



Education and Culture DG

Lifelong Learning Programme

Compares

COMPETENCES PARTNERSHIP NETWORK

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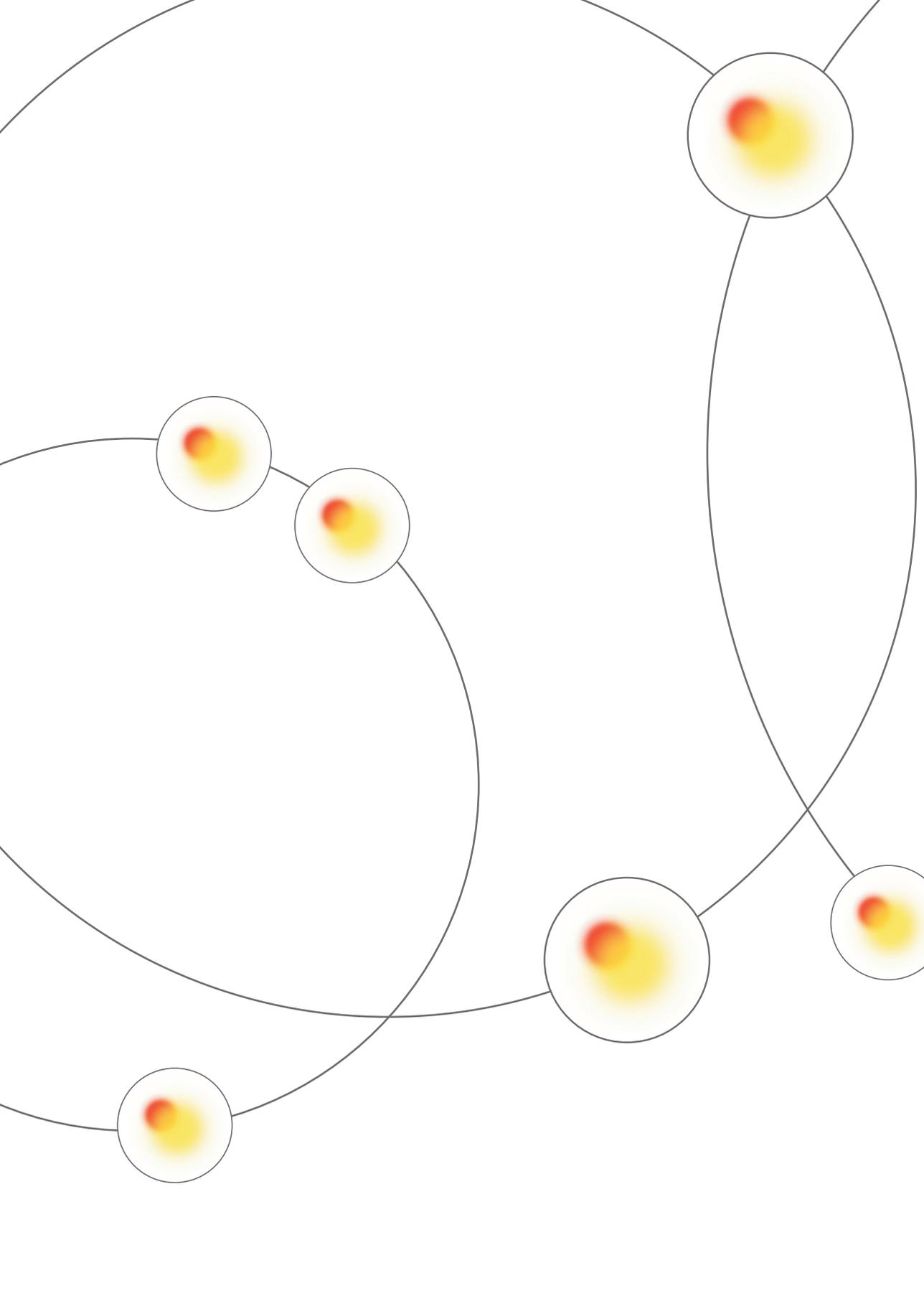
2009-2011

European training module For social players
Working on measures to foster the inclusion into society
and employment of the disadvantaged

June 2011

Lifelong Learning Programme

*"LEONARDO DA VINCI"
Transfer of Innovation*



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*"LEONARDO DA VINCI"
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Since the '90s, the European program LEONARDO DA VINCI has been supporting projects aimed at implementing a European "Lifelong education and training" area. This program promotes transnational cooperation in order to improve the quality of training systems through the development of contents, methodologies and cutting-edge processes in education and vocational training.

Our project fits into this context, in an attempt to answer the challenge coming from Europe. Designed and developed by Slovaks, Italians and French partners between December 2009 and September 2011, the project COMPARES "Competences Partnership Networks" offers a European training module for social players whose work is aimed at the inclusion of disadvantaged individuals and, in general, of people with social, economic and relationship difficulties. Switzerland later joined this partnership as a silent partner as well.

This document contains:

■ **The context and conception of the project**

■ **The "Competences Partnership Networks" training module**

- *General objectives*
 - *Target groups*
 - *Module structure*
 - *Educational objectives*
 - *The training units*
 - *Guidance on the use of the module*
 - *Attachments*
 - *Credits*
-

Chapter 1

THE CONTEXT AND THE CONCEPTION OF THE PROJECT

During the last 2 years, a group of Italian, Slovak and French partners who, between 2006-2008, contributed to the transnational project DAIDALOS, under EQUAL, have exchanged their knowledge, shared their experiences on inclusion of persons in custody or imprisoned. The testing, carried out in very different political, social, economic and legal contexts, has provided us with the fundamental material of the analysis. In fact, the professional practices aimed this inclusion laid the basis of the exchanges and common elaborations. These actions led to the formalisation of some hypotheses, an update of 'good practice' and, at the same time, the formulation of recommendations for the training of social workers operating in the field of social and employment inclusion.

The integrated approach of social action

The shared analysis of the various practices in terms of social and employment inclusion has highlighted the importance and need of defining and widening the competences of players, to better enable them to solve the problems faced by the disadvantaged individuals in a more coherent way. Additionally, the in-depth discussions on professional practices carried out by the social professionals for inclusion have highlighted the need of creating a network that includes the social players and the public/private institutions operating in the different sectors aimed at setting up the inclusion procedures.

The goal of the "integrated approach of social action" is to connect the actions of different players; not only will this widen and enrich these actions, but it will also improve the set of competences, thus offering new and innovative perspectives.

Why a partnership governance?

Thanks to this method, the professionals should have the ability to set up a bigger and more innovative partnership, thus overcoming the rigid logic of procedures and competition characterising players and institutions, favouring not only a continuous adjustment of working practices and the problems of the recipients, but also a more flexible action that allows the same professionals to consider themselves as actors in their own right.

Capitalisation of the experience - Transfer of knowledge

The work performed under this transnational cooperation has led to common procedures to maximize the measures for social and employment inclusion. At the same time, this work has spurred new thoughts on the necessary knowledge and skills to acquire or to strengthen within the framework of the training of the players involved in the inclusion. Hence the idea, shared by the different *partners* to participate in the Leonardo program "Compares". This decision is based on the fundamental belief that it is important to develop a training module valid at the European level; one that allows the players involved in the inclusion to acquire the practical skills useful for the setting up of the partnership procedures for the purposes of an integrated approach of social action.

Chapter 2

THE TRAINING MODULE

The prerequisites that lie at the basis of the module "Competences Partnership Networks" are capitalisation on the value of each experience, comparison, sharing and transfer of knowledge and good practice through training.

General objectives

- Acquisition of the knowledge and the tools of analysis that are necessary to set up new measures for the inclusion of disadvantaged individuals.
- Focus and analysis of the risks and opportunities of partnership (depending on the institutions and the specific nature of the experience of the professionals who attend the training). Evaluation of the opportunities and the impact of the partnership practices used for inclusion.
- Acquisition of the tools of analysis necessary for the setting up of an integrated approach of social action (this is based on examples of partnership experiences).

Target groups

The training is addressed to all the professionals interested in the problems linked to inclusion and socio-professional accompaniment services. Depending on the different contexts and countries, it can concern the field of initial or continuous training:

- Social and medical professionals (special needs teachers, entertainers, cultural mediators, social workers, health professionals, psychologists, professionals in job centres, etc.).
- Judicial and criminal justice professionals (prison directors, heads of rehabilitation departments, educators, Uepe social workers, prison officers, etc.).
- Public/private enterprises professionals and third sector professionals.

It should be noted that, especially in the case of continuous education, the heterogeneity of the target group is very important as it represents an added value in terms of practices exchange. In fact, the diversity of experiences and opinions is a valuable resource for the professionals who are trained.

Module structure

The module is made up of 9 Training Units:

■ **Two major Training Units that** are the backbone of the training module:

- **TU Partnership and Networking**
- **TU Integrated approach of social action**

■ **Seven Training Units** that allow one to gain knowledge and acquire the necessary tools for the implementation of partnership activities aimed at bringing about inclusion and the integrated approach of social action:

- **TU History and evolution of social policies**
- **TU Methodology and project management. Assessment tools**
- **TU Methodologies and teamwork tools**
- **TU Techniques of social communication**
- **TU Ethics and methodology of partnership network management**
- **TU Tools of analysis of social action**
- **TU Accompaniment to change**

The module may be granted both in the initial and continuous training, **in full** or in **modules** depending on the training recipients' needs and on the norms set by institutions and educational policies. However, the ***TU Partnership and networking and the TU Integrated approach of social action*** are the main topics that we intend to cover in this module. The two units are therefore essential, if not mandatory.

Educational objectives

■ Analysis and comprehension of the potentials related to the practices of the network partners

>> TU Partnership and Networking

- TU Partnership and Networking
- TU History and evolution of social policies

■ Acquisition and development of the tools, strategies and methodologies of network partnership practices

>> TU Integrated approach of social action

- TU Integrated approach of social action
- TU Methodology and project management. Assessment tools
- TU Methodologies and teamwork tools

2. The training module

- TU Techniques of social communication

■ Activation and implementation of the "network & partnership" competences of the professionals working towards social inclusion

>> TU Partnership and Networking

>> TU Integrated approach of social action

- TU Tools of analysis of social action
- TU Ethics and methodology of partnership network management
- TU Accompaniment to change

THE TRAINING UNITS

TU: Partnership and Networking

Specific objective: analysis and comprehension of the potentials and problems related to the network partnership practices. On the basis of professional practices, this Unit analyses the strategies and methodologies related to partnerships and networks.

Brief description of content

This Unit provides the necessary methodological skills to carry out activities and projects based on the idea of a network and mutual learning, as well as deepen, from an operational dimension, the methodology of networking. Besides the definition of tools and methods to enable the network, this Unit invites further reflection on the approaches, languages, business cultures of the various social players involved in the different types of networks. Finally, this Unit provides one with the knowledge and the important elements for the definition and analysis of the partnership as a tool "to manage" the networks or "to facilitate" the management of networks.

Initial/continuous training

Competences

Initial training

- *Provide some examples of the sectors where the development of partnerships has contributed to the reform or improvement process (e.g. multilateral partnerships, sectoral partnerships, regional and local partnerships, international framework agreements).*
- *Know the possible characteristics, objectives and types of partnership and distinguish among different types of partners and potential resources provided by each partner (e.g. public/private partners and third sector; information resources, technical and financial skills, etc.).*
- *Know the theoretical guidelines that lie at the basis of the network approach, as well as the main historical references and*

3. The training units

thoughts (in particular as regards the contribution of sociology and psychology).

■ Know the definitions and the resulting network characteristics (e.g. primary and secondary social networks, formal and informal networks, networks of the third sector, market networks, mixed networks, networks of networks).

■ Learn and be able to use some of the key tools and techniques of intervention (e.g. network cards, analysis grids and analysis indicators, etc.).

■ Be able to represent different types of networks (possible types of network: star network, knot network, inter-network, etc.) as regards the kind of analyses and types of existing relationships.

Continuous training

■ Identify and analyse the existing partnership practices as well as strengths and weaknesses.

■ Provide some examples of the sectors where the development of partnerships has contributed to the reform or improvement process (e.g. multilateral partnerships, sectoral partnerships, regional and local partnerships, international framework agreements).

■ Know the different missions and duties of the social players who carry out "network operator" duties, as well as the "different approaches" of the partner organizations (how they act, what are their values).

■ Distinguish the difference between work via network/networking/network intervention from a theoretical point of view.

■ Know the operational models to put in place and activate a local/regional network (operational models based on primary networks, operational models based on secondary networks), in particular highlighting the non-institutional models of partnership.

■ Be able to recognise the close link between the concepts of governance, network, inclusion, partnership and reciprocity (the partnership as the "political" dimension of governance, networks as the organizational dimension of governance, inclusion as the training dimension of governance, reciprocity as the ethical dimension of a partnership).

■ Know the different ways of formalising a partnership agreement.

Methodology and teaching materials

For the development of competences during the initial training: lecture, active deductive method (analysis of the student's experience/knowledge), team work, direct evidence or examples of partnership projects/best practices analysis, project work (individual).

For the development of competences during the continuous training: lectures, comparison between professional experiences and analysis of professional practices, direct evidence or case study, examples of partnership projects/best practices analysis.

Instructors

- Social sector players
- Universities, research institutes in the social field
- Business players
- Social and medical players
- Judiciary and penitentiary players
- Public and social policy players

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players
- Business players (*public & private*)

Entry conditions

Initial training: none

Continuous training: none

Tools for testing the achievement of the learning goals

Initial training: exercise keys (closed questions) on the theoretical content and assessment of the individual *project work* by the teacher.

Continuous training: Exercise keys (closed questions) on the theoretical content and open questions for the assessment of the work done in class (in particular as regards the comparison, the direct accounts and the analysis of the best practices carried out in class).

TU: History and evolution of social policies

Specific objective: analysis and comprehension of the potentials and problems related to the "network partnership" practices on the basis of the knowledge of social policies in the different countries.

Brief description of content

Analysis of the main welfare models as identified in the reference literature, as well as the main stages of the evolution of the Welfare State. Also, this Unit analyses the main features of the evolution of social policies at the European, national, regional and local levels. This involves the analysis of the main normative reference in the field of social security and active employment policies in order to understand the underlying principles. Finally, particular attention is paid to the notions of inclusion, social inclusion and exclusion, poverty and disadvantaged categories.

Initial/continuous training

Competences

Initial training

- Know the emergence and evolution of the Welfare State (the steps from public charity -the Benefactor State-, to Social security -the Insurer State-, to Social Security -the Welfare State-).
- Be able to understand the meaning of certain words related to the welfare: workfare (social aid depending on certain work requirements), welfare state, welfare mix (combination of social measures), welfare society (benefactor society); universalism and selectivity, governance, etc.
- Know the law that lies at the basis of the national, regional and local welfare system.
- Be able to identify the fundamental principles and reference models of the welfare system, such as the national framework laws and the local law for the promotion of the welfare of citizens in health, education, social welfare, and labour fields

■ *Be able to identify the fundamental principles and reference models of public-private relationship in the provision of personal services (within the social welfare, socio-educational and medical fields).*

■ *Know and share some of the definitions of poverty.*

■ *Know the concepts of inclusion, social inclusion and exclusion.*

■ *Know and understand the main categories of disadvantage according to specific regulatory systems at the European and national levels.*

Continuous training

■ *Be able to capture changes and development in health, education, social welfare, labour fields as defined by national framework laws and local laws (of each partner's State-region) promoting the welfare of citizens.*

■ *Be able to capture: the organisational changes in the models of intervention in support of the citizens in need within local contexts; changes and development in the public-private relationship in the provision of personal services (within the social welfare, socio-educational and medical fields). But the very first step in order to ensure the abovementioned goals is to know the main categories of disadvantage according to specific national regulatory systems (for each State-partner) and some definitions of poverty.*

■ *Be able to understand the meaning of the changes which affect the demand for social needs: new needs expressed, new kind of services' response.*

Methodology and teaching materials

For the development of competences during the initial training: lectures; use of audiovisual material, team work.

For the development of competences during the continuous training: lectures, active deductive method (analysis through student's experience/knowledge), comparison

3. The training units

between professional experiences or best practices analysis, project work.

Instructors

- Instructors in training institutes and centres
- Social sector players (*e.g. public/private service sector professionals*)
- Public and social policy players (*e.g. managers of public services*)
- Researchers or academics

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players

Entry conditions

Initial training: none

Continuous training: the competences required for the initial training

Tools for testing the achievement of the learning goals

Exercise keys (*closed questions*) on the theoretical content.

Teacher's observations and use of an outline/evaluation form with regard to the team work carried out in class (*initial training*).

Evaluation (carried out by the teacher) of the project work developed within the training unit (*continuous training*).

TU: Integrated approach of social action

Specific objective: Acquisition of the knowledge and tools of analysis necessary for the setting up of an integrated approach of social action (this is based on examples of partnership procedures).

Brief description of content

Knowledge of the theories of social action; connection of these theories to the methodology and practice of community work (community observation and analysis, community intervention) and to the research/action as both a cognitive and transformative method, and social practice.

Initial/continuous training

Competences

Initial training

- *Know and analyse the specific projects that use an integrated approach of social action.*
- *Be able to analyse a local community (community analysis): from the geographical-spatial to the demographic point of view, from the socio-economic point of view to the one of services as community resources.*
- *Know and analyse the strategies to identify the social profile of a community: how to collect perceptual elements, social representations on the local community.*
- *Understand and analyse the risks and opportunities of the community work.*
- *Know the basic definitions of Social Action and the differences between the various theories of Social Action.*

Continuous training

- *Know and analyse the specific projects that use an integrated approach of social action.*
- *Know the procedures for the identification of local social networks and the types of suitable communication.*

3. The training units

■ *Know the basic definitions of community (from a brief history on the community work), the basic elements of the common work, "the vocabulary of the common work" (e.g. the relevant community, citizens and rights, circularity, community processes and relationships, participation, social representation, empowerment, etc.).*

■ *Be able to analyse a local community (community analysis): from the geographical-spatial to the demographic point of view, from the socio-economic point of view to the one of services as community resources.*

■ *Know the strategies to identify the social profile of a community: how to collect perceptual elements, social representations on the local community.*

■ *Be able to distinguish between the project for the community and the project of the community, as well as move from the community analysis to the community intervention.*

■ *Understand and analyse the risks and opportunities of the community work.*

■ *Know the basic definitions of Social Action and the differences between the various theories of Social Action.*

Methodology and teaching materials

Lecture, case study (through intervention/community project) or direct accounts from representatives belonging to the target group.

Video/digital documentation material (if available).

Instructors

- Universities, Institutes of social work
- Social sector players (*in particular community entertainers, street operators*)

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players

Entry conditions

Follow the unity of the module **Partnership and networking** and if necessary **History and evolution of social policies**.

Tools for testing the achievement of the learning goals

Final (individual) written exam on the topic "*A community work experience*" experienced by the student and analysed in the light of the training unit just completed. The teacher may propose a frame of reference for the preparation of the assessment (e.g. individuals involved, where and when, the initial question, the need, the problem from which we started, the main steps taken, role and actions personally carried out, difficulty, conclusions).

TU: Methodology, project management and assessment tools

Specific objective: acquire the main methods and techniques of project planning and project assessment in the social and educational fields in order to be able to work in partnership networks.

Brief description of content

Knowledge of the methods and main techniques for planning and assessment in the social and educational fields, distinguishing their purposes, methods of conception and implementation, as well as their possible uses both with people and with respect to the interventions to be developed within a social context (territory, target population, etc.). Particular attention is given to projects conceived within partnerships and networks.

Initial/continuous training

Competences

Initial training

- *Be able to identify the strategies and methodologies best suited to achieve the objectives set, using the local network.*
- *Know the project work as a method of work bound by objectives.*
- *Be able to conceive a project in the social and educational fields starting from its elements: from the analysis of the context to the identification of the educational needs, the identification of the objectives or priorities, the identification and the different design phases and operational actions, and the choice of resources and methodologies.*
- *Be able to provide the various resources in a given context.*
- *Know the different administrative procedures related to the implementation of projects.*
- *Be able to make an assessment.*
- *Know the patterns and approaches for assessing the social and educational projects.*
- *Know the structure of an assessment*
- *Be able to distinguish the different types of assessment in the social and educational fields, as well as the qualitative and quantitative techniques related to the assessment tools.*

Continuous training

- *Analyse and understand the data on the assessment of interventions and educational projects.*
- *Be able to distinguish the various types of assessment in the social and educational fields, as well as the qualitative and quantitative techniques related to the assessment tools.*
- *Understand and distinguish the concepts of planning, programming and design in the social and educational fields.*
- *Be able to identify the strategies and methodologies best suited to achieve the objectives set, using the local network*
- *Know the main responsibilities of the project manager (technical, managerial and relational responsibilities).*
- *Know the main approaches and methods of design in the social and educational fields.*
- *Know the main mechanisms of access to public and private funding to promote projects of partnership networks.*
- *Know the different administrative procedures related to the implementation of projects.*
- *Analyse the risks and opportunities associated with the choice of one or more patterns of assessment of social and educational projects.*
- *Be able to examine the theoretical and procedural aspects for conducting a participatory assessment.*
- *Analyse the potentials and the methods to set up self-assessment tools.*
- *Be able to put in place a longitudinal control of the social action.*
- *Increased proficiency in the use of qualitative and quantitative techniques and the corresponding assessment tools, with particular reference to the assessment of impact.*
- *Knowledge of the techniques to assess projects. In particular, know the indicators to be used; be able to communicate the results inside and outside the network.*

3. The training units

Methodology and teaching materials

For the development of competences during the initial training: lectures, team work, active deductive method (analysis through student's experience/knowledge), direct accounts.

For the development of competences during the continuous training: lectures, active deductive method (analysis through student's experience/knowledge), comparison between professional experiences or best practices analysis, project work.

Instructors

- Researchers or academics
- Instructors in training institutes and centres
- Social sector players (*e.g. public/private service sector professionals*)
- Public and social policy players (*e.g. managers of public services*)

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players

Entry conditions

Initial training: none

Continuous training: have the competences required for the initial training or have already a direct experience (on planning and assessment in the social and educational fields).

Tools for testing the achievement of the learning goals

Exercise keys (closed questions) on the theoretical content.

Teacher's observation and use of an outline/evaluation form with regard to the team work carried out in class (*initial training*).

Assessment (carried out by the teacher) of the project work developed within the training unit (*continuous training*).

TU: Methodologies and teamwork tools

Specific objective: acquire the competences needed to manage team works to be able to work in partnership networks.

Brief description of content

Foster the knowledge of the tools required for teamworking, enhance communication and interpersonal skills to be used during the teamwork, develop the skills related to problem solving techniques and identify solutions or hypotheses for improvement.

Initial/continuous training

Competences

Initial training

- *Be able to conduct different types of meetings.*
- *Know the methods of group discussion, the methods to let the group take a decision (techniques and strategies) and document processes and output.*
- *Know the basic elements of Team Working, the management methods of a meeting, the types of meetings and the factors to be managed as a mediator depending on the different types of meetings.*
- *Know the factors affecting the team work, such as the setting.*
- *Know the factors that from the "Working Group" lead to the "Teamwork".*

Continuous training

- *Be able to apply the techniques of problem solving in a group of people.*
- *Be able to identify and manage different point of views.*
- *Be able to negotiate and respond to questions and potential needs of the various players involved in the partnership.*
- *Be able to carry out various meetings and develop projects.*
- *Know the elements that lead to a better "Teamwork".*

3. The training units

- Know the methods, techniques and strategies to carry out a Teamwork (in particular brainstorming and SWOT analysis).
- Be able to carry out a brainstorming and a SWOT analysis.
- Know the method and the main techniques of problem solving.

Methodology and teaching materials

For the development of competences during the initial training: mock exams, comparison between professional experiences and analysis of professional practices.
For the development of competences during the continuous training: mock exams.

Instructors

- Instructors in training institutes and centres
- Researchers or academics

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players

Entry conditions

Initial training: none

Continuous training: have the competences required for the initial training or have already a direct experience (on teamworking, meeting management, etc.)

Tools for testing the achievement of the learning goals

Exercise keys (closed questions) on the theoretical content.

Teacher's observations and use of an outline/assessment form with regard to the mock exams carried out in class.

TU: Techniques of social communication

Specific objective: acquire the ability to explain the process and communicate the results of a partnership networking.

Brief description of content

Foster the knowledge of the techniques aimed at raising awareness of the topics and actions of a network partnership, also through the use of new technologies and new ways of communicating. In a partnership network, it is also important to know how to manage and share sensitive information and how to explain the process and communicate the results of social support.

Initial/continuous training

Competences

Initial training

- *Be able to analyse the relationship between communication and information.*
- *Understand the different communicative methods (non-verbal communication, persuasive communication, political and commercial communication, social communication, etc.) and their effects.*
- *Understand the different communicative strategies (institutional communication, internal communication service, event communication, etc.).*
- *Know the new electronic communication tools for both the exchange and sharing of information and documentation.*

Continuous training

- *Be able to make everyone aware of social issues.*
- *Know the tools of social communication (e.g. The communication plan).*
- *Know the principles of Social Marketing.*
- *Be able to document and explain effectively the process and communicate the results of one's own work using the new technologies.*

3. The training units

- *Know the importance of a functional documentation created by the different players and the kind of reference provided (internal and external network communication).*

Methodology and teaching materials

For the development of competences during the initial training: lectures with examples, mock exams, case studies.

For the development of competences during the continuous training: lectures with examples, teamwork/discussion group, case studies.

Instructors

- Social sector players
- Universities
- Public and social policy players

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players
- Business players (*public & private*)

Entry conditions

Initial training: none

Continuous training: completion of the initial training

Tools for testing the achievement of the learning goals

The Training Unit includes the setting up of a forum for discussing the addressed topics, the actions of which will be assessed.

TU: Ethics and methodology of partnership network management

Specific objective: know the rights and obligations necessary for the best creation of a partnership network.

Brief description of content

Analysis of the parameters of the shared responsibility of the partnership networks, as well as understanding what kind of partnership dynamics and professional practices are necessary for the proper functioning of a partnership. At the same time, this Unit aims at developing the technical skills regarding the tools used to design, launch, and undertaking a "maintenance" of the partnership, as well as reflecting on the conditions of "transferability" of partnership network practices.

Initial/continuous training

Competences

Initial training

- *Know and recognise the rules for the good functioning of a partnership.*
- *Know how to develop the techniques for an integrated and shared participation.*
- *Be able to develop one's skills in order to integrate those skills with the ones of the partners and professionals involved.*
- *Know the design tools of a partnership.*
- *Know the methodologies and procedures to maintain a partnership.*

Continuous training

- *Be able to identify the transferability criteria of experiences and partnership projects starting from actual cases.*
- *Be able to understand the aspects of the organisation of the work and results to be achieved, suitably sharing the resources available (budget, competent human resources).*
- *Be able to develop techniques to promote the active participation of all the partners.*
- *Be able to establish a "manual" of the rights and obligations of the partnership work, based on the experience of each partner.*

3. The training units

- *Analyse roles and competences in good partnership procedures (developed at the national and European level).*
- *Be able to work in partnership, respecting the privacy rules related to the different professionalisms.*
- *Be able to modify and adapt the transferability elements of partnership procedures to one's reference framework.*

Methodology and teaching materials

For the development of competences during the initial training: examples of partnership projects/best practices analysis, teamwork/discussion group, role play, comparison between professional experiences and analysis of professional practices.

For the development of competences during the continuous training: examples of partnership projects/best practices analysis, teamwork/discussion group, comparison between professional accounts from some representatives belonging to the target group, visit.

Instructors

- Social sector players
- Universities, Institutes of social work, Public Schools
- Business players
- Social and medical players
- Judiciary and penitentiary players
- Public and social policy players

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players
- Business players (*public & private*)

Entry conditions

Completion of the TU "Partnership and networking"

Tools for testing the achievement of the learning goals

Focus group of self-assessment of acquired skills (part of the training hours) or verification of the acquisition of new skills through an assessment teamwork on a project done by the group itself.

TU: Tools of analysis of social action

Specific objective: knowledge of the qualitative and quantitative tools for the implementation of a network of partners.

Brief description of content

Acquire and experiment with techniques and tools of social research to work in partnership contexts in terms of design, management and maintenance of the partnership networks.

Initial/continuous training

Competences

Initial training

■ *Know and put into practice the tools of quantitative (e.g. questionnaire) and qualitative (e.g. semi-structured and structured interviews, etc.) research and the various opportunities associated with them in terms of knowledge acquisition.*

Continuous training

■ *Understand the various methods of observation (of a community, of group dynamics).*

■ *know and enable the different types of focus group.*

■ *Be able to put in place a longitudinal control of social action.*

■ *Know how to use communication tools to be able to communicate the research results to the partners and the community.*

Methodology and teaching materials

For the development of competences during the initial training: lecture, teamwork and role play

For the development of competences during the continuous training: lecture, role play.

Instructors

- University professors or instructors in social research institutes
- Social sector players

3. The training units

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players

Entry conditions

Initial training: basic knowledge of Excel

Continuous training: knowledge of social research methodology and main research tools (questionnaire, interview)

Tools for testing the achievement of the learning goals

Exercise keys (closed questions) on the theoretical content.

Preparation and presentation of the research results.

Personal or group final dissertation.

TU: Accompaniment to change

Specific objective: acquire the tools needed to analyse the organisations and the accompaniment to change. Know and be able to identify the consequences of organisational changes in the network of partners.

Brief description of content

Acquisition of the theoretical contents of the sociology of the organisation that studies the organisational change, in order to connect the partnership design, the definition of new organisational structures and new managing methods to find resources thanks to the essential tools which enable processes within local *governance* systems (not only institutional and public systems, but also informal system and civil society). Particular attention is therefore given to the analysis of the organisational changes brought by the partnership networks

Continuous training

Competences

Continuous training

- *Know a partnership practice as an organisational and operational aspect of the following areas: political-institutional, economic, social, educational, cultural, intersectoral areas (e.g. between public and private sector or between education/training systems and the world of work).*
- *Know the major dimensions of the organisational structure (vertical structures: bureaucratic structure, functional structure, divisional structure, matrix structure; horizontal structure: project structure and adhocracy, networks) and the links between the structure and the organisational change.*
- *Know the decision-making patterns (classification and definition) and the elements that characterise the decision-making processes within the organisations.*
- *Know the basic concepts and approaches to change (structural approach, evolutionary approach, etc.), as well as the patterns and processes of the organisational change.*
- *Be able to understand what kind of impact the regulatory framework has on the organisational change.*

3. The training units

■ *Be able to use the group dynamics in the process of change and in the management of criticisms in order to overcome such criticisms.*

■ *Be able to analyse partnership as an operational and organisational aspects that affect the quality of organisational and inter-organisational learning, as well as the quality of the organisation itself.*

Methodology and teaching materials

Lecture; comparison between professional experiences and analysis of professional practices; discussion group; role play; case study or examples of partnership projects/best practices analysis in one of the following areas: political-institutional, economic, social, educational, cultural, inter-sectoral areas (e.g. between public and private sector or between education/training systems and the world of work). Visit to the institution (public or private) that promoted a partnership network in one of the following areas: political-institutional, economic, social, cultural, educational, inter-sectoral areas (e.g. between public and private sector or between education/training systems and the world of work).

Instructors

- University professors
- Social and medical players, social players or judiciary and penitentiary players who promoted the partnership networks

Target groups

- Social and medical players (*public & private*)
- Judiciary and penitentiary players
- Business players (*public & private*)

Entry conditions

Completion of the TUs "Partnership and networking" and "Methodologies and teamwork tools".

Tools for testing the achievement of the learning goals

Exercise keys (closed questions) on the theoretical content

Teacher's observations and use of an outline/assessment form with regard to the mock exams carried out in class, regarding the discussion group and the comparison between professional experiences and analysis of professional practices

Final report of analysis and assessment of the individual elements that emerged during the case study or following the presentation of partnership projects/best practices analysis

If a visit to the institution (public or private) that promoted the partnership networks is organised, the individual final report will be further enriched by these elements of analysis and (self)-assessment of skills acquired.

Guidance on the use of the module Compares

pr= "partnership networks"/networks of partnership = the partnership is a form of collaboration made up of many people who share the aims and objectives of an activity, both participating actively in implementing the various phases of the activity itself (*operational partner*) and being promoters of such phases on the basis of a specific need/interest (*promoter and player partner*). This "institution", among multiple organisations, gives rise to a structured system. They are completely independent, which excludes any kind of control of one over the other. The prerequisite for the success of these relationships is a significant involvement of the *partner*, which can be obtained thanks to the contribution and the exchange of: human resources, distinctive competences, financial and technological resources, and managerial and entrepreneurial skills.

Entry conditions

Essential conditions for a successful partnership:

- The network partnership is perceived by the players involved as an answer to a problem and as a new and most appropriate resource. All the partners together have a capital which is much higher than the sum of the resources provided by each partner.
- The network partnership becomes an element of empowerment for all the players involved (professionals and service users) in a social pattern increasingly based on prevention.
- The partners that participate in the partnership must know each other and have the ability to understand themselves, even in terms of common language.
- Be able to know the context in which the partnership operates.
- Coordinate: in a partnership it is always important to identify the player who can play the role of coordinator.
- The partnership requires a certain spirit of openness and some specific human qualities such as patience and the ability to listen, which are very important for the success of partnership networks.
- Have the time and the strength to make the partnership more solid.
- Be able to find a balance between the various "powers" of the players of the partnership.

Accompanying social and work professional/social professionals for the inclusion.

We would replace the abovementioned terminology with socio-professional accompaniment services. We do not intend a professional or a professional qualification, but a function carried out by a professional who works in the fields of social inclusion, and social and employment inclusion. Consequently, on top of their own functions, social and employment professionals (e.g. educators, social workers, cultural mediators, professionals in job centres, etc.) also have a socio-professional accompaniment function.

General objectives of the module

In general, the module must support social and employment professionals during the setting up of networking and partnership, according to a common methodology:

- 1) analysis and comprehension of the potentials and problems of "network partnership" practices;
- 2) acquisition and development of the tools, strategies and methodologies of "network partnership" practices;
- 3) activation and implementation of the "partnership network" competences of the professionals working towards inclusion.

Training Units

This is the name given to a homogeneous set of contents. Each training unit comes under one of three general objectives of the module.

Specific objective

The specific objectives are the links between the general objectives of the Module and training contents of each Unit.

Brief description of the training contents

Provides a brief description of the main topics to be addressed. The contents are almost always the same ones for both initial and continuous training. However, they differ in the level of detail and teaching methodologies.

Initial/continuous training

Initial training: knowledge of the contents.

Continuous training: update/deepening of knowledge and tools.

Competences

Under this header (i.e. "Competences") we find all the different types of competences to be acquired within a specific training unit. The competences have been created depending on the type of training (1_initial; 2_continuous).

The "competences" are intended as a structured set of knowledge (related to the reference knowledge of an occupation), skills and abilities (related to the cognitive and implementation processes to be used in one's occupation), attitudes and experiences; methods for playing a role responsibly and effectively; performance skills as compared to the expected standards; ability to connect personal resources (knowledge, attitudes, etc.) and environmental resources (technologies, tools, information, etc.).

Methodology and teaching materials

Under this header, we briefly define the different ways in which the training contents are addressed, depending on the type of competences to be acquired and on the distinction between initial and continuous training.

During the introduction of new knowledge, the practical experience is first examined: the practical experience completes the theories, not the other way round. To avoid an overly theoretical approach, priority will be given to practical and operational methodologies.

To maintain a network of partners, we must also develop at the same time a remote network to build, develop, communicate, and share knowledge and competences.

A_ active method

- A1: case study (person/topic)
- A2: examples of partnership projects/best practices analysis
- A3: teamwork/discussion group
- A4: mock exams
- A5: *role play*
- A6: deductive method (based on the student's experience/knowledge)
- A7: *project work*

B_ traditional

- B1: lecture
- B2: video/digital documentation material
- B3: thematic seminars

C_ joint training

- C1: comparison between professional experiences and analysis of professional practices
- C2: direct accounts from some representatives belonging to the target group

D_ Visit

E_ Internship (not only at the end of the module, but also during the module).

In the test module, the internship is not mentioned, since each designer will set the experience in relation to the competences already acquired, to the economic and time resources, and the institutional programs that the course must follow.

Instructors

The composition must be varied and composed by:

- instructors working in different sectors who are able to participate in a partner network;
- instructors with experience in partner networks;
- instructors with analysis and assessment of different experimentations: players involved, professionals, researchers, evaluators.

They are classified as follows:

1. Social sector players
2. Universities, Institutes of social work, Public Schools
3. Business players
4. Social and medical players
5. Judiciary and penitentiary players
6. Public and social policy players
7. other_-_please specify

It would be desirable to ensure coordination and sharing moments so that the group of people who follow the training can share objectives and methodologies, as well as combine the theoretical inputs and the contributions that come from practical experience.

Instructors must provide an adequate bibliography that allows participants to have all the relevant information on the subject and, if necessary, to improve upon it.

Target group

Is the type of students for a specific training unit. The list is not exhaustive, but it aims at distinguishing between one who has direct functions of social accompaniment and one who is potentially in contact with cases or people subject to socio-professional accompaniment, such as teachers in schools. Following the example, teachers do not have a direct function, but they are very important and are often a point of reference or recommendation as compared to those who are directly involved in socio-professional accompaniment. From this point of view, it can be stated that some of the competences developed in the module could/should also be developed with other recipients such as teachers in the schools.

The target recipients are classified as follows:

1. social and medical players (public and private - profit and non profit); students and/or workers;

2. judiciary and penitentiary players (public and private - profit and non profit): students and/or workers;
3. business players (public and private - profit and non profit): students and/or workers.

Within each training unit, as well as in both initial and continuous training, one must take into account the need to create a heterogeneous and multidisciplinary group of people with a past work experience in “partnership networks”.

Professional qualifications (recipients)

These are University degrees, university or professional training in the four countries of reference to which this module could be applied. Also in this case the list is not exhaustive: in fact, these are the qualifications related to the activities and professional experience of the partnership, which is useful for the definition of competences to be developed within each training unit. Please find in the following the professional qualifications and areas of work identified for each country:

ITALY

- A) Intercultural mediator (professional training)
- B) Social entertainer (professional training)
- C) Social (and cultural) educator (first-level university education)
- D) Design and management of educational intervention in social distress (Master's degree)
- E) Social workers (first-level university education and master's degree)
- F) Psychologist (first-level university education and master's degree)

SLOVAKIA

- A) Social workers (first-level university education)
- B) Various specializations in the field of employment, disability, childhood, etc. (continuous training provided by the employer)
- C) Work counsellor (people who have no university qualification or who are not trained in the social field)

FRANCE

- A) Inclusion councilors and external criminal enforcement (probation)
- B) Special needs teachers: High school diploma (trained in schools recognized by the state or in federations of associations accredited as training providers)
- C) Social workers (social workers, social educators, employment advisers, health professionals, professionals for children in the judiciary system)

- D) Health professionals
- E) Judges

SWITZERLAND

- A) Professionals working in the fields of employment integration and vocational guidance
- B) Health professionals
- C) Social educators (Social Educator School, Lausanne)
- D) Psycho-sociologist and socio-professional integration adviser (University of Social Sciences, Lausanne - Master's degree e PhD)
- E) Professor of Economics (University of Lausanne, PhD)
- F) Trainer for Adults (Master's degree)
- G) Engineer (University of Lausanne, Master's degree)
- H) Representative - Politician (University of Lausanne, Master's degree)

Currently, only the professional qualifications potentially affected by training (see section Professional qualifications) related to the Italian system are included in the test module.

Entry conditions

This is the description of the training prerequisites or competences necessary to gain access to specific training units.

Methodologies and testing tools of the achievement of the learning goals

Under this header, we briefly define the methodologies to be adopted for the assessment of the actual acquisition of competences.

ATTACHMENT I: Example “TRAINING UNIT” form

General objectives of the module

1. Acquisition of the knowledge and tools of analysis necessary for setting up new measures for the inclusion of disadvantaged individuals.
2. Analysis of the risks and opportunities of partnership, on the basis of the institutional contexts and the uniqueness of the professional practices of the players attending the training. Analysis of the importance and the impact of partnership on the procedures for inclusion.
3. Acquisition of the knowledge and tools of analysis necessary for the setting up of an integrated approach of social action (this is based on examples of partnership procedures).

Brief description of content

Initial/continuous training

Competences

Initial training

- Abilities (be able to...)
- Knowledge (know...)

Continuous training

- Be able to...
- Know...

Methodology and teaching materials

(Please specify method and type of method, e.g. A₁: active method - A₃: team work)

Instructors

Please list the features / types of professionals more suited for teaching (e.g. social workers or university professor, etc.)

Target groups

Here please list the features / types of 'students' (e.g. prison educators, professionals in job centres, etc.)

- Inter-cultural mediator (professional training)
- Social entertainer (professional training)
- Social (and cultural) educator (first-level university education)
- Design and management of educational intervention in social distress (Master's degree)
- Social workers (first-level university education)
- Psychologist (first-level university education and master's degree)

Entry conditions

Tools for testing the achievement of the learning goals

ATTACHMENT II : Example of form with objectives to be achieved during the modules tested and main contents of TU1 and TU 2

**Topic
TU2 & TU3**

*Partnership and networking.
Integrated approach of social action.*

**Field(s) of the
subject(s)**

**Training
objectives**

**Educational
objectives**

**Main elements
of the contents**

Target audience

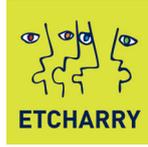
**Pedagogical
methodologies**

**Intervention
period during
training**

People involved

**Content and
intervention
assessment
methodologies**

Credits



Etcharry Formation Développement, an association born in accordance with the 1901 Act and located in the Basque Country (France), is a development agency supporting changes and projects, people, organizations and territories. To this end, 3 complementary areas are staged: vocational training, orienting, support and research and experimentation. Our main areas of intervention are social work, local development and sustainable development.



The National Penitentiary School of Prison is a public institution connected with the Ministry of Justice and Liberties. In France it is the only establishment of initial training, for all the prison staffs (staff of surveillance, direction (management), insertion and probation, administrative and technical workers). The school also performs the in-service training for executives, training managers and the various specialists.



Chambre de l'économie sociale et solidaire
APRES-VD

The Association of the Social Economy, **APRES-VD**, committed to the promotion and recognition of the social and solidarity economy (ESS) in the Vaud region. Born in 2009, it now has nearly 80 collective members (associations, cooperatives, foundations and corporations). The purpose of APRES is to connect the different actors and actresses of the network to facilitate joint discussions, synergies, develop services and promote the interests of such economics.

ACJPB
BAYONNE

The **Association de Contrôle Judiciaire du Pays Basque** (Association for judicial review of the Basque Country) is a body ensuring legal mandates providing for expertise, advice, guidance and social justice accompanying actions aimed at the individualization of punishment and prevention of récidive.



Consulting & Information Center, **EDUKOS** is NGO. Its activities are directed to the work with disadvantaged groups. Targeted groups are people medically disadvantaged, unemployed, lonely women, released from the execution of imprisonment, at-risk youth and delinquents, even with the families they come from. The prime aim is to refine the quality of their lives.



APZ Somotor is a supported employment agency. Supported Employment provides assistance such as job coaches, job development, job retention, transportation, assistive technology, specialized job training, and individually tailored supervision. Supported Employment often refers to both the development of employment opportunities and on-going support for those individuals to maintain employment.



CEFAL (European Consortium for Education and Training for workers) experience began in 1972. On January 1st, 2009 it became a regional entity for Workers Christian Movement. CEFAL deals with training and occupational integration for young and grown-up disadvantaged people, through orientation, education and work transition interventions. It also develops training courses for service networks. In the early nineties, it took care of European initiatives developing partnerships with associations and enterprises from several countries. Since 1988, CEFAL has been carrying out these activities with people in prison, also through business solutions.



Techne Scpa is a vocational training centre owned by the Municipalities of Forlì and Cesena. Apart from traditional activities, it manages vocational courses and work-oriented initiatives for unemployed and disadvantaged people, offenders and ex-offenders in order to encourage their social inclusion, strongly cooperating with public and private companies, volunteers' associations supporting all projects in a constant and efficient way.



The Central Office of Work, Social Affairs and Family is a budget organization. It performs state administration of social affairs and employment services. It fulfils tasks concerning state benefits, social help, registration of job offers and the unemployed seeking jobs, counselling services, education and preparation for the labour market, employment of special groups of citizens, and implementation of projects co-financed from the European Social Fund.



The Department of the Education Sciences "Giovanni Maria Bertin" at the University of Bologna consists of lecturers and researchers from the disciplines of Cultural Anthropology, Pedagogy, Psychology and Sociology that, since their establishment, have sought to pursue interdisciplinary research objectives.



DTI is a private institute offering higher education. The Institute was constituted by the approval of the Government of the Slovak Republic on the 1st March 2006. The main mission is to sustain, organize and provide higher education in accredited programmes as well as to facilitate creative scientific research in a wide range of courses and educational activities; it trains the professionals on the labour market and sustainable competitive economy of the Slovak Republic.



IRESS is a non-profit agency specialised in research, training and consultancy on social policies. It carries out research/action activities on poverty and social exclusion and the functioning of public and private social services working with the direct involvement of people experiencing poverty in their research. It will be a major asset since it will put at the project's disposal its know-how on social services and the state-of-the-art on the research work on poverty and social exclusion at the national level.

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