



Lifelong
Learning
Programme

EDP-Aided
Documentation,
Quality Assurance,
and Evaluation in
Youth Care Services

for the Further
Training of
Professionals

FRAMEWORK CURRICULUM

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Preface

Professional training for youth care workers and social pedagogues in all European countries qualifies for working in the fields of youth and child care services, especially in institutions for educational assistance and organizations for the integration of disabled persons or those threatened with becoming disabled. On the background of the professional profile currently undergoing changes in both theoretical and practical aspects, the youth care institutions are faced with the task of having to adapt their contents of training courses to new challenges regularly. In the focus of the resulting debates, there is currently a stronger need for inclusion of the those entitled to assistance services into the help process, the adequate realization of the help services, and the providing of social services under optimized cost-benefit analyses. All these come with an increasing need for EDP-aided documentation, quality assurance, and evaluation methods.

Through the supporting use of computer-aided processes, those requirements towards professional workers can be structured, standardized and made more efficient. In the area of social affairs, an autonomous market of software products has been established, whose development has been labeled "Social Informatics" by the underlying scientific discourse. Social Informatics refers to the development and usage of all systems of information processing and communication in the field of social affairs and denotes a very specific subfield of the general IT market. Until now, the further training programs for pedagogical professionals have neither offered any systematic follow-up in Social Informatics nor an operational guidance.

This development is rather alarming, as the professional practice of youth and child care services has long seen the integration of tools needed for the documentation, quality assurance, and evaluation, for which as a consequence no formal qualification exists.

To improve the offer structure, the European educational program thus supports the initiative of the Institut für Kinder- und Jugendhilfe Mainz (IKJ) and the Katholische Fachschule für Sozialpädagogik Saarbrücken (KFS) in cooperation with the Institut für Lehrerfort- und Weiterbildung Saarbrücken (ILF), the Katholische Hochschule Mainz (KH) and partners in Bulgaria, Luxembourg, Austria, and Spain with the program "Life-long learning", which aims to develop and test a framework curriculum for "EDP-aided documentation, quality assurance, and evaluation in youth and child care services" which can be implemented on an European level by institutions of professional (further) training.

Our warmest thanks go to all those involved in the project who helped with its development and implementation.

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Mainz, May 2014

I Contents, Learning Targets, and Competence Profiles

Social Informatics has established themselves in the area of social work as an independent field of both theory and practice since the middle of the 1990s. The subjects of Social Informatics include the systematical development and processing of information for the field of social affairs. Its main foci are the independent technical conceptualization of software tools as well as their practical application in professional fields of social work. Some of its central fields of attention are, according to Kreidenweis et al.:

- Introduction to the history, subject, and theoretical development,
- introduction to foundations of general data processing and database/software architectures,
- branches of information technology's development in social organizations,
- use of IT in concrete fields of social work and
- IT management and information/business process management.

From this broad variety and all the singular topics that can be derived from it, it becomes apparent that the subject field of Social Informatics may not only be suitable for single teaching units or even a complete teaching module, but rather justifies independent faculties and study programs which satisfy its demand profile. In Germany, this is already an ongoing development, and colleges already offer some specific and basal study programs as well as faculty-specific areas of study.

This framework curriculum for the further training of youth and child care workers as it is presented here, however, tries to reach a different goal. It is neither about transforming these professionals into IT specialists within social work, nor about turning them into Software Developers for youth and child care services. It is rather

about the teaching of basic competences for the comprehension of Social Informatics in general, and the introduction into some specific programs which have been tested in the practice of youth and child care services and are frequently used in this field. The focus of its content are the areas of documentation, quality assurance, and evaluation of educational assistances. These contents, which are already professionally and methodologically established parts of the teaching program for social workers, will be supplemented with the aspect of EDP-aided introduction and application. Rather, the framework curriculum focuses on designing an independent teaching unit for the acquisition of competence profiles that have the EDP-aided documentation, quality assurance, and evaluation as their subject and that complement the preexisting methodological competences of the profession. With regards to the German demand profile, a unit of 40 teaching units has been used as a starting point of a modularized framework curriculum in agreement with the KFS Saarbrücken.

Furthermore, the orientation concerning the contents of the project makes it necessary that the further training offer allows the focus points to be adjusted to the individual countries' preconditions. Depending on the situation in each country, it may be necessary for some to put a greater focus on the general introduction of PC usage for educational assistances, and for others to pay more attention to introducing a very specific software for the youth and child care services with special use cases such as controlling or evaluation.

On this background, the curriculum has been designed such that it gives the individual countries and institutions full control over choosing their own focus and methods/materials, while still giving a general frame of contents that will be

valid for all participating parties. This way, both the possibility to fit the curriculum to individual needs due to high flexibility, and the social acceptance of all parties involved are guaranteed.

The framework curriculum is set up for 40 working units at most, and is organized into six competence profiles, which will be made concrete in the descriptions following in the next chapters.

Overview of all competence profiles

EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth and Child Care Services

Working Units (WU): 40 WU à 45 minutes

CP 1	CP 2	CP 3	CP 4	CP 5	CP 6
Basic IT Qualification	Documentation of Assistance Services and Processes	Value of Data for Youth Care Services	Benefit of EDP-Aided Documentation	Improving Pedagogical Practice with Empirical Processes	EDP Technologies for the Process of Assistance Planning
WU 3	WU 7	WU 4	WU 3	WU 7	WU 16

II Overview of Competence Profiles

- 2.1 Competence Profile 1: Basic IT Qualification
- 2.2 Competence Profile 2: Documentation of Assistance Services and Planning
- 2.3 Competence Profile 3: Value of Data for Youth Care Services
- 2.4 Competence Profile 4: Benefit of EDP-Aided Documentation
- 2.5 Competence Profile 5: Improving Pedagogical Practice with Empirical Processes
- 2.6 Competence Profile 6: EDP Technologies for the Process of Assistance Planning

2.1 Competence Profile 1: Basic IT Qualification

Thematic focal point: Basic IT Qualification

Working Units: 3

Possible
Goals

The participants...

- ... gain an overview of common hardware components of an EDP system.
- ... know about the tasks of the operating system Windows and are able to use it.
- ... are able to start and exit applications, as well as install and deinstall them.
- ... are able to save, open, and print files.
- ... are able to use the clipboard to transfer data between WINDOWS programs.
- ... are able to use a web browser and work with the World Wide Web.
- ... are able to use a search engine to look for and use information on the Internet.
- ... are able to use an e-mail client.
- ... are able to compose and edit e-mails.
- **... are able to create, open, and save text files.**
- **... are able to edit texts, format characters and paragraphs, and create a page layout.**
- **... are able to create and format tables.**
- **... have the skills necessary for inserting and positioning graphics/images and other graphical elements.**

Possible Contents	<ul style="list-style-type: none"> ■ Structure of an EDP system ■ Desktop/WINDOWS interface, directory and tree structure ■ Managing directories and files, searching and finding files ■ Installing and deinstalling programs, starting and exiting programs ■ Saving, opening, and printing files ■ Exchanging data using the clipboard ■ Opening, saving, and printing web pages ■ Downloading and copying images and texts ■ Using search engines ■ Composing, sending, receiving, and answering e-mails ■ Sending and receiving e-mails with attachments ■ Creating e-mail directories, saving, deleting, and printing e-mails ■ Font types, sizes and decorations ■ Alignment, margins, borders, and shadows ■ Page margins, headers/footers, ordered and unordered lists ■ Creating and changing table structures ■ Inserting and editing content ■ Formatting and aligning cells, cell dimensions ■ Borders and lines, inserting graphics/images ■ Creating and formatting graphical elements ■ Positioning graphics/images and graphical elements
Methods	<ul style="list-style-type: none"> ■ Implementation using the PC, with video projection of the individual steps
Materials	<ul style="list-style-type: none"> ■ Compare Xpert – Europäischer ComputerPass – Win@Internet 2 (see below)
Literature	<ul style="list-style-type: none"> ■ Gookin, Dan (2013): PC for Dummies. John Wiley & Sons. ■ Stulle, Konrad/Wegener, Tina (2008): Xpert – Europäischer ComputerPass – Win@Internet 2 (mit Windows Vista und Internet Explorer 7.0). Herdt-Verlag für Bildungsmedien GmbH.

2.2 Competence Profile 2: Documentation of Assistance Services and Processes

Thematic focal point: Documentation of Assistance Services and Processes

Working Units: 7

Goals	<p>Participants ...</p> <ul style="list-style-type: none"> ■ ... gain an overview of the problems of participating/non-participating observation. ■ ... have knowledge about possible mistakes of observation, and the reality-constructing effects of observation. ■ ... know about theories of development and personality as a basis for their analyses. ■ ... acquire skills for the theoretically founded analysis and formulation of hypotheses. ■ ... are able to formulate goals and appropriate measures. ■ ... have skills and knowledge required for the evaluation of assistance planning processes.
Contents	<ul style="list-style-type: none"> ■ Problems and common mistakes of observation ■ Analyzing every-day situations and cases ■ Formulating hypotheses building upon this analysis ■ Formulating goals ■ Formulating concrete and realistic measures ■ Evaluation methods for the planning of educational assistances
Methods	<ul style="list-style-type: none"> ■ Video for exercising observation skills
Materials	<ul style="list-style-type: none"> ■ Handout observation and observation mistakes ■ Presentation introduction to professional observation ■ Analytic grid for conducting own analyses ■ Handout formulation of child-raising assistance goals ■ Handout educational planning ■ Exercise formulation of child-raising assistance goals
Literature	<ul style="list-style-type: none"> ■ Institut für Kinder- und Jugendhilfe gGmbH et al. (Ed.) (2014): Studying Script – EDP-Based Documentation, Quality Assurance and Evaluation in Youth Care Services. Self-published. www.evas-europe.eu

2.3 Competence Profile 3: Value of Data for Youth Care Services

Thematic focal point: Impact and Impact Research
Working Units: 4

Goals	<p>Participants ...</p> <ul style="list-style-type: none">■ ... have knowledge about the meaning of impact and impact research.■ ... learn about the historical and sociopolitical relations that resulted in impact research for educational assistances.■ ... know about the different dimensions and perspectives of impact-oriented education assistance.■ ... acquire the competence to deal with impact research for the field of educational assistances critically.
Contents	<ul style="list-style-type: none">■ Analysis of studies regarding impact research■ What is "impact"?■ Methods of impact research■ Impact from multiple perspective (public, institutions, professionals, family, youth)■ Implications for assistance planning■ Definition: impact-oriented youth and child care■ Dimensions, characteristics, factors, indication, orientation■ What has an "impact" on educational assistance?
Methods	<ul style="list-style-type: none">■ Presentation■ Group work
Materials	<ul style="list-style-type: none">■ Handout impact and impact research■ Chapter II „Effect in Youth Care – an Overview“ in Studying Script (s.b.)■ Chapter III „Effectiveness of Youth Care Measures“ in Studying Script (s.b.)
Literature	<ul style="list-style-type: none">■ Institut für Kinder- und Jugendhilfe gGmbH et al. (Ed.) (2014): Studying Script – EDP-Based Documentation, Quality Assurance and Evaluation in Youth Care Services. Self-published. www.evas-europe.eu

2.4 Competence Profile 4: Benefit of EDP-Aided Documentation

Thematic focal point: Benefit of EDP-Aided Documentation

Working Units: 3

Goals	<p>Participants ...</p> <ul style="list-style-type: none"> ■ ... understand the value of using EDP-Aided technologies for the process of assistance planning: speed of data processing, relief of routine work, more time for client-related tasks. ■ ... are able to present this understanding to a third party.
Contents	<ul style="list-style-type: none"> ■ Checking the impact of pedagogical measures ■ Well-founded planning of pedagogical measures ■ Writing of development reports using EPD-aided data management
Methods	<ul style="list-style-type: none"> ■ Brainstorming ■ Card checks ■ Group work ■ Presentation
Materials	<ul style="list-style-type: none"> ■ Case examples from the professional practice
Literature	<ul style="list-style-type: none"> ■ Kreidenweis, H. (2012): Lehrbuch Sozialinformatik. UTB GmbH. ■ Institut für Kinder- und Jugendhilfe gGmbH et al. (Ed.) (2014): Studying Script – EDP-Based Documentation, Quality Assurance and Evaluation in Youth Care Services. Self-published. www.evas-europe.eu

2.5 Competence Profile 5: Improving Pedagogical Practice with Empirical Processes

Thematic focal point: Improving Pedagogical Practice with Empirical Processes

Working Units: 7

Goals	<p>Participants ...</p> <ul style="list-style-type: none">■ ... have knowledge about the basic concepts of empirical research.■ ... learn about the structure and procedure of a research design.■ ... know about the key differences and advantages of quantitative and qualitative research methods.■ ... acquire competences for organizing evaluation and impact research of educational assistance according to empirical criteria.
Contents	<ul style="list-style-type: none">■ Terms and concepts of empirical research (variables, data, hypotheses, procedures)■ Tasks of empirical research■ Evaluation research■ Quantitative methods of data assessment■ Qualitative methods of data assessment■ Basics of data security■ Impact research in the context of empirical research
Methods	<ul style="list-style-type: none">■ Presentation
Materials	<ul style="list-style-type: none">■ Handout Introduction to statistics
Literature	<ul style="list-style-type: none">■ Gries, K./Wirz, J. (2014): Empirical Methods. www.evas-europe.eu■ Institut für Kinder- und Jugendhilfe gGmbH et al. (Ed.) (2014): Studying Script – EDP-Based Documentation, Quality Assurance and Evaluation in Youth Care Services. Self-published. www.evas-europe.eu

2.6 Competence Profile 6: EDP Technologies for the Process of Assistance Planning

Thematic focal point: EDP Technologies for the Process of Assistance Planning

Working Units: 16

Goals	<p>Participants ...</p> <ul style="list-style-type: none"> ■ ... have knowledge and skills for the use of the processes such as EVAS for the complete process of assistance planning. ■ ... acquire competences for the practical application of these processes for assistance planning.
Contents	<ul style="list-style-type: none"> ■ Statistical methods of analysis ■ Software-based planning of educational and assistances ■ Different professional tools for the field of educational assistance ■ Case history and data import for the input masks of e.g. EVAS ■ Application and usage of these processes in real-life settings ■ Diagnoses, formulation of goals, and assessment of resources and deficits ■ Description of pedagogical goals (admission of new cases)
Methods	<ul style="list-style-type: none"> ■ Learning with practical example cases ■ Group work
Materials	<ul style="list-style-type: none"> ■ Exercise survey design ■ Exercise with case study ■ Exercise data quality ■ Individual case assessment grid ■ Exercise individual results ■ Assessment sheet for EDP-aided processes ■ Admission form with operationalization guide
Literature	<ul style="list-style-type: none"> ■ Institut für Kinder- und Jugendhilfe gGmbH et al. (Ed.) (2014): Studying Script – EDP-Based Documentation, Quality Assurance and Evaluation in Youth Care Services. Self-published. www.evas-europe.eu ■ Institut für Kinder- und Jugendhilfe gGmbH (Ed.) (2004): EVAS Handbuch. 1st ed., self-published.



III Methodical and Didactic Advice

While preparing individual lessons for the implementation of this framework curriculum, special attention has to be directed to some central principles which result from the application-oriented nature of the curriculum's contents:

- **Participant orientation**

The implementation of the topics is geared to the real experiences participants can and probably will make. Their previous knowledge will always be taken into account when planning lessons or individual units.

- **Action orientation**

Participants are encouraged to participate actively in all training activities and take part in shaping them to their needs. Learning is seen as a holistic process, putting the individual's way towards his or her independent success in the center of attention.

- **Multiperspectival preparation of topics**

The trainings are not supposed to result in a one-dimensional display of a (majority's) opinion, but rather discuss controversial points of view as well. Participants will be encouraged to change their individual perspective.

- **Adult-suited training settings**

The relationship between participants and teachers is characterized by a partnership in learning. All interpersonal exchange happens at eye level and acknowledges the individual's competences and their beneficial role for the learning process.

- **Use of different social forms**

Social forms in a training setting are chosen based on their appropriateness for the teaching of the subject. The choice is supposed to direct the students towards giving them chances for gaining new knowledge independently, while respecting their individual circumstances for and experiences with learning.

- **Use of diverse methods**

As the curriculum covers a very broad range of topics, methodological diversity becomes necessary to appropriately impart its contents. The task of selecting the appropriate method for any given context lies with the teacher, who has to select it according to the needs and requirements of his or her respective course.

- **Promotion of independent learning**

All participants are assisted in independently using learning techniques for acquiring new knowledge and beyond this. They are given clues and hints on repeating and expanding on what they have learned, and are given ample opportunity to practice these techniques in a training setting.

- **Selection of materials**

The choice of which materials will be used has to be comprehensible and oriented on the reality of current professional practice.



■ Didactic reduction of the subject matter

The trainings' subjects are reduced to the elementary aspects which are necessary for its understanding in the context of the respective learning targets.

■ Inductive approach

The acquisition of knowledge on the subjects should usually be encouraged with concrete examples and inductive whenever possible.

■ Visualization

While preparing the subjects and topics to be taught, presentiveness should be a main point of attention. This can be facilitated by making use of different presentation media (print, film, television, photos, statistics, graphics etc.).

Imprint

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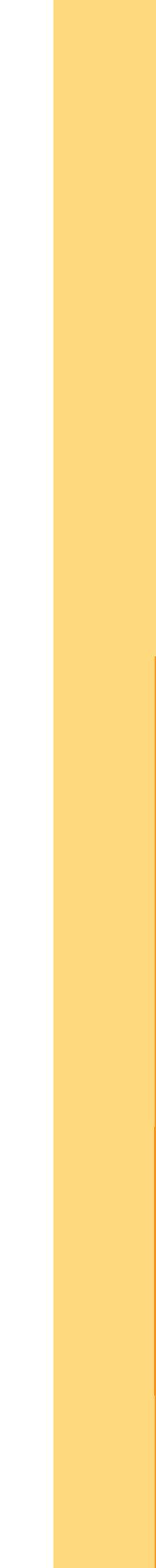
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