



**PRO PULSE +**

*A new perspective for production schools*

## 03 PRO PULSE+ MODEL in AUSTRIA

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### ***Social worker for elder care***

**BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH**

**2/7/2017**



**Erasmus+**

PRO PULSE + project (2015-1-FR01-KA202-014891) has been funded with support from the European Commission. This document reflects the views only of the author and the Commission cannot be held responsible for any use which might be made of the information contained herein



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## INTRODUCTION

Everywhere in Europe, countries are facing the challenge of higher unemployment rates, which especially hit weakened publics of youngsters and 45+ who have lower-qualified profile, often combined with social difficulties which may cause drop-outs and reluctance to training. In addition, Europe is suffering from a lack of sector-adapted technical competences as well as transversal job-oriented skills for a successful integration into the labour market.

In this context, alternative training, including work-based training for young and adults have grown and many experts see on it an adapted compromise to tackle unemployment across Europe. This is why interesting success models such as "Production Schools" have been emerging in countries like Denmark, Austria, Germany, France, Sweden and Finland, tackling the fragile situations of young learners by valorising their work, raising confidence and by encouraging the acquisition of transversal skills which can be valorised on the labour market.

PRO PULSE+ project intends to provide adapted learning settings and environments which can offer a qualitative work-based experience to priority-target groups of young people who dropped out of schools and who are characterised by a "NEET" situation as well as to adults facing long term unemployment.

In order to achieve its goal, the project can rely on a solid partnership made of organisations from Austria, Italy, France, Portugal and Turkey. All partners are expert VET providers and sector-oriented representatives in the field of work-based training and in insertion initiatives, notably for youngsters and senior adults facing exclusion situations and long term unemployment. These partners have a very good knowledge of the target groups involved and can rely on their long experience in European cooperation to successfully develop their common proposition.

The project's Output 3 PRO PULSE+ MODEL aims to develop a new generation of production schools, based on a hybrid model covering four innovative aspects:

- 1) New targets, low-skilled adults besides young** - both low-skilled groups have been severely impacted by the current global economic crisis. The highest long-term unemployment rates are found in the least educated section of the population in every Member State. Low-skilled individuals are also at higher risk of social exclusion and poverty.
- 2) New didactics, including intergenerational learning** - production schools are per nature constructivist, work-based, skill oriented, individual-centred. Building up

advantaged from a mixed group of participants, also an intergenerational learning will be promoted, aiming to transfer of knowledge, boost reciprocal learning relationships and contribute to develop social capital and social cohesion in our ageing societies.

- 3) New sectors/workshops, both production and service-oriented** - matching skills and labour market needs is crucial. To face this reality, five different sectors will be considered: Social worker for elder care (Austria); Sales representative (France), Promotional services for tourist accommodation and/or products (Italy); Seamstress (Portugal); Interior design assistant (Turkey).
- 4) Small-scale, implementing production/service units instead production schools** - sustainability is a critical aspect of any project. Although the ultimate goal of all the implementation partners is to create a production school, there are bureaucratic, legal, financial and time constrains, and realistic objectives must be settled for the PRO PULSE+ project. In this sense, and based on partners' resource, five units of production/service will be set up, tested and established during the project life and maintained after it ends.

The PRO PULSE+ MODEL is based on the following key-success factors and quality aspects identified under the development of the Output 1 GOOD PRACTICES COLLECTION and on the findings of the Output 2 STATE OF THE ART TRANSNATIONAL REPORT:

- To work in cooperation with local organisations in order to identify disadvantaged and unemployed young people and adult and encourage them to enrol in the unit of production
- To give priority to practical teaching and training, by explaining and illustrating theoretical concepts through practice
- To meet local needs, by selecting a production/service field in relation with the local economy (i.e. in-demand jobs or promising fields)
- To offer learns an individual and tailored follow-up (e.g., by setting up very small groups in the workshops training)
- To create strong links with local enterprises in order to:
  - persuade enterprises not to see the unit as a competitor but as a trustful provider of products/services;
  - establish a strong network of potential clients;
  - encourage participants to take care of the quality of their work (i.e. as the products/services have been ordered by a real company and will eventually be sold);
  - facilitate the employment of these participants.



- To rely on skilled and qualified staff, having several years of work experience in a specific sector and willing to transfer their knowledge to disadvantaged participants
- To have evaluation and quality procedures, such as:
  - a process-orientated implementation;
  - certification with the international label ISO 9001 or other;
  - national certified quality system for training activities;
  - tailored and consolidated monitoring and evaluation system implemented involving all actors;
  - application of different kinds of monitoring tools and control loops;
  - continuous evaluation practices through participatory assessment methodologies;
  - 360 degree feedback;
  - regular meetings with participants and staff team.

Besides, the PRO PULSE+ Model will also propose a practical framework to set up the new generation of production schools in the destination countries, i. e. Austria, France, Italy, Portugal and Turkey, including the design of unit structure, organigram and descriptors, grounded rules, resources, workshop scheme, personal project, local communities mapping, social components.

The PRO PULSE+ Model has been tailored to Austria context by BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH ([www.best.at](http://www.best.at)), based on the sectoral implementation – “Social worker for elder care” and organisational needs and specificities, including the design of three related production/services sectoral-workshops (see Annex A) and definition of a check list of 15 sectoral-oriented tools (see Annex B).

To support the practical implementation of PRO PULSE+ MODEL, the project also provides the Output 4 PRO PULSE+ e.TOOLBOX and Output 5 GUIDELINES. All project outputs are open educational resources available in English and German in the PRO PULSE+ Platform [www.propulse-plus.eu](http://www.propulse-plus.eu)

## PRO PULSE+ MODEL in AUSTRIA

The following scheme represents the PRO PULSE+ MODEL in AUSTRIA and its core-elements - new targets, new didactic, new sectors, small-scale units, stakeholders' engagement and quality assurance. Altogether, these six core-elements represent the pillars of the model for a new generation of production schools in Austria, for participants build up personal, social, practical skills and competences for work and life.



## Didactic philosophy and principles

The common goals of any production school across Europe are stabilisation, motivation increase, transfer of professional skills, (re)integration into the labour market and the establishment of continuous education.

Within the frame of the PRO PULSE+ MODEL, the units of production/service intend to provide adapted learning settings and environments which can promote the:

- Social Inclusion of low-skilled/unemployed/disadvantaged young people and 45+
- Entry into the labour market
- Development of sector-specific social and professional skills and competences
- The empowerment of participants through the development of autonomy, initiative, sense of responsibility and critical thinking
- Development of lifelong learning skills
- Development of a personal action plan

To achieve it, the following nine principles adapted from the Danish production schools' charter highlight the key aspects to be taken into consideration for the implementation of the PRO PULSE+ MODEL in Austria:

### 1) The fundamental characteristics of the PRO PULSE+ units are learning through production

The root of the learning environment at the work and production give common experiences and recognition. The goods and services produced by the participants are available, sold or not, for the local communities, market and/or potential customers. It enables to plan each workshop with specific scenarios situations and functions. The participants discover and will get well-acquainted with all important processes, which form part of the work and the production - from idea via decision, planning, execution and valuation to delivery.

### 2) Learning takes place in an intergenerational environment

Building up advantaged from a mixed group of participants, the aim of intergenerational practice is to bring together people from different generations in purposeful, mutually beneficial activities, which promote the transfer of knowledge, boost reciprocal learning relationships and contribute to develop social capital and social cohesion in our ageing societies. Intergenerational learning promotes exchange of experiences and practical know-how, boost peer mentoring and mutual learning.

### **3) Learning is grounded on constructivist approaches, including learning-by-doing, work-based learning and self-directed learning**

The theoretical instruction must be extensive and as far as possible be integrated in practical work and the production at each individual workshop. When participants face situations where practical task solving is linked together with the theory to match, their interest in the theoretical part is awakened, and their knowledge in the subject area in question will thus be strengthened.

### **4) All participants are attached to a staff of the training and psychosocial teams**

The participants have widely different experiences from the traditional school system, but what many of them have in common is that they have often encountered difficulties and defeat, which has confirmed their need for a different way of learning. Creating an inclusive environment for the participants requires presence and commitment of the staff involved who act both as tutors and counsellors. An essential prerequisite for this is that each participant should have as reference two staff members, one from the training and one from the psychosocial teams.

### **5) The PRO PULSE+ units offer vocational workshops with a professional diversity and quality reflecting the labour market and offered profiles**

The units can include sectoral or multi-sectoral workshops representing different fields and /or occupational profiles. However, the vocational areas must mainly relate to the specific needs of the labour market to better enable the future employment of participants.

### **6) The participants are offered transversal workshops in general subjects, as well as in culture and society**

The units can provide whenever necessary complementary training for participants who need to improve their key-skills within general subjects, for instance ICT or languages. Other transversal workshops within employability skills, society, culture, arts, nature, sports, well-being, etc. should also be planned and offered to all participants according to their interests.

### **7) The PRO PULSE+ units support each participant in setting and reaching realistic goals**

The units provide individual guidance enabling each participant to clarify, develop and to put into perspective their personal, social and professional qualifications. The guidance should support the participants in setting goals holding realistic challenges and in reaching these goals during their path. This day-to-day guidance is integrated

in the vocational and psychosocial processes. Guidance meetings should be held frequently with a view of continuous support and feedback.

### **8) The participants' achievement is documented in a PRO PULSE+ unit certificate**

It is of great importance that the knowledge, skills and competences that the participants obtain at the units are formalised and recognised in an official certificate emitted by the VET provider or other legal entity.

### **9) Governance, quality assurance and sustainability of each PRO PULSE+ unit**

The implementation of the PRO PULSE+ MODEL can be organised as small-scale units of production/services in any VET provider recognised by the national authorities. The legal structure depends on national legislation and has to be adapted to each country's specific needs. This may include operating as a non-profit-organisation, a public service or a private company. Ensuring quality through the provision of the PRO PULSE+ is not just a technical process but presupposes definition of an internal system based on national and/or European quality frameworks. Sustainability is other critical aspect of any unit and the following key-aspects should be considered from the beginning among others:

- depending on the local/regional/national context, there are several options for financing projects;
- strategic collaboration with different stakeholders;
- professional structure, staff profile and experience;
- good reputation;
- attractive and accessible for (potential) participants;
- performance-oriented training;
- commitment to equality and diversity;
- combination of market-approach and high quality products/services;
- orientated towards the social economy with community involvement.



## **PRACTICAL FRAMEWORK TO SET-UP the PRO PULSE+ UNIT in AUSTRIA**

In Austria, the PRO PULSE+ unit on “Social worker for elder care” will be implemented by BEST, will be available in our Course Centre Dörfelstraße, 1120 Wien.

This unit will provide to participants adapted learning settings and environments which can offer a qualitative learning trough production experience on “Social worker for elder care” to both young people (16-29) who dropped out of schools and who are characterized by NEET ((Not in Employment, Education or Training) and to adults (45+) facing a long unemployment period.

The local diagnosis was carried out by BEST in an early staged of the project to support the design and implementation strategy of the PRO PULSE+ unit. This diagnostic involved an internal multidisciplinary team of BEST and offered, in objective way, the local “picture” in terms of socio-economic and socio-cultural aspects. Amongst other activities, the following were considered:

- Reflection on previous experience of BEST in the field of production school in Austria “Golden Goal”
- Research of information and relevant statistics
- Analysis of similar and/or complementary local initiatives
- Stakeholders mapping

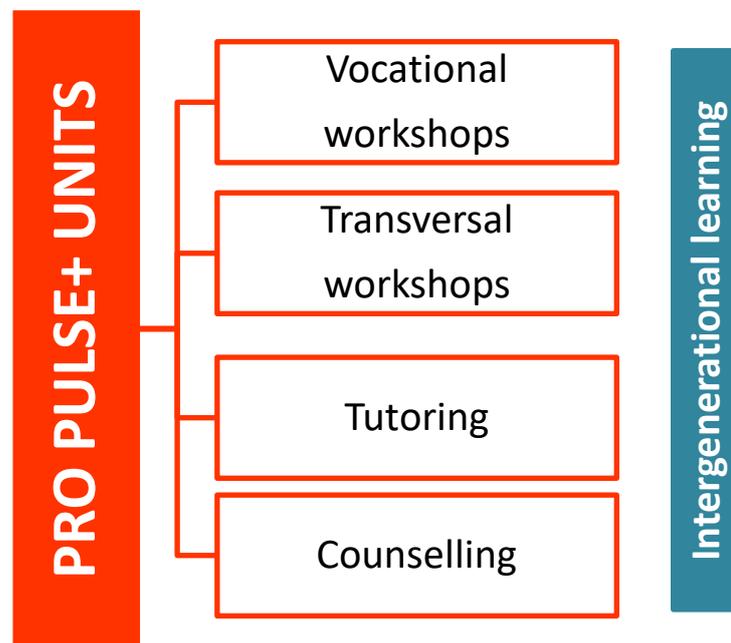
### **Design of unit scheme**

The PRO PULSE+ unit is a place where both, youngsters and 45+ can make together new experiences and where they are supported in transition from unemployment to continuous training and work. Learning is primarily about produce goods and/or services: the participants thereby learn the value and/or use of their own work.

The production itself is not an end but a pedagogical tool forming the basis of a different way of learning. Therefore, it is important to maintain the production as an end in order for it to function as a means. When the participants face a workshop practice where things must be done because it is necessary, they will be challenged on their responsibility and ability to cooperate to finish a task. The work must therefore be organised to include the

participant in a working community founded on genuine cooperation and joint responsibility, which at the same time makes sense to the individual participant. Learning thus takes place in a social practice involving and developing the participants both professionally, socially and personally, for instance by means of intergenerational learning which is a valuable way of promoting social, personal and professional goals.

Each unit of production/services consists of four pillars:



### Vocational workshops

The units can include sectoral or multi-sectoral workshops representing different fields and/or occupational profiles. However, the vocational areas must mainly relate to the specific needs of the labour market to better enable the future employment of participants. BEST developed the following three tailored workshops on “Social worker for elder care” (see annex A):

- Care of elderly dependents
- Health promotion
- Empathy and social engagement

### Transversal workshop

The units can provide whenever necessary complementary training for participants who need to improve their key-skills within general subjects, for instance ICT or languages. Other transversal workshops within employability skills, society, culture, arts, nature, sports, well-being, etc. should also be planned and offered to all participants according to their interests.

### Tutoring

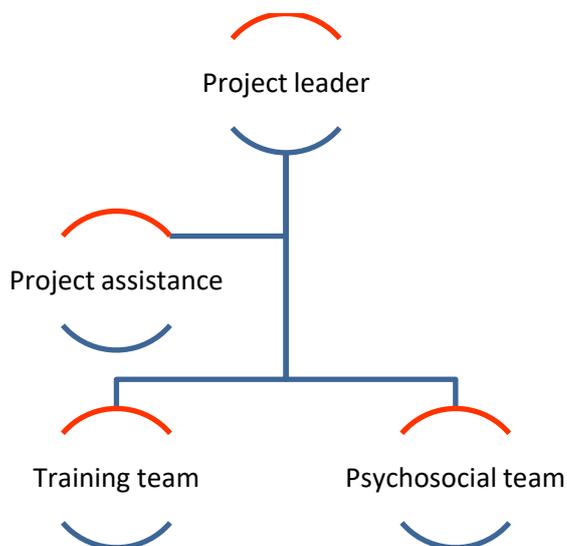
A personal tutor, trainer, teacher, mentor (i.e. member of the training team) accompanies and supports each participant during the entire time in the PRO PULSE+ unit. The aim is to work out the goals, reflect what has been accomplished so far, or where participants need support and plan next steps.

### Counselling

Individual counselling is central in any PRO PULSE+ unit. This takes place both formally and informally and aims to define the personal project and provide all the necessary psychosocial support for a successful path.

## Organigram and descriptors

At BEST, the team of professionals working on PRO PULSE+ unit is represented in the following organogram:



The main responsibilities of BEST's team of PRO PULSE+ unit are:

- Project leader: responsible for the overall coordination of the unit, including team management, reporting, quality assurance processes and external relations with stakeholders (in particular with AMS who is responsible for sending the participants)
- Project assistance: responsible for all logistics and administrative tasks
- Training team (trainers and teachers with relevant academic and professional background): responsible for implementing the vocational workshops and development of key-skills (e.g. ICT, languages)
- Psychosocial team (counsellors and coaches): responsible for individual accompaniment of participants and transversal workshops on societal topics

## Ground rules

At BEST, the following ground rules are defined from the beginning of the implementation of the PRO PULSE+ unit and additional will be established whenever necessary:

**Accessibility:** participants are able to access all necessary information.

**Clarity:** all stakeholders are able to understand and follow the processes.

**Continuity:** results should be valuable for the personal project and should meet expectations of each participant.

**Consistence:** achievement of concrete, consistent and replicable results, regardless of the individuals involved in the process.

**Equality:** all participants have the same chance to contribute.

**Integrity:** the life story of each individual is treated discretely and with respect.

**Objectivity:** processes should be understandable and transparent.

**Support:** all participants have the possibility to take part in individual measures.

**Sustainability:** learning does not stop with the end of the unit path but seeks to leave affect.

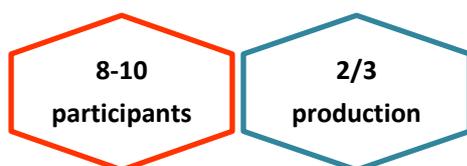
**Unity:** each PRO PULSE+ path should be unique, and tailored to each participant's needs.

## Resources

In addition to the human resources detailed above, the resources listed below will also be mobilised by BEST:

- **Facilities and equipment:** the premises of BEST's Course Centre Dörfelstraße, 1120 Wien, offer a good accessibility to all participants, the necessary physical space and condition for the PRO PULSE+ unit practice. All the necessary equipment is available. Other additional resources such as common spaces and cantina is also available
- **Funding:** in the frame of the project, BEST will engage both professionals and participants from other national programmes. In the future, BEST will apply to specific national funds to ensure the sustainability of the PRO PULSE+ unit.

## Workshop schemes



Learning through production is the root of PRO PULSE+ model. The production of goods or services that can be sold or not on market terms is the main outcome. Production is not an end in and of itself, but if it is not perceived as a goal then it does not function as a means.

Workshop-based learning is all about creating dynamic scenarios and different teaching environments for low-skilled participants who need a new perspective on what it means to have knowledge, skills and competences. There is great emphasis on avoiding any further marginalisation of participants who have had difficulties in classic educational system.

The workshops offer participants a chance to enter into a binding work community where they must contribute with skills to solve a workshop assignment and contribute socially to the intergenerational collaboration. In other words, production/services units are based on



the principle that learning must be seen as a social practice. It is the didactic task of the training team – based on insights into education as well as learning by doing – to exploit the opportunities that lie in the specific job at hand so as to ensure that each participant's professional, social and personal skills are developed. A significant prerequisite for succeeding is to keep the number of learners per workshop fairly low (at BEST the groups will have between 8-10 participants).

The tasks must be organised to involve participants in a work community which is built on true cooperation and co-responsibility. The production/service unit perceives practical work in the workshop as something which i) occupies at least 2/3 of the training time; ii) provides shared experiences and recognition; iii) connects different generations in the striving for a common goal; and iv) requires active participation of all.

Working in its entirety can be divided into four process categories of which the learner should gain experience within all of them. These are:

- 1) Decision-making
- 2) Planning
- 3) Executing
- 4) Appreciation

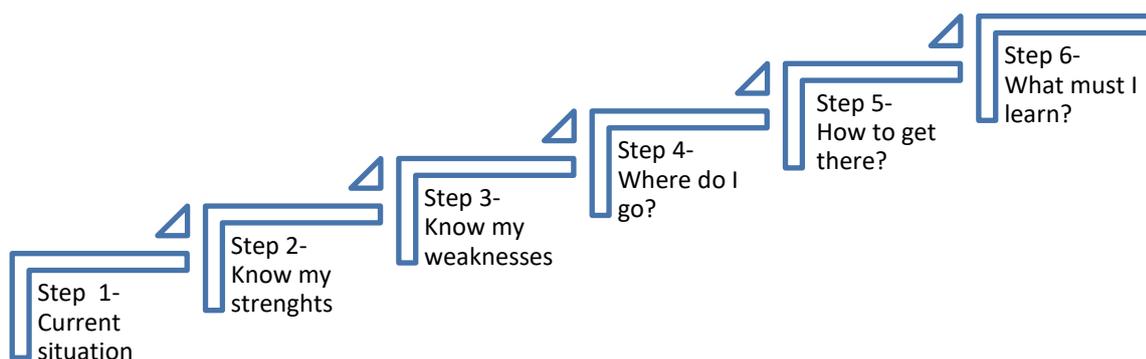
The perception of work in a workshop is resting on the belief that the practical work contributes to i) joint experiences and acknowledgement, ii) tying the participants to a common goal, iii) defining personal status and identity, iv) a demand of active participation and v) daily routines. Thus, the participants will come to see that their work – through active participation and products – is necessary for the common goal of the workshop.

The discovery that learning can be done in connection with the process of working also makes the learners aware of the fact that in order to be good at something, you have to practice. The discovery that through practicing, one is also executing a profession is also valuable for the development of the participants. Another important aspect of learning is that it does not happen based on an individual, but based on collaboration with others – in a social and intergenerational practice. The participants observe how others do certain things and can be inspired in the ways they do the same.

## Personal project

The personal project will be developed at the beginning by each participant with the support of BEST team. First the individual current situation has to be evaluated to raise awareness: “What are my strengths and weaknesses? What is my educational and professional background?” Based on that information, specific objectives, a timeframe and necessary measures can be set. It has three main goals:

- Contextualisation of the educational, professional and personal background of the participant
- Boosting her/his awareness about the expectations, doubts, fears, desires, goals and needs regarding the PRO PULSE+ path
- Reflection about her/his past and current situation and definition of the PRO PULSE+ path



## Social components

At BEST, the participants receive both formal counselling as well as guidance integrated in the learning. Both training and psychosocial teams are responsible for this daily guidance which is part of the social and work-related processes. The daily guidance provides the foundation for more formally organised counselling sessions and some transversal workshops that ensure a continual appraisal of the individual participant’s path at the PRO PULSE+ unit.

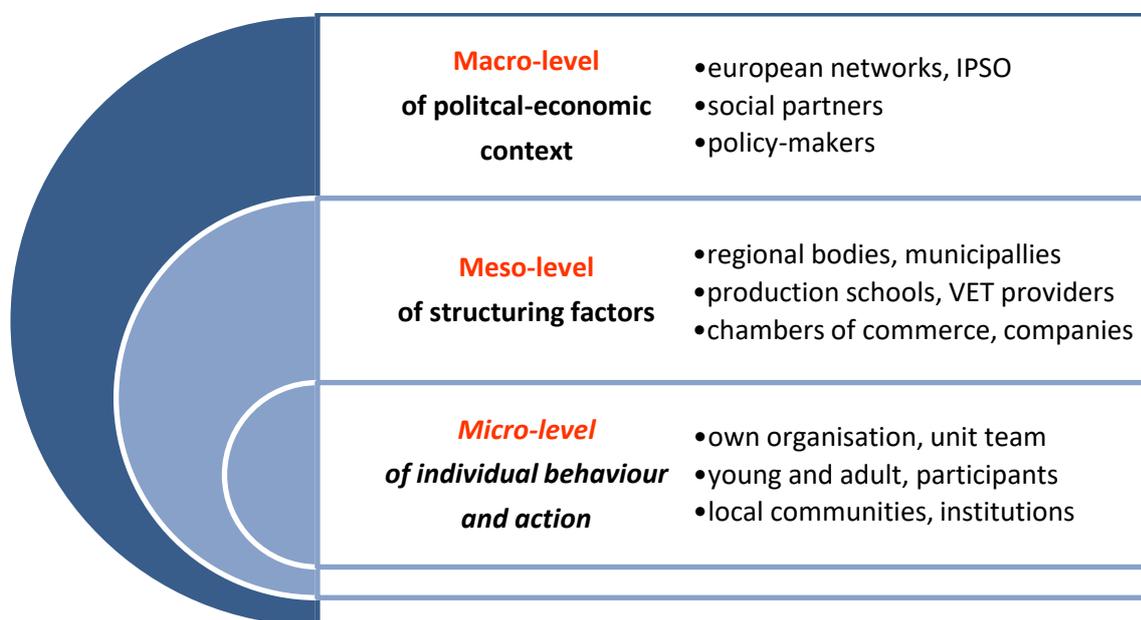
The development of social and personal competences in the units of production/services takes place to the highest extent in connection with the development of professional competences. In connection to this, the development of social and personal competences

also takes place outside of the vocational workshop. The transversal workshops aim to promote general education. General education is the process in which the person becomes able to exceed his/her own horizon and becomes an active member of his/her community, not only as an employee, but also as a citizen in civic society and as a fellow human being. General education serves the purpose of helping the participants develop into a “whole human being” throughout to various topics such as society, culture, arts, nature, sports, well-being, etc.

Moreover, the BEST’s psychosocial team will also provide individual counselling and facilitates social support services and follow-up assistance to all participants.

## Stakeholders mapping

The creation of a network of stakeholders is a critical aspect for the successful implementation of the PRO PULSE+ unit in Austria.



The following key-stakeholders have been engaged at different levels to ensure a proper implementation of the PRO PULSE+ unit by BEST:

STAKEHOLDER	BRIEF DESCRIPTION	LEVEL	WEBSITE
AMS-Austrian Employment Service	The AMS is the main public body on national level for labour market related issues such as unemployment, training and research.	Meso-level	<a href="http://www.ams.at">www.ams.at</a>
NEBA	NEBA is a differentiated and needs-based system to support people with disabilities and at risk of exclusion adolescents. The network comprises public and private bodies and institutions, providing 54 production schools.	Meso-level	<a href="http://www.neba.at">www.neba.at</a>
Produktionsschule (production school) Golden Goal Wiener Neustadt and Bruck/Leitha	Production schools are the bridge between education and employment for those who ended education early and/or without any qualifications. The duration of programs is usually between 6 and 12 months. Learners are awarded certificates of attention. The model follows “four pillars”: coaching, training, knowledge-workshops and sport.	Micro-level	<a href="http://www.best.at">www.best.at</a>
Federal Ministry of health	The federal ministry of health is the responsible body for issues in Austrian health care, including concerns of the sector and its professions.	pMacro-level	<a href="http://www.bmg.gv.at">www.bmg.gv.at</a>
Federal ministry for labour, social affairs and consumers` protection	The social ministry is responsible for social and health care issues on governmental level and related to funding and implementation of educational programmes.	Macro-level	<a href="http://www.sozialministerium.at">www.sozialministerium.at</a>
Federal ministry for women and education	The ministry is a strategic partner of the NEBA network, which is responsible for the implementation of production schools	Macro-level	<a href="http://www.bmbf.gv.at">www.bmbf.gv.at</a>
Vocational schools	The Austrian vocational schools offer a variety of professions on secondary and tertiary level in the formal education system.	Meso-level	<a href="http://www.berufsbildendeschulen.at">www.berufsbildendeschulen.at</a>
“Youth coaching”	Youth coaching is an initiative by NEBA, which functions as an interface for youth between school and work	Meso-level	<a href="http://www.neba.at/jugendcoaching/warum.html">www.neba.at/jugendcoaching/warum.html</a>

## Quality assurance

BEST's Quality Management System (QMS) and strategy is based on the EFQM Model, which means:

- Orientation of the organisation towards needs and interests of the partners (customers, employees, owners)
- Constant examination of our achievements
- Comparison to other organisations

In all national training programmes, as well as in PRO PULSE+ unit, BEST is oriented on:

- Maximized customer satisfaction
- Well organised and informed working teams which are part of the quality increasing measures
- Specific used resources such as information, material, space, know-how
- Motivation and employer satisfaction are based on our success
- The management board guides the quality oriented organisation structure
- All strategic goals need to face the quality goals
- The services and problem solutions are based on responsibility for environment and society

The management board of BEST takes the responsibility for all activities, implementation and enhancements of the QMS. We understand quality as a dynamic process, a quality circle, where we achieve our standards which we prove methodically and systematically. BEST intern activities:

- 2 times a year intern audits of the quality responsible person and the quality leader
- Annual meeting of the management board concerning strategic activities
- At least once a year "BEST Gesamtmeeting" including the staff
- specific topics are discussed in other current meetings and workshops

The quality leader annually establishes the "BEST quality review" including the achieved quality standards, results of the employee survey, upward feedback, benchmark activities, analysis of customer feedbacks & complaint management etc. If there are any measures proposed to increase the situation they can be included in the current quality management plan.

The management board proves the QMS based on the outcome of the intern audits and meetings. The essential benchmark for proving and rating the quality of our services is getting the customer satisfaction in BEST intern questionnaires and AMS questionnaires.



(AMS = public employment service Austria). Both questionnaires take place on the personal computer and the results are statistically with constant access for partners and sponsors (AMS). Customers can also personally talk to trainers or the head office (Mariahilfer Straße 8). All results influence immediately the organisation, we try to react very quickly. Additional to the customer feedback we ask for trainer feedback to prove the trainings and feedback from sponsors.

Concerning to the EFQM Model we try to increase constantly the quality of our trainings and measures.

## ANNEX A: SECTORAL-WORKSHOPS

<b>WORKSHOP title</b>	
Care of elderly dependents	
<b>SECTOR</b>	<b>PROFESSIONAL PROFILE</b>
Social/health care/VET	Social worker for elder care
<b>COUNTRY</b>	<b>CITY</b>
Austria	Vienna
<b>VET PROVIDER</b>	<b>WEBSITE</b>
BEST	www.best.at
<b>DURATION in hours</b>	
7 hours	
<b>BRIEF DESCRIPTION of the goals of the workshop</b>	
The goal of the workshop is to support learners in recognising basic tasks associated with the profession. They will elaborate contents and conduct practical activities in group work to get an impression of daily practice. They will reflect on the professional role in the relationship with clients and develop sensibility for appropriate communication in care situations.	
<b>LEARNING OUTCOMES expressed in terms of knowledge, skills and competences</b>	
<ul style="list-style-type: none"> <li>– Learners will describe the basic tasks and responsibilities of a social worker for elder care</li> <li>– Learners will interpret needs of the clients by communicating in a sensitive manner</li> <li>– Learners will demonstrate activities to simplify clients` daily routine in a supervised context</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<b>PRODUCTS/SERVICES to be developed</b>
<ul style="list-style-type: none"> <li>– 2 Activities</li> <li>– Case study</li> <li>– Assignment</li> </ul>	Assistance for facilitation of daily routine of elder people
<b>HUMAN RESOURCES profile of staff as skills required</b>	
Staff should have medical knowledge, pedagogical skills and social competences (ideally work experience with the target group)	
<b>PARTICIPANTS' group size</b>	
6-16 participants	
<b>RESOURCES/MATERIALS required</b>	
Paper, pens, flipchart, PC, internet access	
<b>SOFT SKILLS involved</b>	
Presentation skills, communication skills, sensibility, research skills, teamwork and social skills, judgement, problem solving, self-reflection, evaluation and feedback skills	

<b>WORKSHOP title</b>	
Health promotion	
<b>SECTOR</b>	<b>PROFESSIONAL PROFILE</b>
Social/health care/VET	Social worker for elder care
<b>COUNTRY</b>	<b>CITY</b>
Austria	Vienna
<b>VET PROVIDER</b>	<b>WEBSITE</b>
BEST	www.best.at
<b>DURATION in hours</b>	
7 hours	
<b>BRIEF DESCRIPTION of the goals of the workshop</b>	
The goal of the workshop is to support learners in developing a sense for healthy lifestyle and indicators of disturbed health status. They will recognise that physical and mental health as well as social interaction are the basis for a person`s wellbeing. They will discuss a practical case and increase their communication and negotiation skills through group work.	
<b>LEARNING OUTCOMES expressed in terms of knowledge, skills and competences</b>	
<ul style="list-style-type: none"> <li>– Learners will state factors for health and health promotion</li> <li>– Learners will develop solution approaches for cases of health risks</li> <li>– Learners will assist in evaluating a health status under supervision</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<b>PRODUCTS/SERVICES to be developed</b>
<ul style="list-style-type: none"> <li>– 2 Activities</li> <li>– Case study</li> <li>– Assignment</li> </ul>	Basics of health, health promotion of elder people
<b>HUMAN RESOURCES profile of staff as skills required</b>	
Staff should have medical knowledge, pedagogical skills and social competences (ideally work experience with the target group)	
<b>PARTICIPANTS' group size</b>	
6-16 participants	
<b>RESOURCES/MATERIALS required</b>	
Paper, pens, flipchart	
<b>SOFT SKILLS involved</b>	
Sensitivity, empathy, communication skills, teamwork and negotiation skills, organisational skills, problem solving, presentation skills	

<b>WORKSHOP title</b>	
Empathy and social engagement	
<b>SECTOR</b>	<b>PROFESSIONAL PROFILE</b>
Social/health care/VET	Social worker for elder care
<b>COUNTRY</b>	<b>CITY</b>
Austria	Vienna
<b>VET PROVIDER</b>	<b>WEBSITE</b>
BEST	www.best.at
<b>DURATION in hours</b>	
7 hours	
<b>BRIEF DESCRIPTION of the goals of the workshop</b>	
The goal of the workshop is to promote learners` empathy in view of their future work with elder people. They will recognise the importance of active listening and paying attention in order to understand a person`s needs. They will learn to accept other opinions and views and keep retention, respectively professional distance.	
<b>LEARNING OUTCOMES expressed in terms of knowledge, skills and competences</b>	
<ul style="list-style-type: none"> <li>– Learners will label different forms of empathy and social engagement</li> <li>– Learners will demonstrate empathy and authenticity in care situations by maintaining verbal and non-verbal (e.g., by touch) interactions</li> <li>– Learners will advise on controversial situations in a learning environment using technical terms and neutral language</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<b>PRODUCTS/SERVICES to be developed</b>
<ul style="list-style-type: none"> <li>– 2 Activities</li> <li>– Case study</li> <li>– Assignment</li> </ul>	Social assistance of elder people
<b>HUMAN RESOURCES profile of staff as skills required</b>	
Staff should have medical knowledge, pedagogical skills and social competences (ideally work experience with the target group)	
<b>PARTICIPANTS' group size</b>	
6-16 participants	
<b>RESOURCES/MATERIALS required</b>	
Paper, pens, flipchart	
<b>SOFT SKILLS involved</b>	
self-reflection, empathy, engagement, judgement, open-mindedness	

## ANNEX B: CHECK LIST OF SECTORAL-ORIENTED TOOLS

<b>TOOL name</b>	<b>TYPE of tool</b>	<b>SECTOR</b>	<b>PROFESSIONAL PROFILE</b>
"Aging activity"	Activity	Social/health care/VET	Social worker for elder care
"Daily care"	Activity	Social/health care/VET	Social worker for elder care
"Professional judgement"	Case study	Social/health care/VET	Social worker for elder care
"Reflecting the professional role"	Assignment	Social/health care/VET	Social worker for elder care
"Health mind-map"	Activity	Social/health care/VET	Social worker for elder care
"Levels of health"	Activity	Social/health care/VET	Social worker for elder care
"Health and nutrition"	Case study	Social/health care/VET	Social worker for elder care
"Check-list of wellbeing"	Assignment	Social/health care/VET	Social worker for elder care
"Awareness for empathy"	Activity	Social/health care/VET	Social worker for elder care
"Health care scenarios"	Activity	Social/health care/VET	Social worker for elder care
"Engaging in social work for elder care"	Case study	Social/health care/VET	Social worker for elder care
"Changing point of views"	Assignment	Social/health care/VET	Social worker for elder care