promotes and inhibits employees' ability and willingness to make compromises.</p> <ol style="list-style-type: none"> <li>1. <a href="https://psychology.fandom.com/wiki/Consensus_decision_making">https://psychology.fandom.com/wiki/Consensus_decision_making</a></li> <li>2. <a href="https://journals.sagepub.com/doi/full/10.1177/1468017318757357">https://journals.sagepub.com/doi/full/10.1177/1468017318757357</a></li> </ol>
<b>MODULE</b>	<b>B/3: Participatory programs: Peer programs</b>
<b>Learning objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• understand the concept of peer-to-peer learning in the workplace</li> <li>• are presented with good examples of peer learning strategies</li> <li>• know how to coach a peer at work</li> <li>• learn how to facilitate peer learning in practice in the workplace</li> </ul>
<b>Content</b>	<p>The content of this module is based on the text presented under the heading: <i>Conducting and effective Peer to Peer Review</i> (1) &amp; <i>Peer review: Supporting reflective practice and connection between social field professionals</i> written by Anne Beets, Jolinda Bidois, Jill Broom, Paulette Moore, Lauren Swan(2)</p> <p>The Module presents the basic principles of the peer-to-peer method and give the parties praxis examples of how to organize and implement the peer-to-peer method in the workplace and how to avoid the most common pitfalls and challenges by involving employees in supporting each other's professional development.</p> <p><a href="https://sprigghr.com/blog/employee-performance-reviews/how-to-conduct-an-effective-peer-to-peer-review/">https://sprigghr.com/blog/employee-performance-reviews/how-to-conduct-an-effective-peer-to-peer-review/</a> <a href="https://anzswjournal.nz/anzsw/article/view/129/201">https://anzswjournal.nz/anzsw/article/view/129/201</a></p>





<b>MODULE</b>	<b>B/4:</b> Scenario-based programs: Scenario training/ Simulation in practice
<b>Learning objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• understand Simulation based learning and how it differs from other methodologies focusing on skills training</li> <li>• are presented to examples of how Simulation based learning is useful, in order to strengthen the transfer of theoretical learnings to practical doing.</li> <li>• are given the opportunity to discuss the usefulness and effectiveness of Simulation based learning in their daily work.</li> </ul>
<b>Content</b>	<p>The module briefly reviews the history and theory behind Simulation based learning and explains how the method differs from skills learning.</p> <p>The module clarifies that Simulation based learning is a good method when you want to increase the transformation from theoretical learning to practice execution. Based on their own examples, the participants will discuss the applicability of Simulation-based learning.</p> <p>The module is inspired by the views and understanding of the concept presented in the online article with the title Simulation: social work education in a third place, written by Cathryn Meredith, Philip Heslop and Christina Dodds and published online: 29 Oct 2021 (1)</p> <p>1. <a href="https://www.tandfonline.com/doi/full/10.1080/02615479.2021.1991908">https://www.tandfonline.com/doi/full/10.1080/02615479.2021.1991908</a></p>
<b>MODULE</b>	<b>B/5:</b> Scenario-based programs: Virtual reality scenario training.
<b>Learning objectives</b>	<p>The learners</p> <ul style="list-style-type: none"> <li>• are presented to examples of VR scenario-based training.</li> <li>• know how VR are used to learn and develop skills and competences in other areas and regarding other subjects</li> <li>• discuss with peers how VR strengthen the skills and competence development in social work.</li> <li>• discuss with peers how VR strengthen the skills and competence among our target group.</li> </ul>
<b>Content</b>	<p>Undoubtedly Virtual Reality has an enormous and undiscovered potential, especially as a tool to develop employee competencies in social work but also in relation to strengthening the target groups of social field professionals.</p> <p>This module helps to start this process of exploring opportunities, limitations and risks of using VR in social work.</p>
<b>MODULE</b>	<b>B/6:</b> Scenario-based programs: Methods with briefing-scenario-debriefing steps
<b>Learning objectives</b>	<p>The learners</p> <ul style="list-style-type: none"> <li>• are increasing their understanding of the importance of Briefing and Debriefing as a natural part of social work</li> <li>• are introduced to the IIMARCH model</li> <li>• have the opportunity to share their experiences with the systematic use of Briefing and Debriefing in their various workplaces.</li> </ul>
<b>Content</b>	<p>This module focuses on the importance of a procedure of Briefing and Debriefing as a natural part of most social interventions. Critical and challenging social interventions are inspired by the text in the article: Critical Incident Debriefing and Social Work, written by Joshua Miller(1) &amp; the material available named <i>Briefing and Debriefing at</i> (2) presenting the IIMARCH model.</p> <ol style="list-style-type: none"> <li>1. <a href="https://web-p-ebsohost-com.ez-aaa.statsbiblioteket.dk:12048/ehost/pdfviewer/pdfviewer?vid=1&amp;sid=e9fe593d-9c90-4cdf-a663-5945fe4ec197%40redis">https://web-p-ebsohost-com.ez-aaa.statsbiblioteket.dk:12048/ehost/pdfviewer/pdfviewer?vid=1&amp;sid=e9fe593d-9c90-4cdf-a663-5945fe4ec197%40redis</a></li> <li>2. <a href="https://www.app.college.police.uk/app-content/operations/briefing-and-debriefing/">https://www.app.college.police.uk/app-content/operations/briefing-and-debriefing/</a></li> </ol>



<b>MODULE</b>	<b>B/7: Evaluative programs: Analyse situations of social conflict</b>
<b>Learning objectives</b>	<p>The learners</p> <ul style="list-style-type: none"> <li>• are shortly presented to the origin of Social Conflict theory.</li> <li>• understand the definition of Social Conflict Analyses</li> <li>• are aware of different types of social conflicts</li> <li>• are aware that a deeper understanding of Social Conflicts can be analysed in practice and used in practical social work.</li> <li>• understand what causes social conflicts and are presented to tools to handle social conflicts as a part of the social work.</li> </ul>
<b>Content</b>	<p>Life develops between conflicts – one way or another. This module is inspired by the text and approach presented in the online material by the name <i>What is a conflict theory, Definition and Examples</i>, published 2021 (1) and the related links</p> <ul style="list-style-type: none"> <li>• Conflict solution skills: Definition and examples (2)</li> <li>• 5 effective conflict solution strategies (3)</li> <li>• Examples of conflict theory in workplaces (4)</li> <li>• The conflict theory of education and how it works (5)</li> <li>• 4 levels of conflict and Tips for Managing them (6)</li> </ul> <p>The module is dialogue-based and is based on the participants' conflict experiences</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.indeed.com/career-advice/career-development/conflict-theory">https://www.indeed.com/career-advice/career-development/conflict-theory</a></li> <li>2. <a href="https://www.indeed.com/career-advice/resumes-cover-letters/conflict-resolution-skills">https://www.indeed.com/career-advice/resumes-cover-letters/conflict-resolution-skills</a></li> <li>3. <a href="https://www.indeed.com/career-advice/career-development/conflict-resolution-strategies">https://www.indeed.com/career-advice/career-development/conflict-resolution-strategies</a></li> <li>4. <a href="https://www.indeed.com/career-advice/career-development/example-of-conflict-theory">https://www.indeed.com/career-advice/career-development/example-of-conflict-theory</a></li> <li>5. <a href="https://www.indeed.com/career-advice/career-development/conflict-theory-of-education">https://www.indeed.com/career-advice/career-development/conflict-theory-of-education</a></li> <li>6. <a href="https://www.indeed.com/career-advice/career-development/levels-of-conflict">https://www.indeed.com/career-advice/career-development/levels-of-conflict</a></li> </ol>



<b>MODULE</b>	<b>B/8: Evaluative programs: Facilitation skills training</b>
<b>Learning objectives</b>	<p>The participants:</p> <ul style="list-style-type: none"><li>• are aware of the importance of good and strong facilitation skills among social field professionals and staff in social work</li><li>• are aware of the skills of strong facilitator.</li><li>• are aware how the key facilitator-skills can be supported and developed among social field professionals.</li></ul>
<b>Content</b>	<p>This module is a key module as social work more or less is to facilitate activities in order to make other people grow, develop and become more and more competent in their own life.</p> <p>The module is based on the basic understanding that: Facilitation skills are the abilities you use to provide opportunities and resources to individuals or a group of people that enable them to make progress and succeed.</p> <p>The content of the module is inspired by the text and videos presented online by the title <i>Facilitation skills</i> (1) and the text, videos and approach presented online by the title. <i>What are facilitation skills. And why are they important.</i> (2)</p> <p>1 <a href="https://www.workshopper.com/post/facilitation-skills">https://www.workshopper.com/post/facilitation-skills</a></p> <p>2 <a href="https://voltagecontrol.com/blog/what-are-facilitation-skills-and-why-are-they-important/">https://voltagecontrol.com/blog/what-are-facilitation-skills-and-why-are-they-important/</a></p>



<b>MODULE</b>	<b>B/9: Evaluative programs: Periodical evaluation regarding professional activity</b>
<b>E</b>	
<b>Learning objectives</b>	<p>The learners:</p> <ul style="list-style-type: none"> <li>• understand the importance of establishing a system of periodical evaluation regarding the professional activities carried out by the individual and the workplace.</li> <li>• are given the opportunity to discuss advantages/ disadvantages, challenges and resistance in organisations implementing systematically periodical evaluation regarding the professional activities carried out.</li> <li>• are aware that systematically and scientific based evaluation is important to make social work more and more evidence based.</li> <li>• are presented to tools for periodical evaluation</li> </ul>
<b>Content</b>	<p>This module is partly be based on the input and perspective Leah Kiefer from St. Catherine University wrote doing her Master in 2014 – published under the title ‘<i>How Social W How Social Work Practitioners Evaluate Their Practice</i>’ (1)</p> <p>Furthermore, the content of the module is inspired by the point of views presented in the article <i>Evaluation Development and Use in Social Work Practice</i> (2) written by a number of professional social field professionals/authors.</p> <p>It is essential to the outcome of the module that the participants understand the importance of all social field professionals/social working institutions sharing the registered results of own practice in order to the support the process that ensures that social work and social intervention become more and more evidence based in the future. A lot of success and good practices are developed on local based – but never published and shared and almost never documented.</p> <ol style="list-style-type: none"> <li>1) <a href="https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1551&amp;context=msw_papers">https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1551&amp;context=msw_papers</a></li> <li>2) <a href="https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/277/289">https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/277/289</a></li> </ol>
<b>alternative</b>	<ol style="list-style-type: none"> <li>5. <a href="https://www.csusb.edu/sites/default/files/RPTbooklet_2020-21%20%28Final%291.pdf">https://www.csusb.edu/sites/default/files/RPTbooklet_2020-21%20%28Final%291.pdf</a></li> <li>6. <a href="https://www.questionpro.com/blog/performance-evaluation/">https://www.questionpro.com/blog/performance-evaluation/</a></li> </ol>



<p><b>MODULE</b></p> <p><b>Learning objectives</b></p> <p><b>Content</b></p>	<p><b>B/10: Programs of combination: Action learning</b></p> <p>The learners:</p> <ul style="list-style-type: none"> <li>• understand the basic assumptions behind the method of Action Learning and are given the opportunity to discuss these basic assumptions.</li> <li>• learn and understand the different phases of Action Learning.</li> <li>• Are given the opportunity to exercise Action Learning in practice.</li> <li>• Learn how and when AL can be introduced as work method in social work on daily basis</li> </ul> <p>The module introduces Action Learning: Action Learning is a dialogue-based learning method and form of teaching based partly on David Kolb's learning cycle and partly on the Action Learning method, which was developed by Professor at Cambridge University Reg Revans.</p> <p>The module introduces the basic assumption of action learning; pedagogical practitioners have relevant and practical knowledge of what works locally. This can be shared and disseminated to others through systematic studies and registration of their own practice, and hence contribute to positive changes. In addition, the module introduces the phases of an action learning process, aiming to develop practice in practice and describe team experiments with observing and reflecting on elements of the work day while carrying out the pedagogical work.</p> <p>It is pointed out that if a course of action is to lead to improvement of practice, it is important that the team gives each phase attention, as that every phase build on the previous one.</p> <p><a href="https://www.eva.dk/grundskole/aktionslaeringsforloeb-proev-selv-metoden">https://www.eva.dk/grundskole/aktionslaeringsforloeb-proev-selv-metoden</a></p>
<p><b>MODULE</b></p> <p><b>Learning objectives</b></p> <p><b>Content</b></p>	<p><b>B/11: Programs of combination: MarteMeo</b></p> <p>The participants:</p> <ul style="list-style-type: none"> <li>• know and understand the origin of the Marte Meo method.</li> <li>• know how Marte Meo is used in different areas of social work and social intervention, which differ from the original use and target group.</li> <li>• have the opportunity to practice the Marte Meo method.</li> <li>• have the opportunity to discuss the relevance of the Marte Meo method within their areas of social action.</li> </ul> <p>The module is based on presenting the Marte Meo method, developed and formulated by Maria Aarts from the Netherlands. She conducted the clinical work in private homes, institutions, schools and kindergartens and developed a method that provides detailed knowledge of the individual elements of developmental communication. Moreover, she worked on how to disseminate this knowledge to carers in order to promote the development and well-being of the child/young person.</p> <p>Video film is used as a working tool in instructing this method. Different interaction situations between the participants are filmed. The films are analysed by looking at the moments in the interaction where they communicate appropriately and supportively.</p> <p>The subsequent review and guidance focus on what works and why it works, rather than what doesn't. The Marte Meo method is a solution-oriented guidance method based on detailed knowledge of what is development-supportive.</p>



<p><b>MODULE</b></p> <p><b>Learning objectives</b></p> <p><b>Content</b></p>	<p><b>B/12: How to benefit mostly from the mandatory Employee Developing Conversation with your leader</b></p> <p>The learners:</p> <ul style="list-style-type: none"> <li>a) are introduced to the Danish practice according to which the immediate manager is conducting statutory employee interviews and following up on the conclusions of these employee dialogues.</li> <li>b) are introduced to a model for conducting these dialogues and the topics that are to be discussed between employee and immediate manager.</li> <li>c) will come to discuss the relevance of this practice and discuss opportunities and limitations to introduce this practice, which is central to the continuous development of competences of employees.</li> </ul> <p><a href="https://www.sympa.com/insights/guides-and-reports/appraisal-template/">https://www.sympa.com/insights/guides-and-reports/appraisal-template/</a></p>
<p><b>MODULE</b></p> <p><b>Learning objectives</b></p> <p><b>Content</b></p>	<p><b>B/13: Online learning</b></p> <p>The learners</p> <ul style="list-style-type: none"> <li>• are introduced to the present options for relevant online educational material for social field professionals.</li> <li>• understand the potential advantages, benefits and limitations when it comes to online learning. Partly by the form of the online material and the different profiles of the learners.</li> <li>• discuss how staff members benefit mostly from online learning.</li> <li>• present their wish for online learning – content and form.</li> </ul> <p>Online learning aimed at social field professionals can be developed much more than it is at present. In particular, the sparring and inspiration you need as a social field professional – and which traditionally is sought in-house – can be developed by searching among a much larger group of peers and others with insight into the specific issues you continuously face as a social worker. However, it is the social field professionals who must define the content and especially the form of online teaching and guidance. A central starting point for the content of this module is the participants expressing themselves about their wishes for the opportunities, developed and offered online</p> <p><a href="https://www.uis.edu/ion/resources/tutorials/online-education-overview/strengths-and-weaknesses/">https://www.uis.edu/ion/resources/tutorials/online-education-overview/strengths-and-weaknesses/</a></p>
<p><b>MODULE</b></p> <p><b>Learning objectives</b></p> <p><b>Content</b></p>	<p><b>B/14: How to start?</b></p> <p>Examples of work-based learning to prepare your reality for the future</p> <p>The learners</p> <ul style="list-style-type: none"> <li>• are presented to a model for how to start and implement an ongoing process of work-based learning at their own workplace.</li> <li>• discuss with peers the challenges, limitations and opportunities they believe they have to deal with and to overcome to implement work-based learning as a normal part of social field professionals' daily work.</li> <li>• are supported to make the draft of a strategy for implementation of a stronger tradition of work-based learning at their specific workplace.</li> </ul> <p>This module focusses on how to start up a more clear and visible tradition and practice for work-based learning. The content will be inspired by the material presented online having the headline <i>Introduction to work-based learning</i>. (1)</p> <p>(1) <a href="https://wbl.fhi360.org/introduction-to-work-based-learning/">https://wbl.fhi360.org/introduction-to-work-based-learning/</a></p>



## Suggestions & Inspiration for learning objectives and content in the 10 Thematic C Modules

### Specific aspects

Modules focusing on different aspects of interest to meet national challenges and needs identified by the transnational project group and not naturally covered by theme groups A and B.

<b>MODULE</b>	<b>C/1: How do we become a Learning workplace</b>
<b>Learning objectives</b>	<p>The participants will:</p> <ul style="list-style-type: none"> <li>• Come to understand what it means to be a Learning Organization and what is the purpose and necessity of being a Learning Organizations.</li> <li>• Come to know examples of organizations who have become and can be characterized as a Learning Organization.</li> <li>• Come to know how a strategy can be developed and transform a organization into a Learning Organization.</li> <li>• Be given the opportunity to discuss with peers advantages and limitations of becoming a Learning Organizations.</li> </ul>
<b>Content</b>	<p>The concept and idea of Learning Organizations is not something new and the content of this module will be inspired by the point of views presented in the online article <i>Building a Learning Organization</i>, written by David A Garvin from Harvard Business back in 1993.</p> <p>The participants will be activated in discussing the point of views presented in this article and adapt the message to be relevant in 2022 and the years to come.</p> <p><a href="https://hbr.org/1993/07/building-a-learning-organization">https://hbr.org/1993/07/building-a-learning-organization</a></p>



<b>MODULE</b>	<b>C/2:</b> How to strength the mindset of democracy and fight radicalization in social work.
<b>Learning objectives</b>	<p>The participants will:</p> <ul style="list-style-type: none"> <li>• Be presented to present research results when it comes to radicalization and initiative to strength the democratic mindset among youngsters.</li> <li>• Come to understand what leads to this drop of democratic mindset and be given the opportunity to discuss these points of views.</li> <li>• Come to understand what it means to be radicalized and which groups are particularly in risk to being radicalized.</li> <li>• Come to know symptoms and signals on a process that might lead to a radical approach to our society.</li> </ul>
<b>Content</b>	<p>All social field professionals in EU are obliged to stimulate the development of a democratic mindset among children and youngsters and to be aware of signals and symptoms of radicalization – no matter what color or direction the person become radicalized.</p> <p>This module will partly be a discussion among participants about how we stimulate the development of a democratic understanding, based on the point of views presented in the online material titled Democratic Parenting: What Is It And How To Practice?(1) reviewed by Dr. Shresthta Dhar (M.A. M.Phil (clinical psychology) The second part will focus on how to fight radicalism. This part of the module will be inspired by the material presented at the website titled; <i>How to spot signs of far-right radicalization</i> (2) and the material presented in the brochure named: <i>Recognizing signs of radicalization leading to extremism</i>(3)</p> <p>1 <a href="https://www.momjunction.com/articles/democratic-parenting_00401126/">https://www.momjunction.com/articles/democratic-parenting_00401126/</a></p> <p>2 <a href="https://smallstepsconsultants.com/the-far-right-threat/how-to-spot-signs-of-far-right-radicalisation/">https://smallstepsconsultants.com/the-far-right-threat/how-to-spot-signs-of-far-right-radicalisation/</a></p> <p>3 <a href="https://www.euoprjs.org/wp-content/uploads/2018/11/Recognizing-signs-English.pdf">https://www.euoprjs.org/wp-content/uploads/2018/11/Recognizing-signs-English.pdf</a></p>





<b>MODULE</b>	<b>C/3:</b> The task of a social field professional to guide target groups in a world of increasing inputs of fake news and conspirative storytelling. How to strength critical thinking and avoid believe in conspirative storytelling.
<b>Learning objectives</b>	<p>The participants will:</p> <ul style="list-style-type: none"> <li>• Come to understand what we are talking about – what is fake news.</li> <li>• Have to deal with young people believing in fake news.</li> <li>• Have do we strength our young people to see through fake news.</li> </ul>
<b>Content</b>	<p>That you as a social field professional and as a socially working institution are aware of the large amount of information that children and young people receive and access via social media – including an increasing number of fake news – fake information and know how to fight in preventive, how to deal with it and know have to strength the critical sense among our children and youngsters towards fake news.</p> <p>The module will be based on the concept presented under the headline; <i>Learn about fake news (1)</i></p> <p>The participants will have the opportunity to present and discuss own experiences when it comes to coop with fake news and misinformation among children and youngsters.</p> <p><a href="https://www.internetmatters.org/issues/fake-news-and-misinformation-advice-hub/learn-about-fake-news-to-support-children/">https://www.internetmatters.org/issues/fake-news-and-misinformation-advice-hub/learn-about-fake-news-to-support-children/</a></p>
<b>MODULE</b>	<b>C/4:</b> The task of a social field professional when it comes to strength the competences of personal economy among target groups.
<b>Learning objectives</b>	<p>The participants will:</p> <ul style="list-style-type: none"> <li>• Come to know the national statistical result of how young people coop with their personal economy.</li> <li>• Come to understand why to many young people in a very young age end up in large dept and where this large dept are in risk to take the young person later in life.</li> <li>• Gain tools to talk and plan private economy with children and youngsters.</li> </ul>
<b>Content</b>	<p>There is no final evidence-based method of how we teach and train personal financial responsibility among children and young people – but for sure it has consequences to end up in a deep dept already at age 16, 18 or 25.</p> <p>The module will line up this track of consequences connected to bad ability to take responsibility and then participants will share their experiences of how to provide children and youngsters with a high level of financial understanding and responsibility. The discussion will be supported by the content of the website named; <i>How to Teach Your Teenager Financial Responsibility? (Do This, Not That.). (1)</i></p> <p><a href="https://www.moneyprodigy.com/how-teach-teenager-financial-responsibility/">https://www.moneyprodigy.com/how-teach-teenager-financial-responsibility/</a></p>



<b>MODULE</b>	<b>C/5: What does it very means and what does it require from the social field professional really to see a person</b>
<b>Correspond to Learning objectives</b>	<p>T7: Functional supervision The participants ...</p> <ul style="list-style-type: none"> <li>• know the different factors of personality formation</li> <li>• can consciously distinguish between behavior and person</li> <li>• have the appropriate instruments and methods to create a tailor-made analysis</li> <li>• know about their own experience, which is triggered in client encounters with specialists</li> <li>• have strategies to deal with devaluation and resistance</li> </ul>
<b>Content</b>	<p>Biographical aspects, personality traits, (early) bonding experience, upbringing and socialization determine personality. Social work must always consider both - that is, person and behavior - in order to be able to design an appropriate analysis and action plan. This course is about understanding how "person" comes about and how we can deduce a person's personality from a wide variety of behavior and information about the person's development. The presentation and the subsequent exchange of experience between the participants in this module will be based on the views presented in the text at the homepage named ; <i>Active listening with pre-teens and teenagers(1)</i> and the guidelines presented at the handout <i>Listening to Children and Young People(2)</i></p> <p><a href="https://raisingchildren.net.au/pre-teens/communicating-relationships/communicating/active-listening">https://raisingchildren.net.au/pre-teens/communicating-relationships/communicating/active-listening</a>  <a href="https://assets.gov.ie/41319/6979e81cdf44082a9faa4a11db99d5b.pdf">https://assets.gov.ie/41319/6979e81cdf44082a9faa4a11db99d5b.pdf</a></p>
<b>MODULE</b>	<b>C/6: The use of digital tools and big data in daily activities</b>
<b>Correspond to Learning objectives</b>	<p>T4: Talent and performance management The participants ...</p> <ul style="list-style-type: none"> <li>• know the opportunities, challenges and risks of digital forms of consulting</li> <li>• can assess which method is suitable for which client</li> <li>• can prepare and plan digital consultations well and use the possibilities of digital settings</li> </ul>
<b>Content</b>	<p>The proportion of digital advice has increased significantly as a result of the pandemic. For mental health professionals, this is a useful way to connect with clients - but it also carries risks. Both are needed - analogue and digital encounters. Being able to handle these two forms well is an essential skill for the future.</p>



<b>MODULE</b>	<b>C7: Countering Burnout: professional identity and role awareness</b>
<b>Correspond to</b>	T4: Talent and performance management
<b>Special National Focus</b>	<p>The course is addressed to HRs, middle managers and employees who operate in social field in Italy.</p> <p>It has been designed in line with the “Deal Against New Poverty” of the Municipality of Reggio Emilia which involves different signatories among associations, third sector bodies, vocational training institutions and enterprises.</p> <p>The deal is the framework for co-designing actions to fight new poverty, to reduce disparity, to sustain vulnerable people and to promote social and economic inclusion.</p>
<b>Learning objectives</b>	<p>The specific objectives of this module are:</p> <ul style="list-style-type: none"> <li>- Interpersonal skills, co-designing, networking in order to build innovative and sustainable model to promote wellbeing within the organization;</li> <li>- Personal development skills</li> <li>- Intrapersonal soft skills such as self management, self awareness and resilience</li> </ul>
<b>Content</b>	<p>The course addresses the main aspects psychological distress in the work context, specifically in the social sector. The focus is on responsibilities, self-perception and role-perception as antecedent conditions.</p>
<b>Didactic/ Methodology</b>	Workshop. Plenary and group-work, presentations, discussion.
<b>Duration</b>	12 units
<b>Material for inspiration</b>	<p>Burisch M., “Burnout” in <i>Psicologia Contemporanea</i>, Gennaio - Febbraio 1995, N° 127 pp. 34-41.</p> <p>Bruning NS., “Gender differences in burnout: observations from a “unbiased” researcher”, in <i>Canadian Psychology</i>, 1991;N° 32(4), pp.575-579.</p> <p>Cherniss C., “La sindrome del burn-out” Centro Scientifico Torinese, Torino, 1986.</p> <p>Edelwick J., Brodsky A., “Burn-out”, Ancor Press, Doubleday, 1980.</p> <p>Maslach C., “La sindrome del burnout”, Cittadella Assisi, 1992.</p> <p>Maslach C., Leiter M.P., “Burnout e organizzazione” Erickson, Trento, 2000.</p> <p>McCraine E.W., Brandsma J.M., “Personality antecedents of burnout among middleaged physicians”, in <i>Journal of Human Stress</i>, 1988; N°14(1)</p> <p>Rossati A., Magro G., “Stress e burnout” Carocci, Roma, 1999.</p> <p>Santinello M., “La sindrome del burn-out” Erip, Pordenone, 1990.</p> <p>Gabassi P.G., Mazzon M., “Burnout: 1974-1994 venti anni di ricerche sullo stress degli operatori socio-sanitari”, F. Angeli, Milano, 1995.</p> <p>Pellegrino F., “La sindrome del burn-out”, Centro Scientifico Editore, 2001.</p>



<b>MODULE</b>	<b>C8: Co-design methods: participating to innovate</b>
<b>Correspond to</b>	T6: Career guidance T7: Functional supervision
<b>Special National Focus</b>	<p>The course is addressed to HRs, middle managers and employees who operate in social field in Italy.</p> <p>It has been designed in line with the “Deal Against New Poverty” of the Municipality of Reggio Emilia which involves different signatories among associations, third sector bodies, vocational training institutions and enterprises.</p> <p>The deal is the framework for co-designing actions to fight new poverty, to reduce disparity, to sustain vulnerable people and to promote social and economical inclusion.</p> <p>For this reason, this course involve many group works and co-designing activities.</p>
<b>Learning objectives</b>	<p>The specific objectives of this module are:</p> <ul style="list-style-type: none"> <li>- Ability to strengthen the territorial rooting, to create value in the territory you work.</li> <li>- Interpersonal skills and co-design; the capability to create a network among all actors using new innovative and sustainable models.</li> </ul>
<b>Content</b>	<p>The use of workshops during the training activity and the final hackathon highlight the power of collaboration in the face of problems. At the same time it allows organizations to understand that the growth of each of them happens in a collaborative phase and not by working autonomously. This vision is not only recognized in a broad view, but also in the realities of small organizations, where collaboration becomes necessary to overcome certain obstacles.</p> <p>To focus the participants' attention on the theme of participation, involvement and networking, it was decided to use the Hackathon methodology. This is a collective challenge, an opportunity to understand the needs and be on the side of change. In the course of the activity, obstacles have to be overcome in order to arrive at something new, all working with collaborative dynamics. To summarize the process as much as possible, there are three stages: involving, seeking solutions and acting to achieve them.</p>



## The implemented test courses

All 4 partners of the FOCUS project piloted a 6 day courses based on different parts of the developed curriculum, during late 2021 and the beginning of 2022.

In the following part, we present the exact courses as they were planned and implemented in the 4 different partnercountries.

Austrian test course



Experiences and results of the Austrian test course

The Austrian course was built up by the following modules

<b>Thematic group A</b>
A/1: Results of the workshops and future conferences
A/2: Innovation and implementation of workplace learning in organizations
A/8: A vision for the future: Innovation and change of perspectives. A generative approach
A/4: Management and leadership of employees taking workplace learning into account - value-oriented leadership
<b>Thematic group B</b>
<b>Thematic group C</b>
C/9: The use of digital tools and big data in daily activities
C/5: What does it very means and what does it require from the social field professional really to see a person

<b>MODULE</b>	<b>A/1: Results of the workshops and future conferences</b>
<b>Correspond to</b>	T3: Competences evaluation/certification
<b>Special National Focus</b>	Austria
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know challenges and advantages of the future</li> <li>• have an inventory of skills</li> <li>• know about the project-process</li> </ul>
<b>Content</b>	The process of the project and the results from the individual project steps are presented to the participants. In the subsequent discussion, the results are critically examined and discussed in terms of the institution-specific context. The participants weight what are the most important results from their point of view and their organization.
<b>Didactic/ Methodology</b>	inputs, plenary, groupwork, presentations, discussion
<b>Duration</b>	4 units
<b>Material for inspiration</b>	... we can add some material, but we must translate all ...



<b>MODULE</b>	<b>A/2: Innovation and implementation of workplace learning in organizations</b>
<b>Correspond to</b>	T7: Functional supervision
<b>Special National Focus</b>	Austria
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know the model of values according to the existential analytical principles</li> <li>• know about the importance of value-based leadership</li> <li>• can deal with conflicting situations</li> <li>• develop a concept of leadership that is based on personal and organizational values</li> </ul>
<b>Content</b>	Value-oriented leadership in management is one of the most difficult challenges for managers. Based on theoretical principles from the existential analysis (V. Frankl), this value concept is presented and transferred to the management area. Self-experiential sequences complement the theoretical explanations.
<b>Didactic/ Methodology</b>	inputs, plenary, groupwork, presentations, discussion
<b>Duration</b>	12 units
<b>Material for inspiration.</b>	

<b>MODULE</b>	<b>A/8: A vision for the future: Innovation and change of perspectives. A generative approach</b>
<b>Correspond to</b>	T1: Selection, recruitment and induction of social personal T4: Talent and performance management T8: Staff retention
<b>Special National Focus</b>	Austria
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know the challenge for organizations in the future</li> <li>• know how change processes have to be designed and know the risks</li> <li>• develop their own goals for their organization in order to bring such change processes into a structure</li> </ul>
<b>Content</b>	Accompanying organizations on their path of change is one of the most challenging tasks for management. The course addresses the question of how such changes can be well planned and accompanied due to the changed framework conditions, and which objectives for organizations in this process are sensible and correct.
<b>Didactic/ Methodology</b>	inputs, plenary, groupwork, presentations, discussion
<b>Duration</b>	12 units
<b>Material for inspiration.</b>	



<b>MODULE</b>	<b>A/4: Management and leadership of employees taking workplace learning into account - value-oriented leadership</b>
<b>Correspond to</b>	T1: Selection, recruitment, and induction of social personnel T4: Talent and performance management T6: Career guidance
<b>Special National Focus</b>	Austria
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know new forms of application procedures</li> <li>• knowledge about models for reflection and development of individual competences</li> <li>• are able, together with employees, to define appropriate individual and organizational objectives</li> </ul>
<b>Content</b>	Changes not only affect organizations, but also individuals - they too must be well supported during these processes. This starts with the application process, which is increasingly taking place on digital platforms. In the same way, models are needed for reflecting on and precisely aligning specific work processes. Employees and management must define goals together in order to enable personnel development.
<b>Didactic/ Methodology</b>	inputs, plenary, groupwork, presentations, discussion
<b>Duration</b>	8 units
<b>Material for inspiration.</b>	

<b>MODULE</b>	<b>C/9: The use of digital tools and big data in daily activities</b>
<b>Correspond to</b>	T4: Talent and performance management
<b>Special National Focus</b>	Austria
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know the opportunities, challenges and risks of digital forms of consulting</li> <li>• can assess which method is suitable for which client</li> <li>• can prepare and plan digital consultations well and use the possibilities of digital settings</li> </ul>
<b>Content</b>	The proportion of digital advice has increased significantly as a result of the pandemic. For mental health professionals, this is a useful way to connect with clients - but it also carries risks. Both are needed - analogue and digital encounters. Being able to handle these two forms well is an essential skill for the future.
<b>Didactic/ Methodology</b>	inputs, plenary, groupwork, exercises and simulations, discussion
<b>Duration</b>	4 units
<b>Material for inspiration</b>	



<b>MODULE</b>	<b>C/5: What does it very means and what does it require from the social field professional really to see a person</b>
<b>Correspond to</b>	T7: Functional supervision
<b>Special National Focus</b>	Austria
<b>Learning objectives</b>	<p>The participants ...</p> <ul style="list-style-type: none"> <li>• know the different factors of personality formation</li> <li>• can consciously distinguish between behavior and person</li> <li>• have the appropriate instruments and methods to create a tailor-made analysis</li> <li>• know about their own experience, which is triggered in client encounters with specialists</li> <li>• have strategies to deal with devaluation and resistance</li> </ul>
<b>Content</b>	Biographical aspects, personality traits, (early) bonding experience, upbringing and socialization determine personality. Social work must always consider both - that is, person and behavior - in order to be able to design an appropriate analysis and action plan. This course is about understanding how "person" comes about and how we can deduce a person's personality from a wide variety of behavior and information about the person's development.
<b>Didactic/ Methodology</b>	inputs, plenary, groupwork, exercises and simulations, discussion
<b>Duration</b>	8 units
<b>Material for inspiration</b>	





Romanian test course



Experiences and results of the Romanian test course

The Romanian 6-day course was built up by the following modules:

<b>Thematic group A</b>
<b>A/1: The future and what it will bring</b>
<b>A/2&amp;3: Future skills and confidence (2 training units of 90 min)</b>
<b>Thematic group B</b>
<b>B/1: Relevant Future skills</b>
<b>B/2: Neuroscience and critical thinking</b>
<b>B/2: Decision making</b>
<b>B/2: Strategic HR in my organization</b>
<b>B/3: Experiential learning (theory models)</b>
<b>B/3: Employees training, engagement and participation</b>
<b>B/3: Climate and culture</b>
<b>B/3: Concrete solutions for approaching learning and development in the organisational context</b>
<b>Recommendations for workplace learning at organizational level</b>
<b>Thematic group C</b>

<b>MODULE</b>	<b>A/1: The future and what it will bring</b>
<b>Correspond to</b>	T5: Selfleadership
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know about the project-process and horizon scanning/foresight methods used</li> <li>• know challenges and recognize future trends in social field</li> </ul>
<b>Content</b>	The process of the project and the foresight methods used are presented to the participants. In the subsequent discussion, the challenges and trends are critically examined and discussed in terms of the effects and needs. The participants weight what are the most important results from their point of view and their organization.

<b>MODULE</b>	<b>A/2&amp;3: Future skills and confidence (2 training units of 90 min)</b>
<b>Correspond to</b>	T5: Selfleadership
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• have an inventory of future skills</li> <li>• project themselves in a positive future experience</li> </ul>
<b>Content</b>	The future skills identified through the project process are explored by the participants (one group/cluster) and shared with the whole group. In the subsequent discussion, the results are critically examined and discussed in terms of the organizational-specific importance/relevance. The participants explore a day in their professional life in 2030 (future story).



<b>MODULE</b>	<b>B/1: Relevant Future skills</b>
<b>Correspond to</b>	T6: Career guidance
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• prioritize the future skills in function of relevance for own organization (top 3)</li> <li>• know what skills they personally need to develop in order to support their teams in expanding their future skills</li> </ul>
<b>Content</b>	The relevance of the future skills is examined and discussed from an organizational perspective (top 3). The participants explore their personal development needs in order to expand the future skills of their teams.

<b>MODULE</b>	<b>B/2: Neuroscience and critical thinking</b>
<b>Correspond to</b>	T5: Selfleadership
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know the neuroscience theory linked to personal development</li> <li>• familiarize with critical thinking concepts (cognitive biases, logical fallacies)</li> </ul>
<b>Content</b>	Participants become familiar with neuroscience concepts and critical thinking, in order to become aware of traps, habits, shortcuts, and their influence in personal development.

<b>MODULE</b>	<b>B/2: Decision making</b>
<b>Correspond to</b>	T5: Selfleadership
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• explore decision making processes related to critical thinking</li> </ul>
<b>Content</b>	Participants explore decision making processes in the context of the pandemics.

<b>MODULE</b>	<b>B/3: Experiential learning (theory models)</b>
<b>Correspond to</b>	T2: Mentoring and job shadowing
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know experiential learning models (Kolb)</li> </ul>
<b>Content</b>	Participants become familiar with theoretical models linked with experiential learning such as Kolb and how the brain works related to learning.

<b>MODULE</b>	<b>B/2: Strategic HR in my organization</b>
<b>Correspond to</b>	T1&T4&T8
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• have a common definition of Strategic HR;</li> <li>• are informed about the evolution of HR in the last century;</li> <li>• are aware of the main HR policy components and the future priorities at organizational level.</li> </ul>
<b>Content</b>	Participants discuss the main HR challenges at organizational level in the present and the 5 yrs priorities.



<b>MODULE</b>	<b>B/3: Employees training, engagement and participation</b>
<b>Correspond to</b>	T4?
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know methods to increase employee's engagement and participation</li> </ul>
<b>Content</b>	Participants become familiar with analysing the organisational context and finding particularised solutions for increasing awareness and participation, both in their own work and in decision making processes.

<b>MODULE</b>	<b>B/3: Climate and culture</b>
<b>Correspond to</b>	T4&T6
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know organisational culture theories and models (Schein / OCAI)</li> <li>• know attributes of a healthy organisational culture</li> </ul>
<b>Content</b>	After the theoretical input, participants analyse desirable culture characteristics and reflect on ways towards building a healthy organisational culture in their own organisations.

<b>MODULE</b>	<b>B/3: Concrete solutions for approaching learning and development in the organisational context</b>
<b>Correspond to</b>	T4&T6
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know instruments for workplace learning</li> <li>• know individual and team solutions for getting ready for 2030</li> </ul>
<b>Content</b>	Through methods of facilitation meant to both show solutions but also create an environment in which participants build relevant solutions, the session explores solutions for workplace learning towards supporting social professionals to be ready for 2030.(world cafe')

<b>MODULE</b>	<b>Recommendations for workplace learning at organizational level</b>
<b>Correspond to</b>	All
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• are aware of the results of the Delphi consultations conducted in the framework of FOCUS project</li> <li>• know what are examples of good workplace learning strategies/actions</li> </ul>
<b>Content</b>	After receiving information, participants discuss the conclusions and their validity for their own organizational contexts (creating reflection spaces, participation to decision



Italian test course 

Experiences and results of the Italian test course

The Italian 6-day course was built up by the following modules:

<b>Thematic group A</b>
A/8: Strategic vision and generative approach
A10: Communication: tools and techniques
A13: Big data - Predictive analysis
<b>Thematic group B</b>
<b>B14:- The actualization and implementation of Work Based Learning</b>
<b>Thematic group C</b>
<b>C10: Countering Burnout: professional identity and role awareness</b>
<b>C11: Co-design methods: participating to innovate</b>

<b>MODULE</b>	<b>A/8: Strategic vision and generative approach</b>
<b>Correspond to</b>	T4: Talent and performance management
<b>Special National Focus</b>	The course is addressed to HRs, middle managers and employees who operate in social field in Italy. It has been designed in line with the “Deal Against New Poverty” of the Municipality of Reggio Emilia which involves different signatories among associations, third sector bodies, vocational training institutions and enterprises. The deal is the framework for co-designing actions to fight new poverty, to reduce disparity, to sustain vulnerable people and to promote social and economical inclusion.
<b>Learning objectives</b>	The specific objectives of this module are: - to have a contributory view of one's own person and organization - to build contributing capacitive territories - to encourage mental time travel where being generative means re-experiencing events and pre-experiencing futures with the imagination; - to work on creativity as a moment in which the idea is generated; - to train in forecasting, linked to the statistical mind and computational theories.
<b>Content</b>	Starting from the analysis of the results coming from the previous phase of FOCUS project about future skills needed in the social field, participant will share perspectives about the development of their territory. Participants will also reflect about generative approach that can bring added value to the whole territorial system.
<b>Didactic/ Methodology</b>	Workshop. Plenary and group-work, presentations, discussion.
<b>Duration</b>	6 units
<b>Material for inspiration</b>	



<b>MODULE</b>	<b>B14:– The actualization and implementation of Work Based Learning</b>
<b>Correspond to</b>	T4: Talent and performance management
<b>Special National Focus</b>	<p>The course is addressed to HRs, middle managers and employees who operate in social field in Italy. It has been designed in line with the “Deal Against New Poverty” of the Municipality of Reggio Emilia which involves different signatories among associations, third sector bodies, vocational training institutions and enterprises.</p> <p>The deal is the framework for co-designing actions to fight new poverty, to reduce disparity, to sustain vulnerable people and to promote social and economical inclusion.</p>
<b>Learning objectives</b>	<p>The specific objectives of this module are:</p> <ul style="list-style-type: none"> <li>- Training and professional integration skills</li> <li>- Knowledge of new learning approaches and methods within organizations</li> <li>- Competences on the promotion of a learning environment</li> </ul>
<b>Content</b>	<p>Starting from the results of the Delphi Study on Innovative Policy for Work-Based Learning conducted in the previous phase of the project, participants reflect on how SME of social sector could be involved in a systematic training of their employees.</p> <p>During the course structure, content of potential work based learning programs and strategies to involve employees are shared among the participants.</p>
<b>Didactic/ Methodology</b>	Workshop. Plenary and group-work, presentations, discussion.
<b>Duration</b>	6 units
<b>Material for inspiration</b>	



<b>MODULE</b>	<b>C10: Countering Burnout: professional identity and role awareness</b>
<b>Correspond to</b>	T4 : Talent and performance management
<b>Special National Focus</b>	<p>The course is addressed to HRs, middle managers and employees who operate in social field in Italy.</p> <p>It has been designed in line with the “Deal Against New Poverty” of the Municipality of Reggio Emilia which involves different signatories among associations, third sector bodies, vocational training institutions and enterprises.</p> <p>The deal is the framework for co-designing actions to fight new poverty, to reduce disparity, to sustain vulnerable people and to promote social and economical inclusion.</p>
<b>Learning objectives</b>	<p>The specific objectives of this module are:</p> <ul style="list-style-type: none"> <li>- Interpersonal skills, co-designing, networking in order to build innovative and sustainable model to promote wellbeing within the organization;</li> <li>- Personal development skills</li> <li>- Intrapersonal soft skills such as self management, self awareness and resilience</li> </ul>
<b>Content</b>	The course addresses the main aspects psychological distress in the work context, specifically in the social sector. The focus is on responsibilities, self-perception and role-perception as antecedent conditions.
<b>Didactic/ Methodology</b>	Workshop. Plenary and group-work, presentations, discussion.
<b>Duration</b>	12 units
<b>Material for inspiration</b>	<p>Burisch M., “Burnout” in Psicologia Contemporanea, Gennaio - Febbraio 1995, N° 127 pp. 34-41.</p> <p>Bruning NS., “Gender differences in burnout: observations from a "unbiased" researcher”, in Canadian Psychology, 1991;N° 32(4), pp.575-579.</p> <p>Cherniss C., “La sindrome del burn-out” Centro Scientifico Torinese, Torino, 1986.</p> <p>Edelwick J., Brodsky A., “Burn-out”, Ancor Press, Doubleday, 1980.</p> <p>Maslach C., “La sindrome del burnout”, Cittadella Assisi, 1992.</p> <p>Maslach C., Leiter M.P., “Burnout e organizzazione” Erickson, Trento, 2000.</p> <p>McCraine E.W., Brandsma J.M., “Personality antecedents of burnout among middleaged physicians”, in Journal of Human Stress, 1988; N°14(1)</p> <p>Rossati A., Magro G., “Stress e burnout” Carocci, Roma, 1999.</p> <p>Santinello M., “La sindrome del burn-out” Erip, Pordenone, 1990.</p> <p>Gabassi P.G., Mazzon M., “Burnout: 1974-1994 venti anni di ricerche sullo stress degli operatori socio-sanitari”, F. Angeli, Milano, 1995.</p> <p>Pellegrino F., “La sindrome del burn-out”, Centro Scientifico Editore, 2001.</p>



<b>MODULE</b>	<b>A10: Communication: tools and techniques</b>
<b>Correspond to</b>	T5 : Self-leadership
<b>Special National Focus</b>	<p>The course is addressed to HRs, middle managers and employees who operate in social field in Italy.</p> <p>It has been designed in line with the “Deal Against New Poverty” of the Municipality of Reggio Emilia which involves different signatories among associations, third sector bodies, vocational training institutions and enterprises.</p> <p>The deal is the framework for co-designing actions to fight new poverty, to reduce disparity, to sustain vulnerable people and to promote social and economical inclusion.</p>
<b>Learning objectives</b>	<p>The specific objectives of this module are:</p> <ul style="list-style-type: none"> <li>- to train participants on the topic of leadership, with a special focus on ethical leadership;</li> <li>- To analyze the objectives one works towards, understanding their non-neutrality.</li> <li>- Understanding how to communicate the activity by understanding the rules</li> </ul>
<b>Content</b>	The course addresses the main aspects psychological distress in the work context, specifically in the social sector. The focus is on responsibilities, self-perception and role-perception as antecedent conditions.
<b>Didactic/ Methodology</b>	Zoom webinar: group-work, discussion.
<b>Duration</b>	5 units
<b>Material for inspiration</b>	



<b>MODULE</b>	<b>C11: Co-design methods: participating to innovate</b>
<b>Correspond to</b>	T6: Career guidance T7: Functional supervision
<b>Special National Focus</b>	The course is addressed to HRs, middle managers and employees who operate in social field in Italy. It has been designed in line with the “Deal Against New Poverty” of the Municipality of Reggio Emilia which involves different signatories among associations, third sector bodies, vocational training institutions and enterprises. The deal is the framework for co-designing actions to fight new poverty, to reduce disparity, to sustain vulnerable people and to promote social and economical inclusion. For this reason, this course involve many group works and co-designing activities.
<b>Learning objectives</b>	The specific objectives of this module are: <ul style="list-style-type: none"> <li>- Ability to strengthen the territorial rooting, to create value in the territory you work.</li> <li>- Interpersonal skills and co-design; the capability to create a network among all actors using new innovative and sustainable models.</li> </ul>
<b>Content</b>	The use of workshops during the training activity and the final hackathon highlights the power of collaboration in the face of problems. At the same time, it allows organizations to understand that the growth of each of them happens in a collaborative phase and not by working autonomously. This vision is not only recognized in a broad view, but also in the realities of small organizations, where collaboration becomes necessary to overcome certain obstacles. To focus the participants' attention on the theme of participation, involvement, and networking, it was decided to use the Hackathon methodology. This is a collective challenge, an opportunity to understand the needs and be on the side of change. During the activity, obstacles have to be overcome in order to arrive at something new, all working with collaborative dynamics. To summarize the process as much as possible, there are three stages: involving, seeking solutions, and taking action to achieve them.
<b>Didactic/ Methodology</b>	Hackathon
<b>Duration</b>	16 units
<b>Material for inspiration</b>	





<b>MODULE</b>	<b>A13: Big data - Predictive analysis</b>
<b>Correspond to</b>	T4: Talent and performance management
<b>Special National Focus</b>	<p>The course is addressed to HRs, middle managers and employees who operate in social field in Italy.</p> <p>It has been designed in line with the “Deal Against New Poverty” of the Municipality of Reggio Emilia which involves different signatories among associations, third sector bodies, vocational training institutions and enterprises.</p> <p>The deal is the framework for co-designing actions to fight new poverty, to reduce disparity, to sustain vulnerable people and to promote social and economical inclusion.</p>
<b>Learning objectives</b>	<p>The specific objectives of the module are:</p> <ul style="list-style-type: none"> <li>- to understand what big data is and how it relates to the social sector</li> <li>- to make a brief survey of data held by organizations</li> <li>- to assess the risks and opportunities of using data held by organizations</li> <li>- to understand the skills of the staff involved and the costs and benefits of using big data on the organizations involved</li> </ul>
<b>Content</b>	<p>We started with a quantification problem: users in the social field have to be reached but still identified. Many times outdated methods are used with distorted and incorrect calculation data.</p> <p>The aim is to make effective and targeted use of new technologies and big data. Creating virtual spaces for collection, using algorithms with objective starting points and information, which allow us to arrive at quantified and objective data that can be used to improve our work.</p> <p>To this is added the issue of the ethicality of data as well as the skills needed within organizations to manage.</p>
<b>Didactic/ Methodology</b>	Plenary, groupwork, presentations, discussion, workshop
<b>Duration</b>	6 units
<b>Material for inspiration</b>	



Danish test course



Experiences and results of the Danish test course

The Danish 6-day course was built up by the following modules:

<b>Thematic group A</b>
<b>A/1: Results of the workshops and future conferences</b>
<b>A/2: Innovation and implementation of workplace learning in organizations</b>
<b>A/3: Participation of employees in learning processes</b>
<b>A/6: Networks as an essential part of workplace learning</b>
<b>Thematic group B</b>
<b>B/10: Programs of combination: Action learning</b>
<b>B/1: Participatory programs: Informal room to discuss, participate and decide</b>
<b>B/3: Participatory programs: Peer programs</b>
<b>B/7: Evaluative programs: Analyze situations of social conflict</b>
<b>B/11: Programs of combination: MarteMeo</b>

<b>MODULE</b>	<b>A/1: Results of the workshops and future conferences</b>
<b>Correspond to</b>	T3: Competences evaluation/certification
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know challenges and advantages of the future</li> <li>• have an inventory of skills</li> <li>• know about the project-process</li> </ul>
<b>Content</b>	The process of the project and the results from the individual project steps are presented to the participants. In the subsequent discussion, the results are critically examined and discussed in terms of the institution-specific context. The participants weight what are the most important results from their point of view and their organization.

<b>MODULE</b>	<b>A/2: Innovation and implementation of workplace learning in organizations</b>
<b>Correspond to</b>	T7: Functional supervision
<b>Learning objectives</b>	The participants ... <ul style="list-style-type: none"> <li>• know the model of values according to the existential analytical principles</li> <li>• know about the importance of value-based leadership</li> <li>• can deal with conflicting situations</li> <li>• develop a concept of leadership that is based on personal and organizational values</li> </ul>
<b>Content</b>	Value-oriented leadership in management is one of the most difficult challenges for managers. Based on theoretical principles from the existential analysis (V. Frankl), this value concept is presented and transferred to the management area. Self-experiential sequences complement the theoretical explanations.



<b>MODULE</b>	<b>B/10: Programs of combination: Action learning</b>
<b>Correspond to</b>	
<b>Learning objectives</b>	<p>The learners will:</p> <ul style="list-style-type: none"> <li>• Come to understand the basic assumptions behind the method of Action learning and be given the opportunity to discuss these basic assumptions.</li> <li>• Come to learn and understand the different phases of Action Learning.</li> <li>• Be given the opportunity to exercise Action Learning in practice.</li> <li>• Learn how and when AL can be introduced as work method in social work on daily basis</li> </ul>
<b>Content</b>	<p>The module will explain that: Action Learning is a dialogue-based learning method and form of teaching based partly on David Kolb's learning cycle and partly on the Action Learning method, which was developed by Professor at Cambridge University Reg Revans.</p> <p>The module will set out the basic assumption of action learning; pedagogical practitioners can produce relevant and practical knowledge of what works locally, which can be shared and disseminated to others through systematic studies of their own practice, and which can contribute to positive change.</p> <p>In addition, the module will go through the phases of an action learning process, with the aim of developing practice in practice and describing how a team experiments with, observes and reflects on elements of the work day while carrying out the pedagogical work.</p> <p>It will be pointed out that if a course of action is to lead to improvement of practice, it is important that the team gives each phase attention, as the individual phases build on the previous one.</p>
	<p><a href="https://www.eva.dk/grundskole/aktionslaeringsforloeb-proev-selv-metoden">https://www.eva.dk/grundskole/aktionslaeringsforloeb-proev-selv-metoden</a></p>
<b>MODULE</b>	<b>A/3: Participation of employees in learning processes</b>
<b>Correspond to</b>	<p><b>T2</b> Mentoring and job shadowing( <b>T5</b> Self leadership <b>T8</b> Staff retention</p>
<b>Learning objectives</b>	<p>The participants ...</p> <ul style="list-style-type: none"> <li>• know the framework conditions for participation in learning processes</li> <li>• have knowledge about the risks and opportunities of involving employees in learning processes</li> <li>• know special moderation techniques and settings for a participation application</li> </ul>
<b>Content</b>	<p>Participation requires certain framework conditions in order to successfully integrate employees into learning processes. There are also risks that need to be considered. Furthermore, specific discussion and moderation techniques are required, which must be taken into account in order to create real participation.</p>



<b>MODULE</b>	<b>B/1: Participatory programs: Informal room to discuss, participate and decide</b>
<b>Correspond to</b>	
<b>Learning objectives</b>	<p>The participants will</p> <ul style="list-style-type: none"> <li>• learn to distinguish and understand very clearly what the difference between Formal and Informal communication?</li> <li>• Come to understand the importance of creating a environment for informal discussions, participation and decision making.</li> <li>• be aware of the important planning, steps to take and to be carried out in order to create an informal room to discuss, to secure high involvement of participants and finally to make good decisions.</li> <li>• Come to understand how ordinary meetings at work, can be turned into learning and professional development.</li> </ul>
<b>Content</b>	<p>The content of this module will partly be based on the point of views presented by Duncan Helm University of Stirling in the Article <i>Can I have a word? Social field professional interaction and sense-making</i> Published in Child Abuse Review · November 2017(1)</p> <p>It will be an essential part of the module to present and discuss the importance of encouraging the staff to perform and share their Critical Thinking about their own practice and the practice they are a part of as an important tool to develop both their own practice and the institutional practice. This part will partly be inspired of the text <i>Critical Thinking in Social Work Training</i>, written by Helena Belchior-Rocha and Inês Casquilho-Martins and published: November 15th, 2019(2)</p> <p>The module will step by step introduce the learners have to plan and build up informal room, for discussion, critical thinking and to have a high involvement of the participants.</p> <p>How to make decision understood and accepted by all participants. Finally, this sessions will introduce have ordinary meetings can turned in to learning sessions.</p>



<b>MODULE</b>	<b>B/3: Participatory programs: Peer programs</b>
<b>Correspond to</b>	
<b>Learning objectives</b>	<p>The participants will</p> <ul style="list-style-type: none"> <li>• Come to understand what peer to peer learning is and are. in the workplace?</li> <li>• Be presented to good examples of peer learning strategies?</li> <li>• Come to know how they coach a peer at work?</li> <li>• Learn how they facilitate peer learning in practice at workplaces?</li> </ul>
<b>Content</b>	<p>The content of this module will be based on the text presented under the heading: Conducting and effective Peer to Peer Review (1) &amp; Peer review: Supporting reflective practice and connection between social field professionals written by Anne Beets, Jolinda Bidois, Jill Broom, Paulette Moore, Lauren Swan(2)</p> <p>The Module will present the ground principles of the Peer to Peer method and give the parties cash examples of how to organize and implement the Peer to Peer method in the workplace and how to avoid the most common pitfalls and challenges by involving employees in supporting each other's professional development.</p>
	<ol style="list-style-type: none"> <li>1. <a href="https://sprigghr.com/blog/employee-performance-reviews/how-to-conduct-an-effective-peer-to-peer-review/">https://sprigghr.com/blog/employee-performance-reviews/how-to-conduct-an-effective-peer-to-peer-review/</a></li> <li>2. <a href="https://anzswjournal.nz/anzsw/article/view/129/201">https://anzswjournal.nz/anzsw/article/view/129/201</a></li> <li>3. <a href="https://www.folkeskolen.dk/klasseledelse-ledelse-paedagogik/peer-learning/2915320">https://www.folkeskolen.dk/klasseledelse-ledelse-paedagogik/peer-learning/2915320</a></li> <li>4. <a href="https://tomprof.stanford.edu/posting/418">https://tomprof.stanford.edu/posting/418</a></li> <li>5. <a href="https://peerlearning.digi.hansreitzel.dk/?id=137">https://peerlearning.digi.hansreitzel.dk/?id=137</a></li> </ol>



<b>MODULE</b>	<b>B/7: Evaluative programs: Analyze situations of social conflict</b>
<b>Correspond to</b>	
<b>Learning objectives</b>	<p>The learners will</p> <ul style="list-style-type: none"> <li>• Shortly be presented to the origin of Social Conflict theory.</li> <li>• Come to understand the definition of Social Conflict Analyzes</li> <li>• be more aware of different types of social conflicts</li> <li>• Come to understand how a deeper understanding of Social Conflicts can be analyzed in practice and used in practical social work.</li> <li>• Come to understand what causes social conflicts and tools to handle social conflicts as a part of the social work.</li> </ul>
<b>Content</b>	<p>The life develops between conflicts – one way or another. This module will be inspired by the text and approach presented in the online material by the name <i>What is a conflict theory, Definition and Examples</i>, published 2021 (1) and the related links</p> <ul style="list-style-type: none"> <li>• Conflict Resolution Skills: Definition and examples (2)</li> <li>• 5 Effective conflict solution strategies(3)</li> <li>• Examples of conflict theory in workplaces(4)</li> <li>• The conflict theory of education and how it works(5)</li> <li>• 4 levels of conflict and Tips for Managing them(6)</li> </ul> <p>The module will be dialogue based as it will work on behalf of experienced conflicts by the participants.</p>
	<p>1 <a href="https://www.indeed.com/career-advice/career-development/conflict-theory">https://www.indeed.com/career-advice/career-development/conflict-theory</a></p> <p>2 <a href="https://www.indeed.com/career-advice/resumes-cover-letters/conflict-resolution-skills">https://www.indeed.com/career-advice/resumes-cover-letters/conflict-resolution-skills</a></p> <p>3 <a href="https://www.indeed.com/career-advice/career-development/conflict-resolution-strategies">https://www.indeed.com/career-advice/career-development/conflict-resolution-strategies</a></p> <p>4 <a href="https://www.indeed.com/career-advice/career-development/example-of-conflict-theory">https://www.indeed.com/career-advice/career-development/example-of-conflict-theory</a></p> <p>5. <a href="https://www.indeed.com/career-advice/career-development/conflict-theory-of-education">https://www.indeed.com/career-advice/career-development/conflict-theory-of-education</a></p> <p>6 <a href="https://www.indeed.com/career-advice/career-development/levels-of-conflict">https://www.indeed.com/career-advice/career-development/levels-of-conflict</a></p>



<b>MODULE</b>	<b>B/11: Programs of combination: MarteMeo</b>
<b>Correspond to</b>	
<b>Learning objectives</b>	<p>The participants will</p> <ul style="list-style-type: none"> <li>• Come to know and understand the origin of the Marte Meo Method.</li> <li>• Come to know how Marte Meo are used in different areas of social work and social intervention different from the original use and target group.</li> <li>• Be given the opportunity to exercise the Marte Meo methodology in practice.</li> <li>• Be given the opportunity to discuss how they believe it could be relevant to use the Marte Meo methodology in their areas of social intervention.</li> </ul>
<b>Content</b>	<p>The module is based on presenting the Marte Meo method as developed and formulated by Maria Aarts from the Netherlands. In the clinical work she conducted in private homes, institutions, schools and kindergartens developed a method that provides detailed knowledge of the individual elements of developmental communication. She has also worked on how this knowledge can best be disseminated to careers in order to promote the development and well-being of the child/young person.</p> <p>In instructions according to this method, video film is used as a working tool. Different interaction situations between the participants are filmed. The films are analyzed by looking at the moments in the interaction where they communicate appropriately and supportively.</p> <p>The subsequent review and guidance focuses on what works and why it works, rather than what doesn't. The Marte Meo method is a solution-oriented guidance method based on detailed knowledge of what is development-supportive.</p>
<b>MODULE</b>	<b>A/6: Networks as an essential part of workplace learning</b>
<b>Correspond to</b>	<b>T4: Talent and performance management.</b>
<b>Learning objectives</b>	<p>The participants ...</p> <ul style="list-style-type: none"> <li>• know the conditions for specific networks for competence development</li> <li>• know evaluation measures to assess such networks</li> <li>• can design networks and make them accessible to employees</li> </ul>
<b>Content</b>	<p>Networks are always resources for one's own competence development. However, the benefits of such connections must be well thought out and planned to achieve an optimal benefit from them.</p>