



*Implementing ECVET in the  
field of health and social care*

## European educational policies concerning health and social care professions in Europe

Why are we here?





Implementing ECVET in the  
field of health and social care

- to support **professional permeability and mobility** for workers in the **field of health and social care** by promoting the use of **ECVET** to promote **transparency** and **recognition** of learning outcomes and qualifications, including non-formal and informal learning.

**But Why?**





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# Plan

## Socio-economic context

- Health and social care
- Major changes

## Policies

- Health
- Employment and social affairs
- Education

## NSNJ LLP

- Overview
- VET

## PROPER CHANCE

- VET providers





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An sector of outmost importance facing huge challenges  
Some contextual perspective

# HEALTH AND SOCIAL CARE





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## I. Health and social care sector

- human health activities
  - residential care activities (nursing, mental health, elderly, disabled)
  - social services activities without accommodation (elderly, disabled, child day-care)
  - veterinary activities
- Around 11% of EU GDP, more than 20 millions workers across EU
- > major importance**



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## I. Health and social care sector

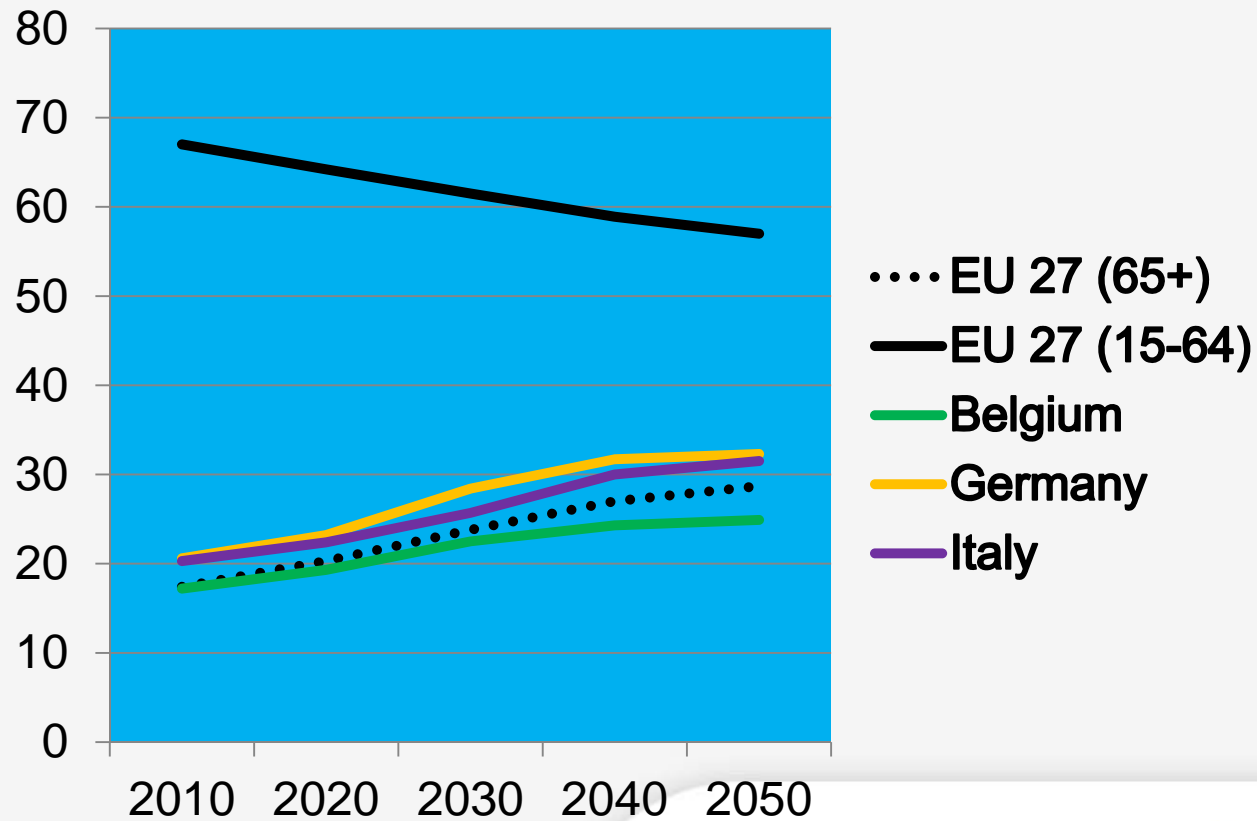
- High share of **highly qualified** workers
- Mostly women
- Care professions are a **good way of insertion**
  - But also high hardness
- **Ageing** work force  
(e.g. in Belgium, the share of 50+ workers in that sector rose from 57%, from 14% to more than 22% of total employment of the sector)



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## II. Ageing population

– Predictable, global phenomenon



Source : EU, DG EFCIN, 2012





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## II. Major changes

- **Demand effect**
  - Morbidity share unclear
  - But absolute numbers rise
  - Long term situation longer and more severe
- Demand of **specialists & care workers**
- Financing effect





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### III. Economic crisis

- Global raise of **unemployment**
  - Slump of aggregate demand
- Raise of **long term unemployment**
  - “Personal” characteristics matters
- Huge raise of **youth unemployment**
  - 25% in EU
- **Global poverty** and social exclusion raise



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## IV. Some focus

- **Skill mismatch**
  - Vertical,
  - but also horizontal (more from the crisis)
  - Obsolescence
- Demand of qualified workers in the Health and social care sector
  - Highly qualified
  - Lowly qualified

***Now we face a huge lack of qualified workers***





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## V. Change in the professions

- **Technological** change
  - Medicalization
  - ICT
- **Lifestyle** change
  - “Externalisation” of care
    - Elderly
    - Child
  - Care at home

**-> Change in the profession**





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## -> Challenge and opportunities

- *Respond to the demand and change in care*
  - **Lack of qualified workers**
  - **Skill** changes and mismatches
- *Foster employment*
  - H&S care is a **Good vector of insertion**
    - Care professions
    - Progression into profession needed



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Quick overview on EU policies

# POLICIES AS ANSWERS





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## Policies as answers

Different policies involved

- Health and social care
- Employments and social services
- Education and training





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## I. Health and social care answers

- Question of **quality** and **availability** of care
- **Rarity**
- **New jobs**, changing jobs **definitions**, approval of **new places** and new « style » of care institutions
  - Medicalisation
  - Ambulatory
  - ...
- **Skill** question
  - Who?
  - How?



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## II. Employment policies answers

- Question of reducing unemployment
- Context of raise of long-term unemployment
- **“Demand”**
  - Accompaniment and control (“**Activation**”)
  - Reforming the **unemployment benefit**
- **“Supply”**
  - **Active labour market policies**
    - Aided jobs
  - **Initiatives** in different fields
    - E.g. Household services





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## II. Employment policies answers

- Skill mismatch:
    - **Training**
    - More **constraints**
    - Information and accompaniment
  - **Long term unemployment**
    - Target groups
  - **Youth unemployment**
    - Direct accompaniment
    - Orientation during studies
- > ***Changing the pathes of unemployed persons***
- ***Questions about the « means and goals »***





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### III. Education and training

- Context of skill mismatches
- Low skill goes with low inclusion
- Diverse Europe

***Between economic and social objectives***

- Originally: building the Europe of knowledge
  - Transparency & Comparability
  - Mobility for learners & workers
- Now: « smart, sustainable, inclusive growth »





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New Skills for new jobs initiative (2008)  
Lifelong learning Programme (2006)

## **2 LANDMARKS**





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## I. New Skills for new jobs

- **New Skills for new jobs** initiative (2008)
  - DG employment and social affairs
  - “Anticipating and matching”
  - Common methodology & 18 lots
  - Scenarios
  - Evaluation of Skills





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## I. New Skills for new jobs

- **Lot Health : recommandations**

1. Improve the information systems **on skill needs** and job opportunities;
2. Collaborate with **all relevant stakeholders**;
3. Enhance **flexibility**;
4. Include **multi-skilling**;
5. Supply special courses dedicated to **sector characteristics**;
6. Supply special courses for **older workers**;
7. Increase **international and intersectoral** acknowledgement of certificates (and pensions);
8. Provide career guidance for labour market entrants





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## II. Lifelong Learning Program

- DG Education & Culture
- Program 2006-2013
  - Missions entrusted to Commission by member states
  - But must be implemented in member states (NA)
  - Sub-programs
    - Erasmus (60% of budget)
    - Grundtvig
    - Leonardo da vinci
    - Comenius
    - Jean Monnet (Transversal)
  - 7 billions € (2007-2013)





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## II. Lifelong Learning Program

- Objectives

*“Contribute to the development of the Community as an advanced **knowledge-based society**, with **sustainable economic development, more and better jobs** and greater **social cohesion**, while ensuring good protection of the **environment** for future generations. In particular, it aims to foster **interchange, cooperation and mobility** between education and training systems within the Community so that they become a world **quality reference**. »*

– Many !





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## II. Lifelong Learning Program

- **Copenhagen declaration (2002)**
  - promote **mobility** within Europe,
  - increase **transparency**,
  - **information** and **guidance**,
  - foster the **recognition of competences** and **qualifications**,
  - improve the **quality insurance**







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## II. Lifelong Learning Program

- **mobility** within Europe,  
< **Erasmus**
  - Common european knowledge space
  - Economical effects
  - Future: Erasmus +



## II. Lifelong Learning Program

- increase **transparency**
  - Description of diplomas and degrees
  - **Only outcomes**
    - Cfr higher education
  - **Levels of qualifications** : European Qualification Framework (& National)
- **information** and **guidance**
  - Europass
  - Tools for CV



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## II. Lifelong Learning Program

- improve the **quality insurance**
  - EQUAVET (e.a.)
  - Quality processes
  - Quality groups and network





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## II. Lifelong Learning Program

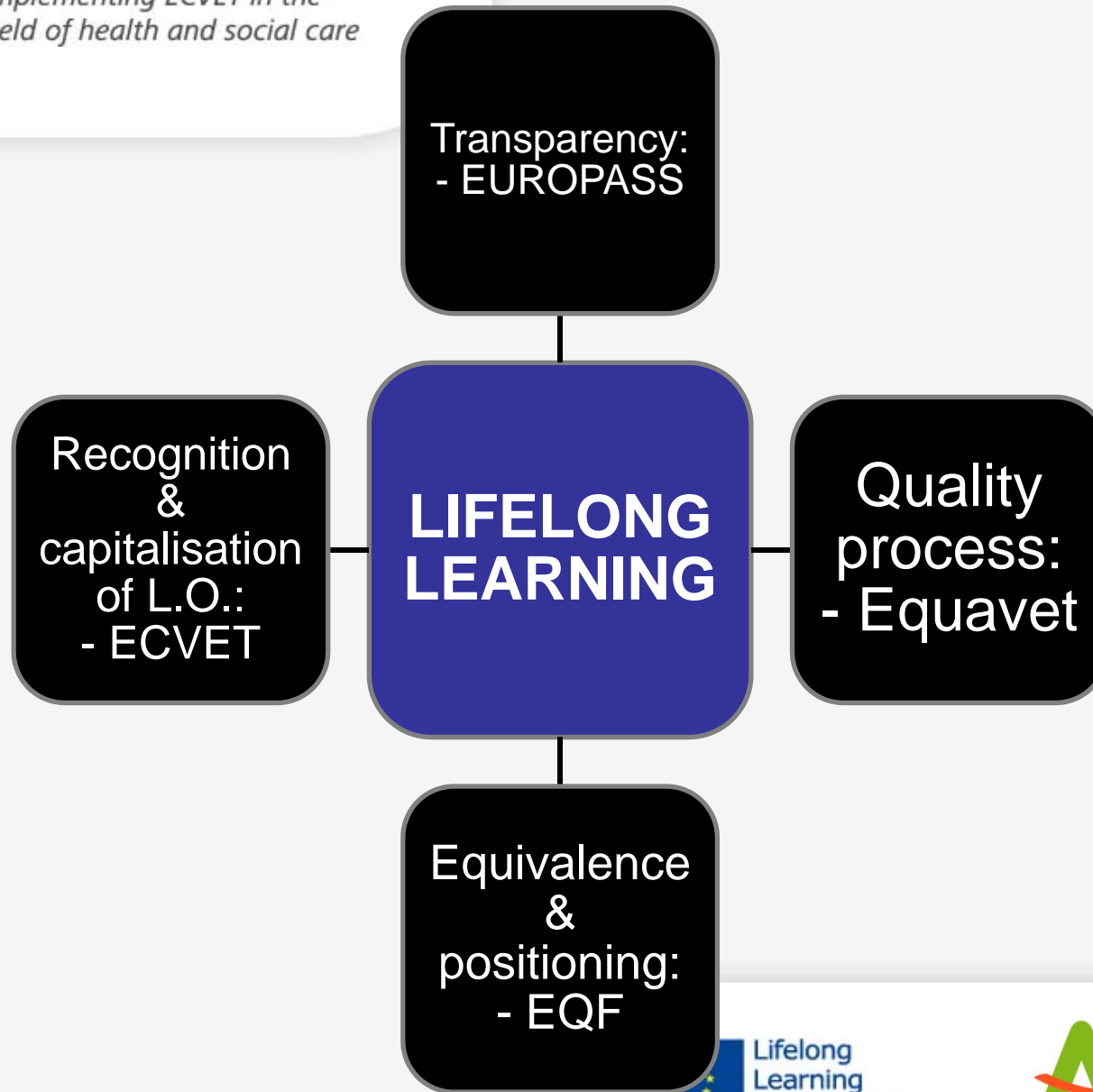
- Foster the **recognition of competences and qualifications**  
**“ECVET”**

European  
Credits for  
Vocational  
Education and  
Training





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What the project has to do with all this?

**PROPER CHANCE**





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### ***Health & Social care :***

- Lack of qualified workers
- Change in profession
- Raise of demand

### ***Unemployment***

- Skill mismatch

### ***Workers***

- Career and penibility



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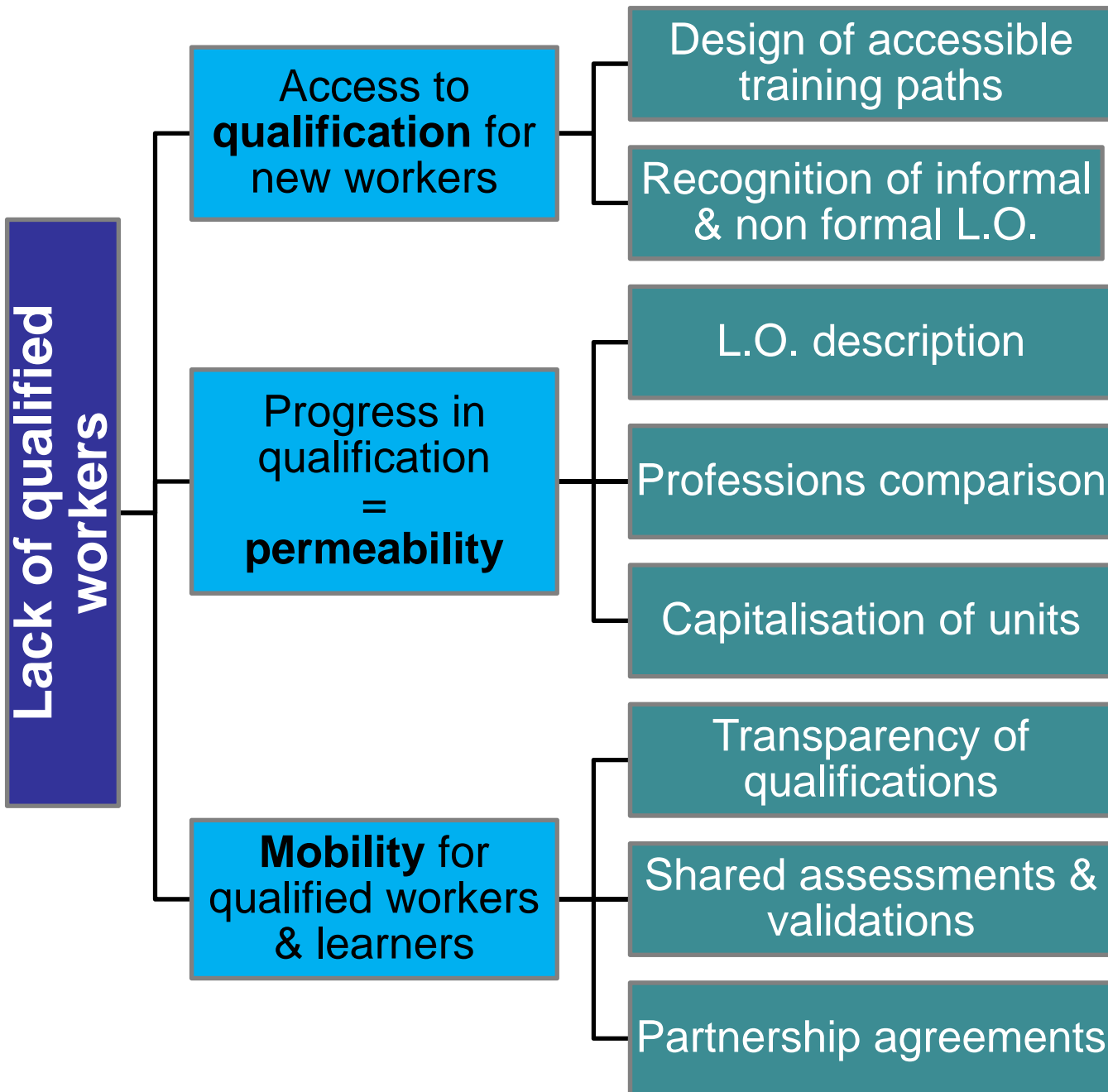
And PROPER Chance in all of this...

*To support **professional permeability and mobility** for workers in the **field of health and social care** by promoting the use of **ECVET** to promote **transparency** and **recognition** of learning outcomes and qualifications, including non-formal and informal learning.*

**Now all makes sense!**







## Example : Italy

- Many **qualifications & certifications**
  - L.O. description allow quality of care
  - Allows recognition of competences
  - Allows also mobilities for trainees
  - Allows social insertion for vulnerable groups

*This scheme can be repeated in many different contexts*



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## Example : Belgium

- Lack of **qualified family helpers**
  - Allow **training** for Housekeepers with **recognition** of non-formal learning outcomes
  - Same time : allow **progress** and **valorisation**
- Lack of **nurse assistant**
  - Question of **certification** and **recognition**
  - Allow training of **Workless people** in non school trainings





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## Example : Italy

- **Domestic workers**
  - Great demand
  - Lack of qualified workers
  - Many job job-searching vulnerable people
  - > *black sector*
  
- Allowing training for those
  - Quality of care
  - White labour
  - Cartification



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***Thank you for listening !***

