Thematic Panel: Promoting Workforce Reform

June 26, 2024

Welcome!

Welcome!

Alia Kamlani

Global Labour Market Activation Lead
Deloitte

Promoting Workforce Reform | Today's Panelists

Bruno Baron-Guichard
Social Inclusion Manager, France National Centre for Public Administration

Florin Lazar,
Vice-president, The National College of Social Workers from Romania (CNASR), Professor, University of Bucharest, Romania

John Mervyn Bothwell,
Professional Adviser, Northern Ireland Social Care Council, United Kingdom

Trainers' seminar
“Thinking and co-constructing participation in training”

INSET ANGERS

NATIONAL CENTER FOR TERRITORIAL PUBLIC SERVICE

FRANCE

Why was this approach developed, integrating the opinions of social service users into practitioner training?

Externally

➢The societal approach to people's participation meets the challenges of citizenship and social cohesion

➢ Building public policies with the people concerned is now a general issue

➢ The participation of those concerned is now a priority in social action policies (Solidarity pact, HCTS White Paper on Social Work, Etats généraux du travail social).

In-house

➢ The CNFPT has long been concerned with the participation of people affected by poverty in its training programs.

➢ Opportunity offered in 2018 by the National Strategy to Prevent and Combat Poverty (Solidarity Pact in 2023), which is part of this movement to promote the participation of people concerned.

➢ CNFPT's commitment with the French government to develop this theme in our service offering and to support the skills development of our trainers/intervenors.

What are the objectives?

➢Change the way the CNFPT trains professionals on the issue of the participation of the people concerned in training, in particular by promoting experiential knowledge.

- Accompany professionals so that they fully appreciate the importance of experiential knowledge.
- Build up a network of people involved in this approach
- Gain recognition for the very notion of experiential knowledge. Better identify the needs of the people concerned in terms of support from social workers
- Collectively identify the “ingredients” that promote the recognition of knowledge and the collaborative experience of knowledge sharing.
- Better adapt training content to the needs of social workers

How did this cooperation come about?

- Training organization: implementing a pedagogical and formative approach from the outset

- Recruitment of a service provider specializing in creative and collective intelligence to prepare and co-facilitate the training course.

- Setting up an ecosystem bringing together representatives from different categories of players (trainers, training advisors, people supported, local authorities): an important challenge

- A group of “allies” to co-construct the training: define the framework, monitor the process, remove obstacles, identify issues, levers and conditions for success exchange, inspire, initiate a bond of trust between players

- Create a framework “training/exchanges” between trainers, enabling the imagination and design of these propitious training situations. Pedagogical innovation” approaches create a context and conditions

- Create a context and conditions conducive to the development and valorization of this knowledge

How did this cooperation come about? (*suites)*

Pedagogical principles:

- Collective intelligence process: to develop a group's ability to think and act together.(Lines of conduct (benevolence, respect...), sub-groups, change of partners, time for individual reflection before exchanges / adapted tools (world café, dialogue circle, journaling))

- Team-building to build trust, encourage inter-knowledge (concentric circles, experience sharing)

- Confronting representations of concepts: a must

- Learning effects of individual stories

- Educational games to encourage cooperation

What learning experience would you suggest to organizations that might be on a similar path to yours?

An essential condition: professionals must recognize and value the experiential knowledge of the people they support, as one of the keys to developing the power to act.

Levers and points to watch out for

Proposed levers

- Involvement in a shared project dynamic
- Recognition of 3 types of knowledge
- The need to build mutual trust
- A call for a change in posture
- Considering each other as peers, each with his or her own strengths and limitations
- A different view of the person concerned

What learning experience would you suggest to organizations that might be on a similar path to yours? (suites)

Points to watch out for

- Involvement of the people concerned: a political project, not an alibi
- Status and position of the person concerned: not a witness, but should take on the role of trainer alongside the professional trainer
- The person accompanied: the person concerned is a co-trainer, with legitimacy and awareness of the pedagogical contribution of his or her position as trainer

- The trainees During the construction of the pedagogical scenario, the trainers will be attentive to the debriefing time that will follow the intervention of the people concerned, in order to take distance and project themselves into the learning for their professional practices in the field.

What learning experience would you suggest to organizations that might be on a similar path to yours? (end)

CONDITIONS FOR SUCCESS

Before training

- Clearly define institutional support
- Importance of the training duo meeting: getting to know each other, understanding each other, recognizing each other, making room for each other
- Develop or strengthen the skills of the training duo to co-lead the course

Identify the people involved

- Articulating specific knowledge and co-constructing knowledge
- Co-construct appropriate specifications
- Evaluate the process : stakeholder buy-in, trainer skills, relevance of this modality, financial and human cost

During training

- Take regular time to watch each other perform as a duo
- Evaluate the quality of exchanges and the fluidity of co-hosting, wastage and/or the involvement of players

After the training

- Be careful not to over-model
- Evaluate the process: satisfaction (trainees, communities), feedback, impact on my practices

The First Census of the Social Services Workforce in Romania: Learnings for the future

Florin Lazăr [1, 2], Elena-Loreni Baciu[2, 3], Mihai Bogdan Iovu[2, 4], Conțiu Tiberiu Șoitu[2, 5], Diana Cristea[2], Voichița Tomuș[6], Maria Cristina Ghiță[6]

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Context

Although it has made considerable progress over the last 30 years, Romania continues to face demographic and social challenge:

the highest at-risk-of-poverty and social exclusion rate in the EU

sharp disparities between rural and urban areas and a markedly ageing population.

rapid population ageing

share of the labor force from social services in the total labor force: Romania 0.9% vs 4.7% EU average

- staff Deficit over 22,600 professionals (MMSS 2019)
- In this context, a strong social service workforce is required to address the needs of the most vulnerable groups.

In 2022 the Romanian National College of Social Workers (RNCSW/CNASR), with the support of UNICEF and Metro Media Transilvania (research institute), conducted a census survey among social service employees

Aim & Objectives

Aim: To objectively assess the workforce available across social services in terms of coverage and distribution.

Objectives:

1. Work out the profile of social service employees based on the main socio-demographic variables (gender, age, educational attainment, seniority, professional affiliation, level of competence, etc.);
2. Describe the workforce looking at the entities and bodies identified as social service providers – both public and private (including non-governmental organisations);
3. Analyse the workforce in terms of employment (description of jobs and occupations involved in social services, as well as various professional and occupational titles), (initial and continuing) training and promotion of professionals in various fields;
4. Analyse the workforce demand across social services, while quantifying the (filled and vacant) positions and assessing the social service workforce required to support vulnerable groups.

Survey methodology

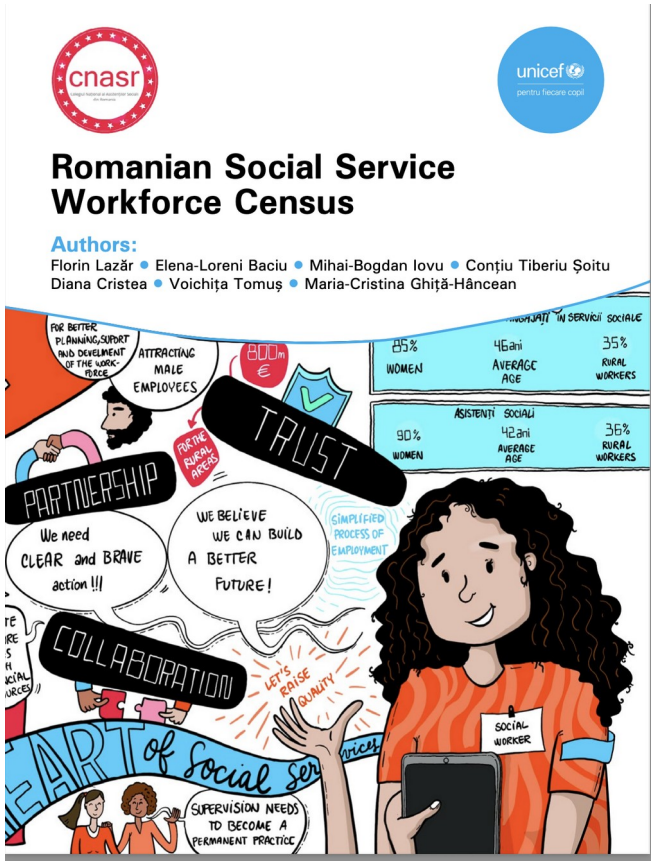
The research was carried out as a questionnaire-based sociological survey (1 April 2022 - 15 October 2022)

The data was collected online (CAWI) and over the phone (CATI) based on a multi-stage approach that involved contacting public and private organisations/institutions providing social services in Romania, as defined in the framework law on social assistance, Law no 292/2011.

Questionnaire included 54 items

https://cnasr.ro/storage/app/media/Noutati/Studiu.Recensamant.interactiv.EN.pdf

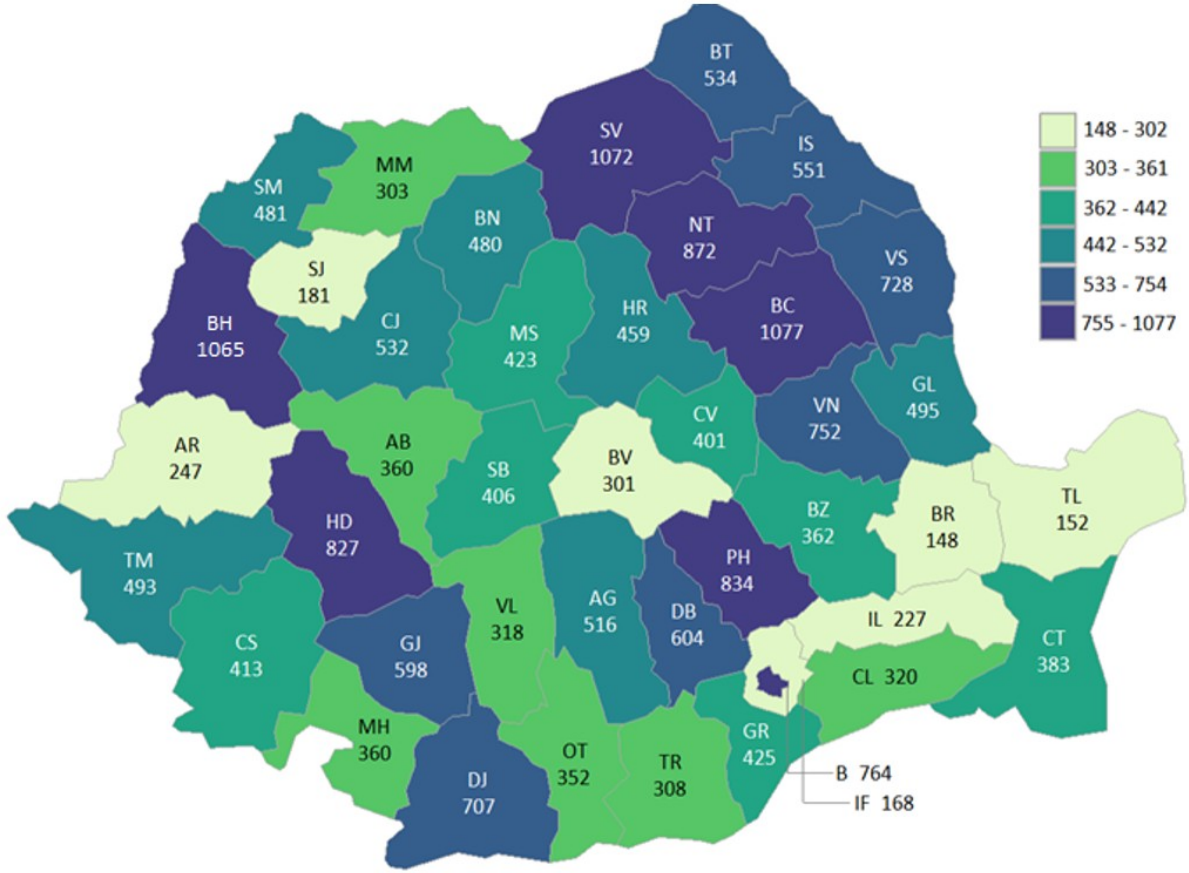
20,999 valid responses, about ¼ of total social care and social services workforce (Eurostat – 84,000-2022)



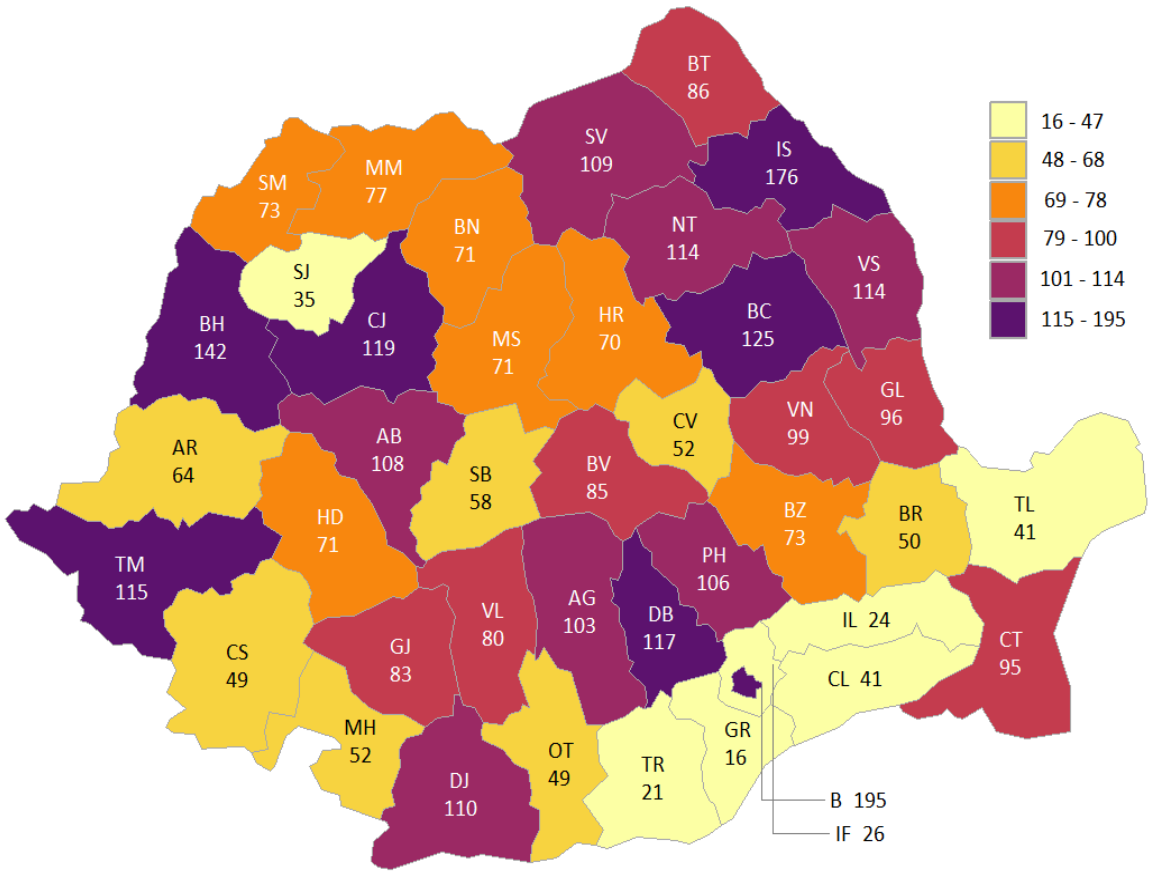
Worforce Profile - overall

By county (frequencies) –

entire sample

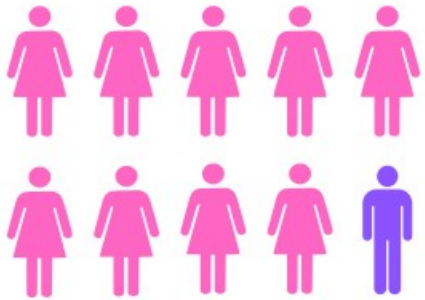


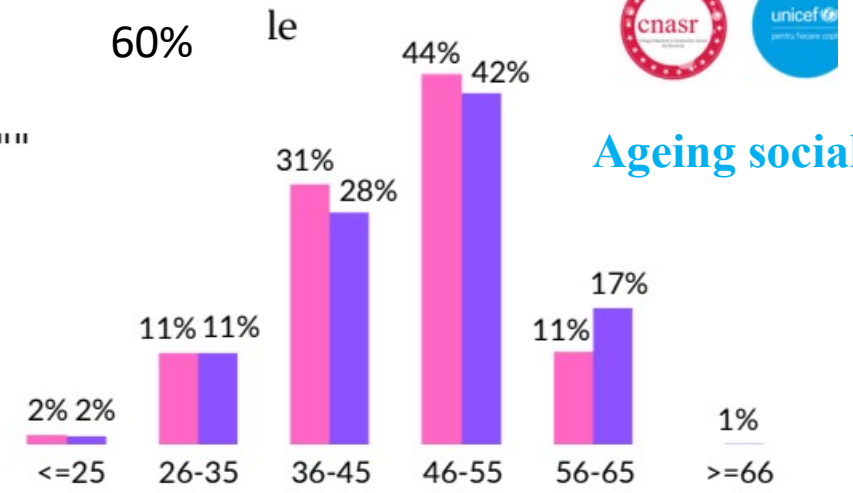
social workers



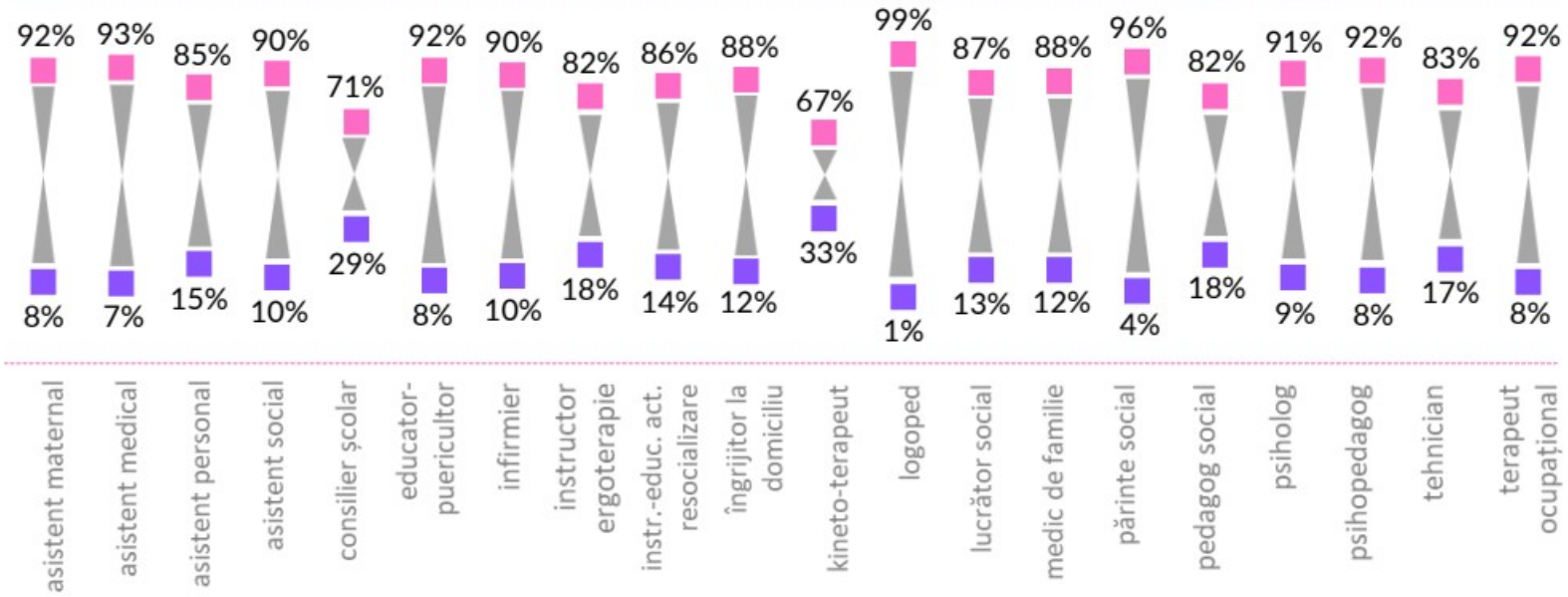
Only of SSW 13% are men and out are over 46 years old

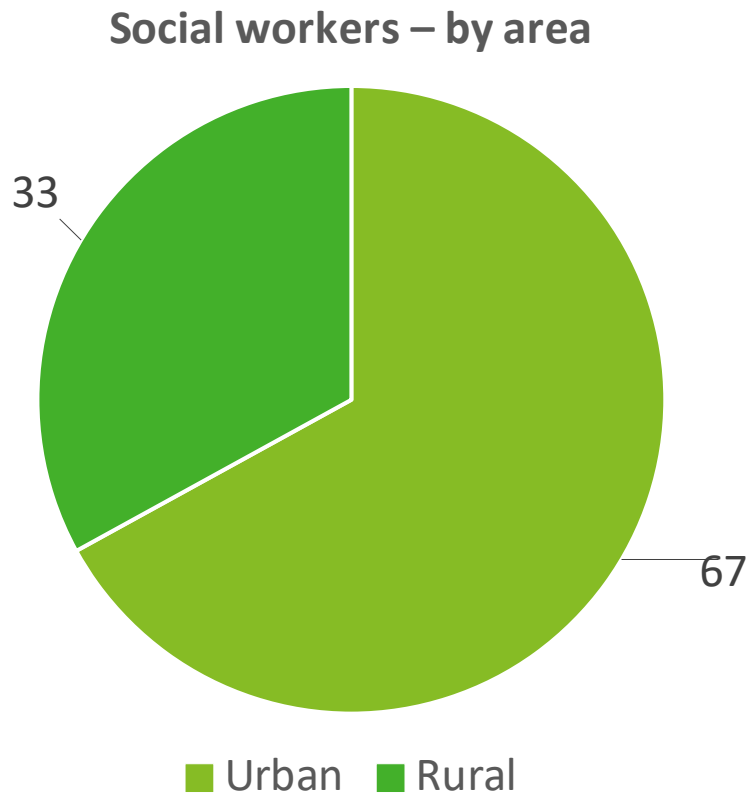
60%



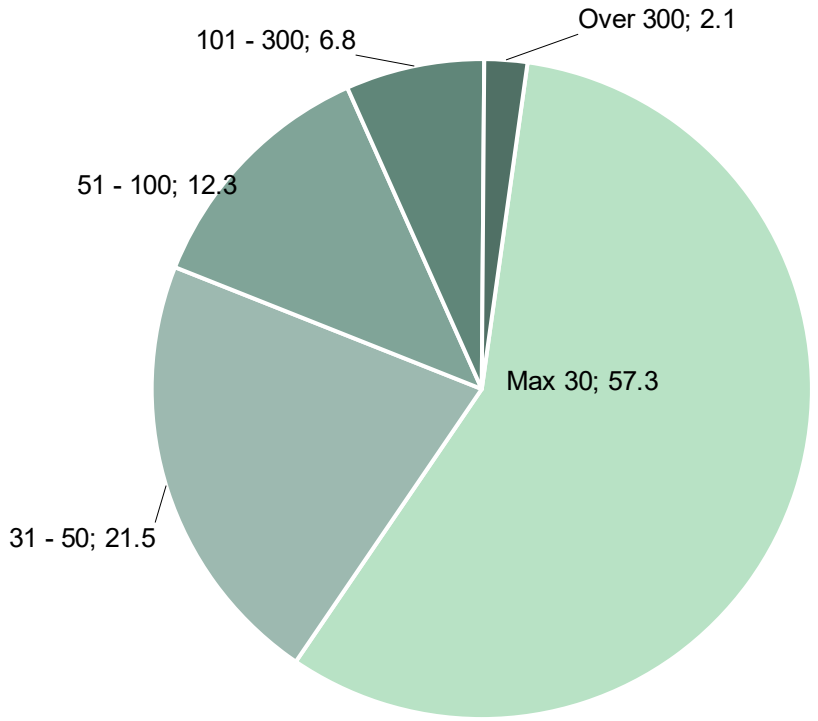


Ageing social service workforce





Caseload



- 32% of social workers have less than 30 active cases,
- almost 25% of social workers have between 31 and 50 active cases almost 23% of social workers have between 51 and 100 cases,
- 15% have between 101 and 300 cases and
- almost 5% of social workers have more than 300 cases on file.
- more than 40% of the social workers participating in the study have more than 51 active cases on record.
- the average number of active cases was 84.04 (86.28 urban - 79.69 rural).

What to do...

Employment and retention

- increase the number of entry-level positions
- instalment packages and benefits for those who take up work in rural areas

Education

- scholarships for students from rural or disadvantaged areas to work in rural areas upon graduation
- development of training opportunities aiming at strengthening the workforce

Practice

- **create caseload standards assuring effective interventions and monitoring compliance**
- **create mechanisms for** extra pay **for the cases exceeding the established caseload limits as a provisional measure allowing for exceptional requests to be handled in a flexible manner**
- **supporting development of social services in rural areas by independent social workers**
- **using data and evidences in national and local policy development**

Such initiatives should be implemented on a regular basis so that measures can be taken early on to mitigate the negative effects due to the great number of specialists leaving the sector and to attract new professionals.

Acknowledgement

Central and local decision-makers

UNICEF, Ministry of Labor and Social Protection, ANPDCA, Metro Media Transilvania, 90 social workers – field operators

Thank you!

Mulțumesc!

Merci!

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https://cnasr.ro/storage/app/media/Noutati/Studiu.Recensamant.interactiv.EN.pdf

Making Co-production Happen:
Promoting Social Care Workforce Reform

Social Care Council

Qualification Based Register (QBR)

Develop and deliver a proposal for the introduction of a QBR for the social care workforce register.

Career Pathway for Social Care

Develop and deliver a career pathway framework for the registered social care workforce in Northern Ireland.

Continuous Learning Framework

Develop and deliver a continuous professional learning and development framework for the registered social care workforce, aligned to registration requirements.

The CIP framework is designed to enable social care **practitioners** to engage in career long learning and development using their practice experience, knowledge and skills to work across complex environments at different levels within the health and social care system.

Enables social care practitioners to evidence they are meeting the standards of conduct and practice.

Places social care practitioners in charge of their own professional development.

Provides confidence in practice, knowledge and expertise.

Recognises all work-related learning and development both formal qualifications and informal learning.

Supports social care practitioners to continue to learn, develop and reflect throughout their careers.

Provides flexibility and transferability.

Co-creating solutions

- Pilot of the Safe and Effective Practice Certificate as an Open College Network-Northern Ireland Endorsed Programme across voluntary, independent and statutory organisations:

    - 3 pilot sites – Greater Belfast.
    - 19 participants started.
    - Survey with learners at start, mid-point and end.
    - Survey with training providers and social care provider services at the end – will inform employer guidance re delivery and assessment.

- Work with Sectorial Partnership to include the Safe and Effective Practice Certificate on Northern Ireland's Apprenticeship Framework.

Collaboration and Co-creation

Multi-disciplinary team comprising designers, research experts, strategists and project managers with decades of experience working to transform education, health and government.

Based in Belfast – working in Northern Ireland, Dublin, London and further afield.

Research Scope

Career Motivations & Aspirations

How did managers get into their role? Is it a long term career? Are there opportunities to progress? What are their career goals?

➔ Barriers to Progression

What prevents managers from progressing in their careers?

➔ Managers' Learning and Development

How important is learning and development to managers? Do they have a learning and development plan? Is there anything that prevents them from engaging? Does everyone have the same opportunity?

➔ Frontline Staff's Learning and Development

How important is learning and development to frontline staff? Do they have a learning and development plan? Is there anything that prevents them from engaging? Does everyone have the same opportunity?

➔ The CiP Framework and Safe & Effective Practice Certificate

Perceptions, attitudes, needs, expectations, potential impact, best elements and any concerns/uncertainties.

The Approach

This research consisted of two phases

➔ Phase 1 – Social Care Workers.

Completed: March 2023.

➔ Phase 2 – Social Care Managers.

Completed: December: 2023.

Key Results

➔ Social Care Staff.

➔ Social Care Managers.

Concluding comments and next steps

Possible learning for authorities that may be in a similar process.

Social Care Workforce Reform - NISCC

Thank you.

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