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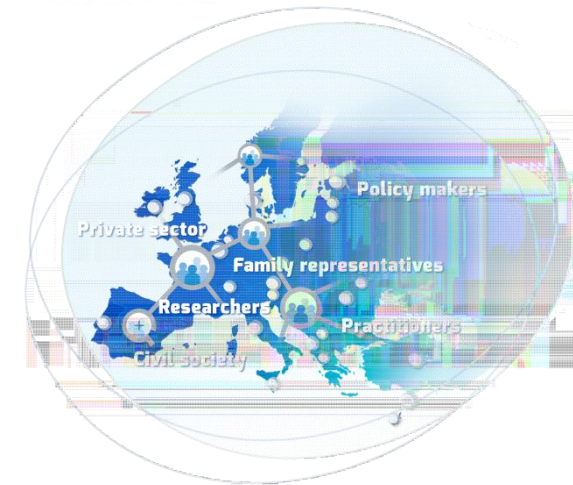
## EUROPEAN FORUM ON FAMILY SUPPORT "CREATING AN AGENDA FOR 2030"

### ► The future of family support workforce skills

*Chairperson:* Andy Lloyd

*Presenters:* Nevenka Žegarac, Nina Mešl & Mariana Buciuceanu-Vrabie

*Respondent:* Johanna Schima



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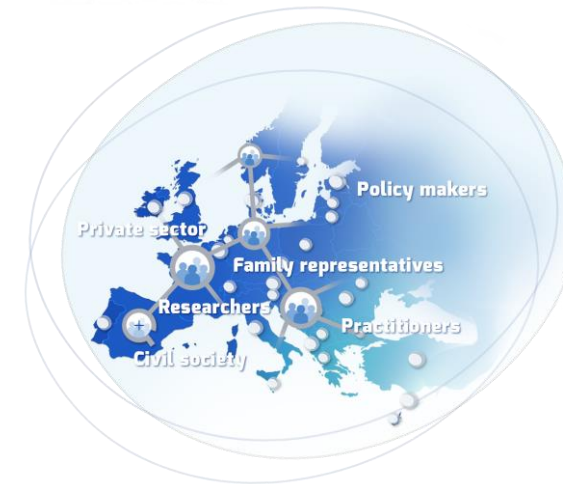
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## EUROPEAN FORUM ON FAMILY SUPPORT “CREATING AN AGENDA FOR 2030”

### ► The future of family support workforce skills

 **Nevenka Žegarac, Nina Mešl  
& Mariana Buciuceanu-Vrabie**  
in behalf of WG4





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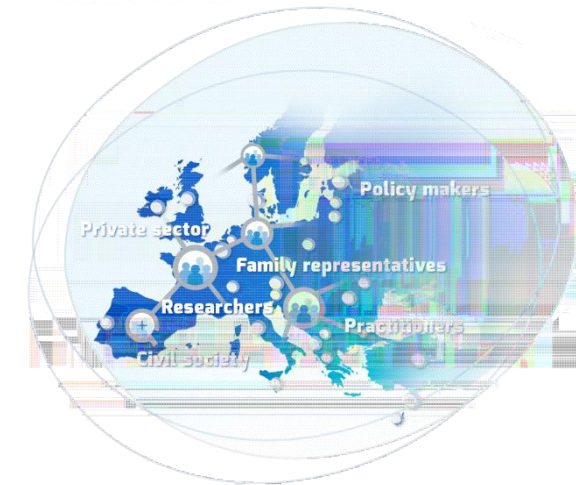
# WG4 Developing a standardization framework on skills

**Skillful group** collects data, analyzes, and agrees on **the skills qualification for the family support workforce**

**24 members** from **9 countries**

The **main aim** is to develop a common framework for standardization of skills, as the basis for the enhancement, harmonization, and consistency of competencies of family support workforce across Europe.

A **catalog of Family support skills** is prepared for dissemination.





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# Family support workforce skills

- ❖ To start from a focal phenomenon that is observable but not adequately addressed in the existing research:
  - ✓ Skill(s)?
  - ✓ Family support?
  - ✓ Family support workforce?
  - ✓ Family support workforce skills?

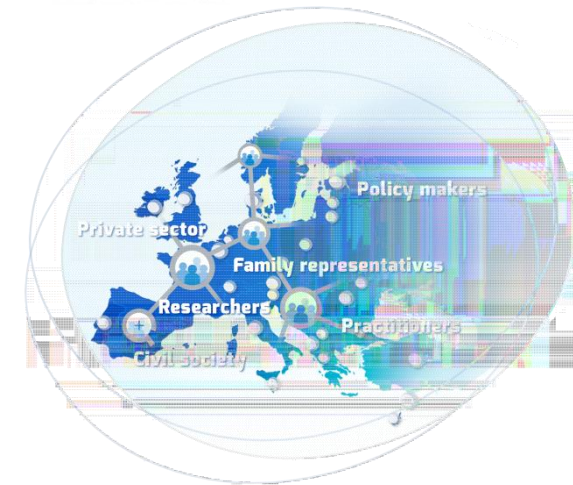


Conceptual  
clarity

Parsimony

Simplicity

Logical  
coherence



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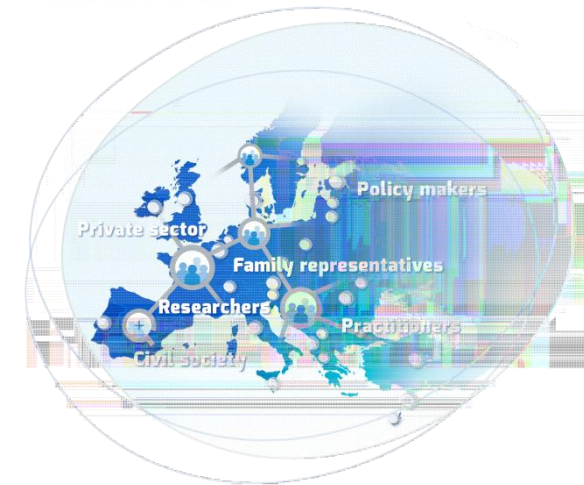


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# Professional framework and occupations of the family support workforce (1)

PROFESSIONS	OCCUPATIONS	PARAPROFESSIONALS
<b>Psychology</b>	Child & Family Psychologist; School Psychologist; Family Therapy; Forensic Psychologist	
<b>Social Work</b>	Social Worker; Child protection worker; Probation Officer; Mediator; Community Worker; Youth (Care) Worker	SW assistant; Family resource centre worker; Family outreach officer; Parenting support worker; Auxiliary child and youth care worker; Cultural mediator



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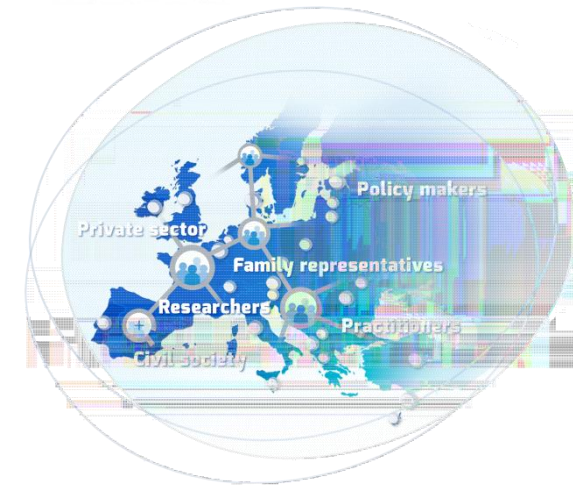


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# Professional framework and occupations of the family support workforce (2)

PROFESSIONS	OCCUPATIONS	PARAPROFESSIONALS
<b>Pedagogy</b>	Social Pedagogy/Education; Speech Therapy Special Education	School Mediator; Education welfare officer; Paraeducator; Pedagogic assistant; Parent educators
<b>Health</b>	Paediatrician/Family Doctor; Physiotherapy; Nursing	Health Mediator; Community health worker
<b>Law</b>	Judge, Prosecutor, Lawyer/Barrister	

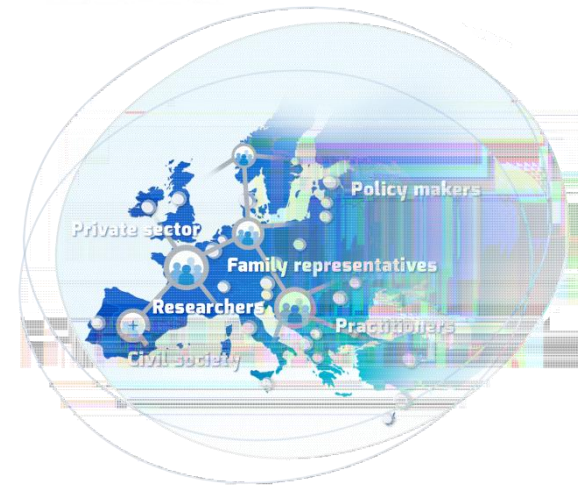
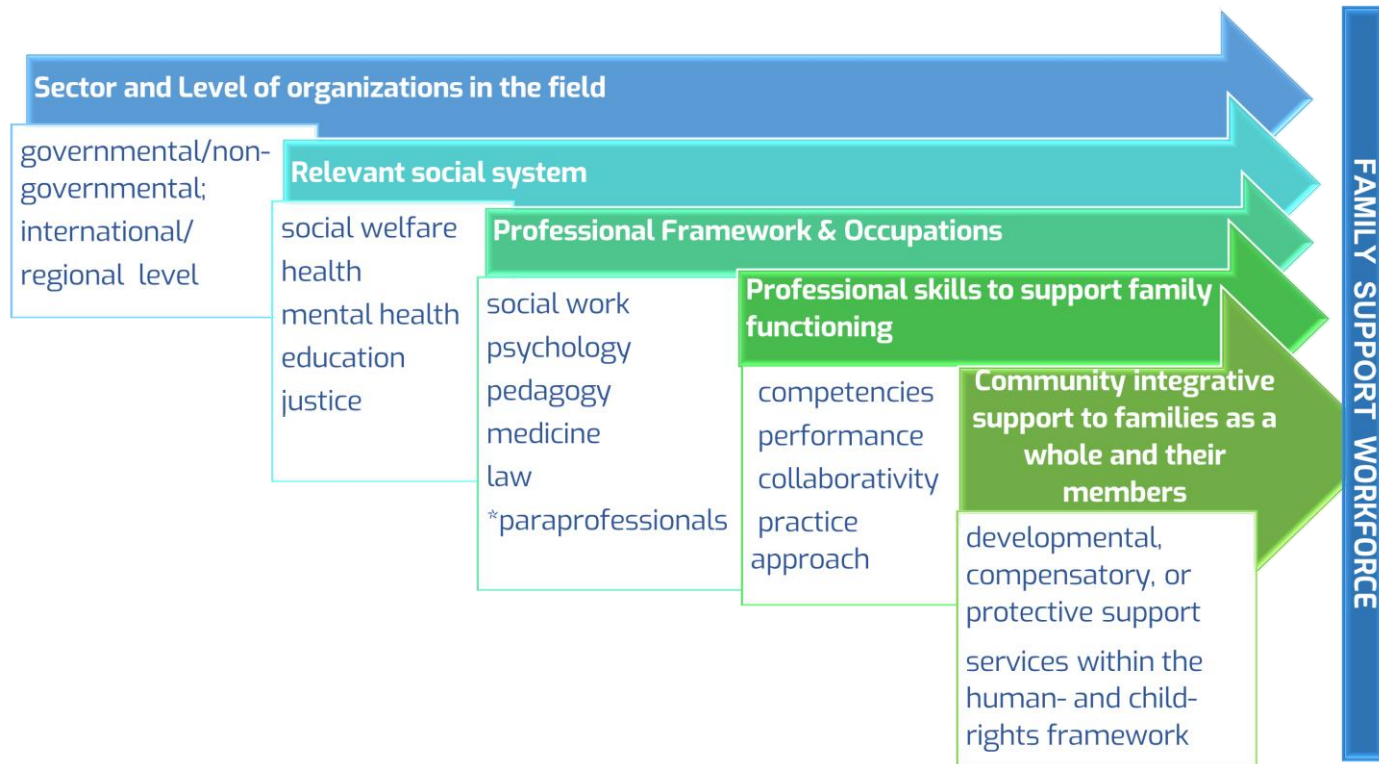




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## Conceptualization of family support workforce skills



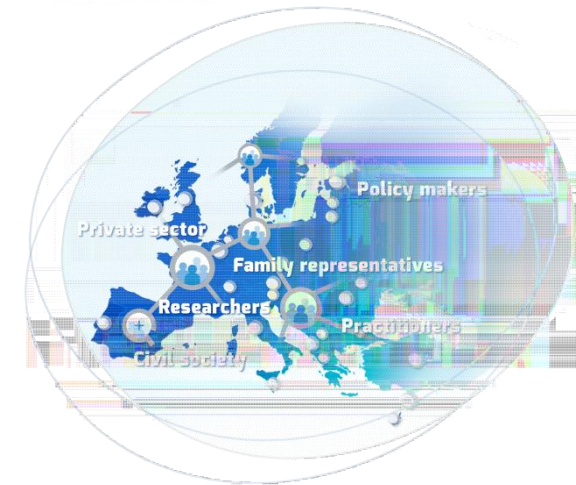
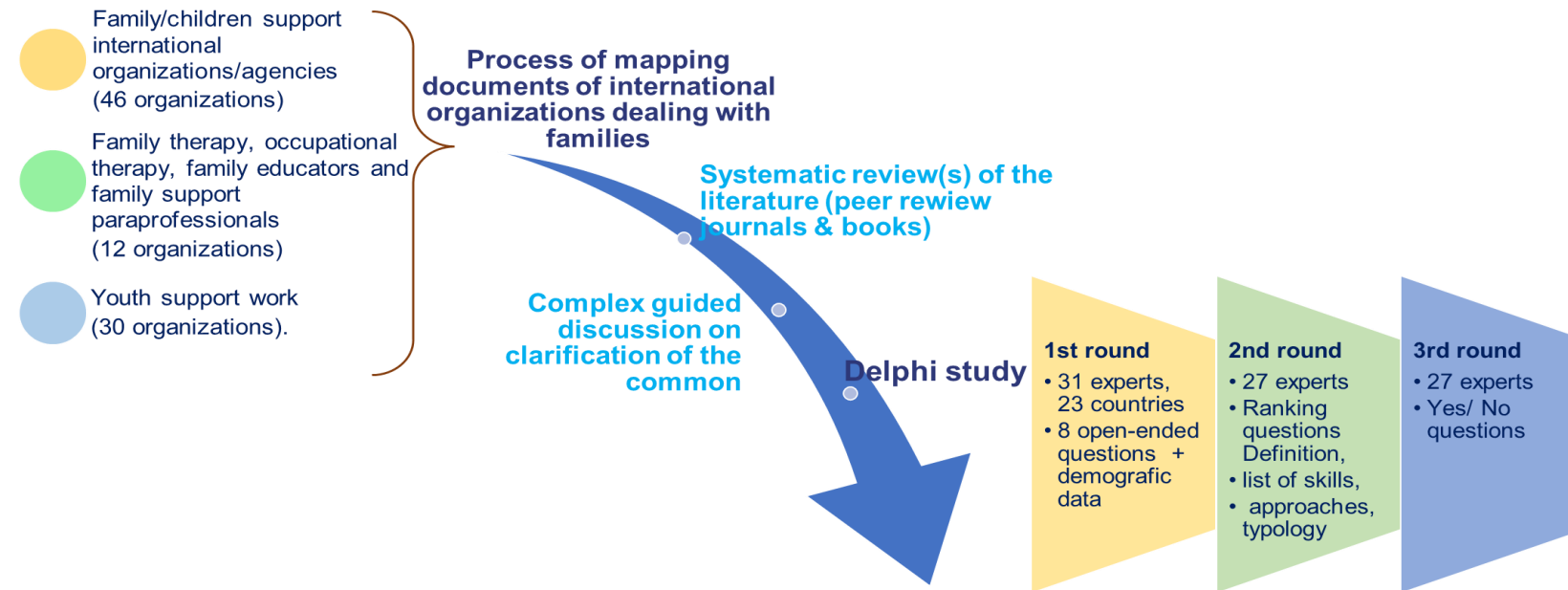
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# The methodological approach in the conceptualization of family support workforce skills





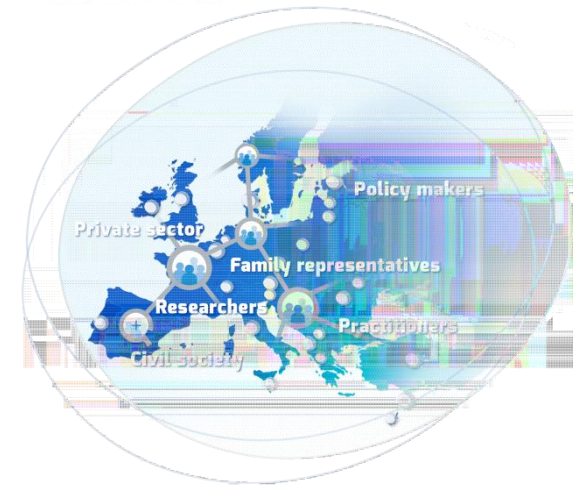
# Family support workforce skills



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**Learned** ability of **doing** things in collaborative ways, while supporting different aspects of family functioning, and the ability to **use their knowledge** effectively and readily in execution or performance in serving families using holistic, strengths and relationship-based practice **approach**.



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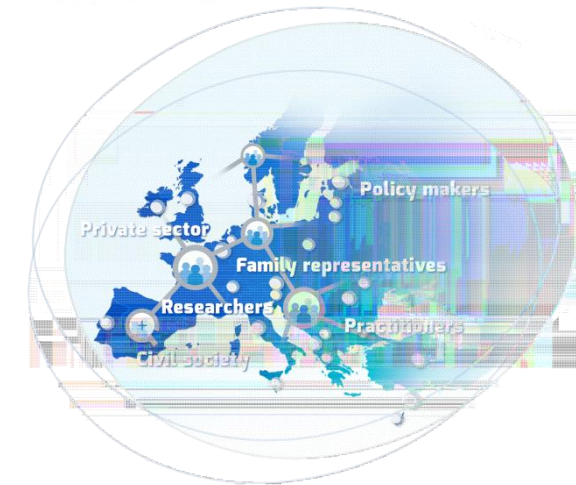


# Consensus in Delphi study



## ☐ Reached on all examined items

- ✓ in the range of **74.1%** (for the definition of family support workforce skills)
- ✓ **to 100%** (for agreement regarding the necessary knowledge)
- ✓ both core and field-specific skills reached an agreement between **74.1% and 96.3%**.
- ✓ the combination of family support workforce qualities across different professions obtained a consensus between **88.9% and 96.3%**.

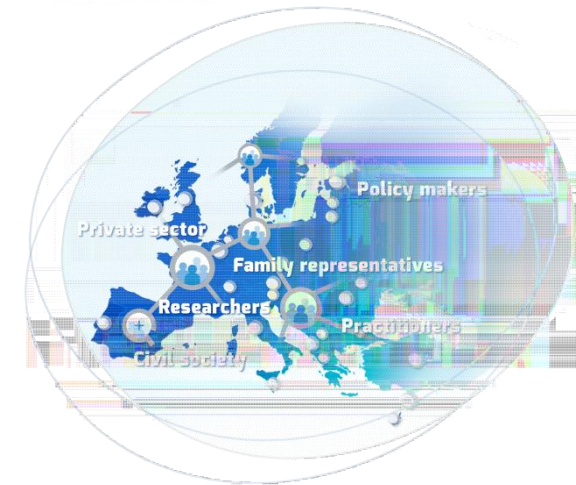




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# Set of core skills for family support workers across different professions and settings



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# Core family support skills



## MEDICINE

Informing & referral;  
User-friendly communication  
Building trust & confidence



## MENTAL HEALTH

Partnership & collaboration;  
User-friendly communication;  
Set of empathic skills  
Managing crisis



## SOCIAL WELFARE

Advocacy & empowerment  
Partnership & collaboration  
Problem solving  
Set of empathic skills



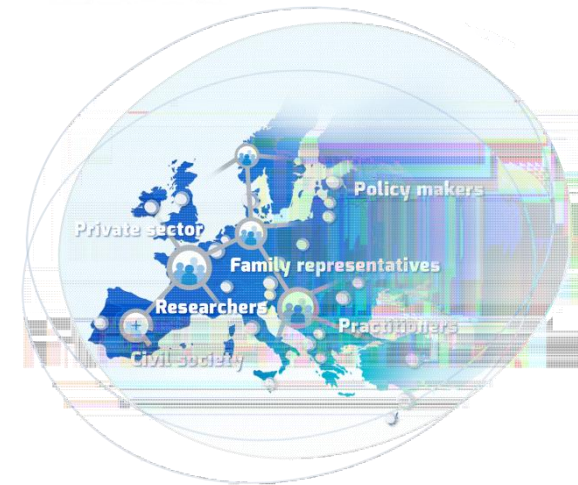
## EDUCATION

Partnership & collaboration  
Set of empathic skills  
Building trust & confidence



## LAW

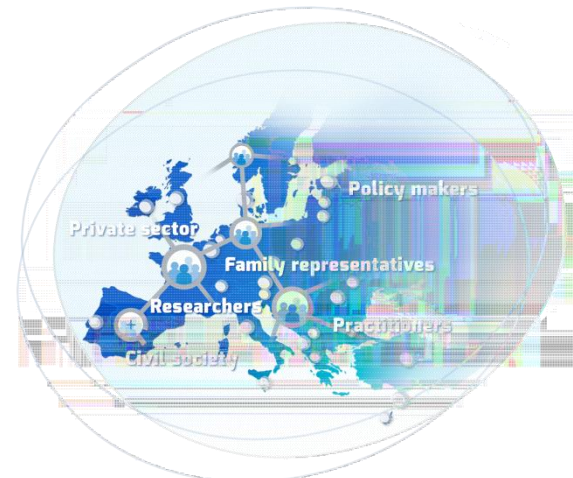
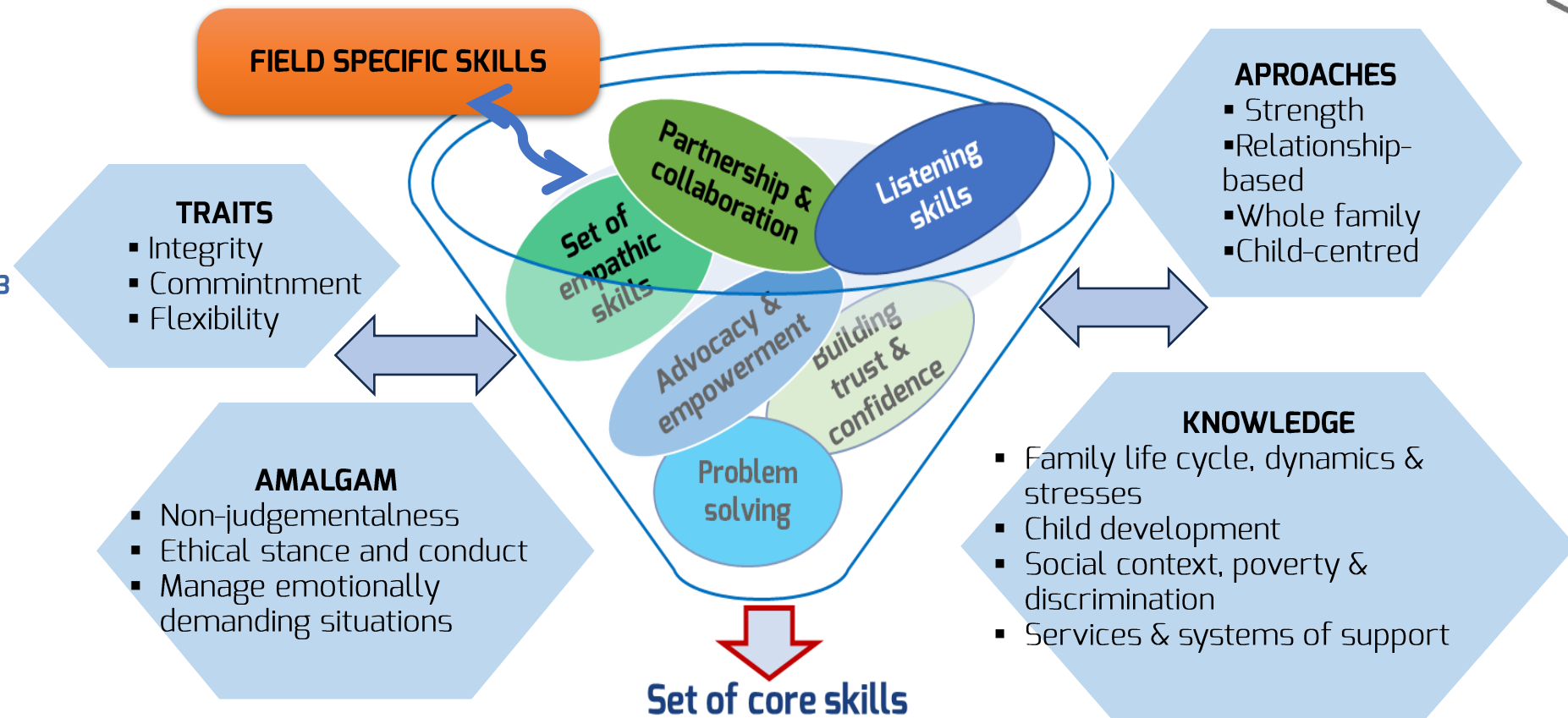
Advocacy & empowerment skills  
Documentation & reporting  
Informing & referral







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# Practical implications



## Enhancing Professional Competencies:

Our research provide valuable information on various aspects of family support, including mental health, resilience, behavioral intervention, evidence-based therapies, and more.



## Training and Education:

Development of training programs and educational curricula for family support workers.



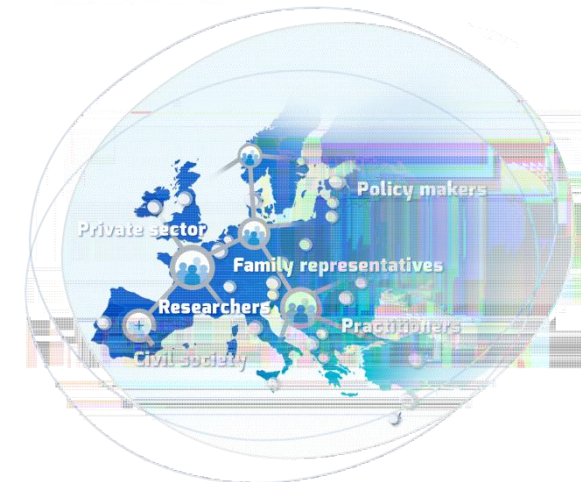
## Professional Development:

Valuable resource for ongoing professional development.



## Bridging Knowledge Gaps:

The scattered nature of literature on family support workers poses challenges in defining skills standards and competencies required in the field.





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# Future of family support skills

## How can we support professionals to acquire and implement skills to be family supportive?

How to further develop interdisciplinary and intersectoral dialogue and exchange on core and field-specific skills and quality improvement of family support workforce and services?

RESEARCH

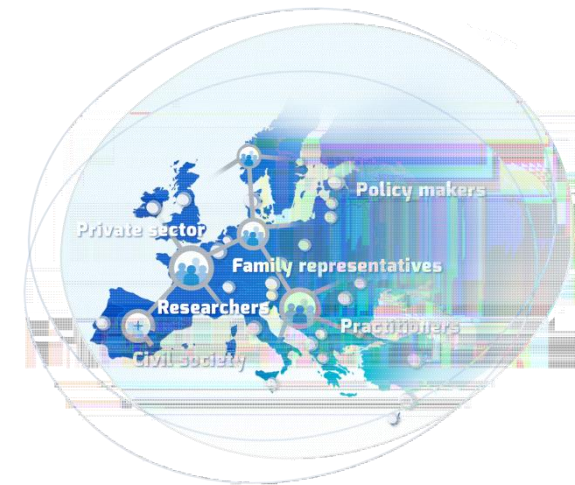
Why do we need further research on family support skills?  
How can we explore the actual use of skills in practice and what do they contribute to?

PRACTICE

How can family support skills be integrated into education?  
How can family support skills be integrated into the practice (of different professions and sectors)?

POLICY

What kind of organizational changes in services and sectors are needed?



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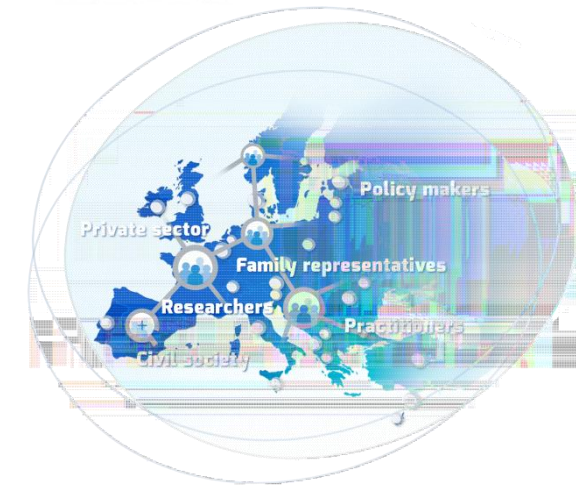


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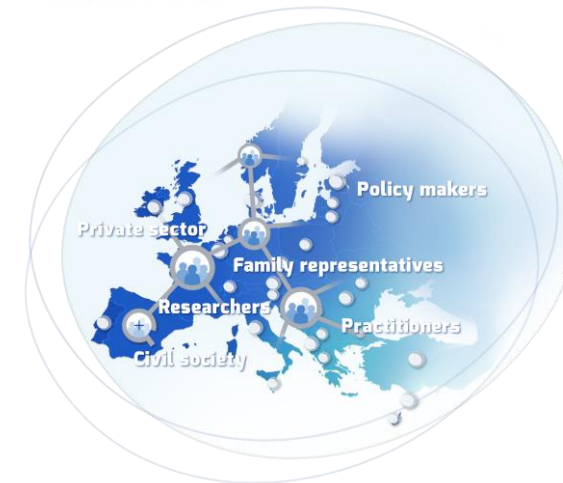
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**Johanna Schima,**

Head of the European  
Delegation and Vice-president  
of Make Mothers Matter



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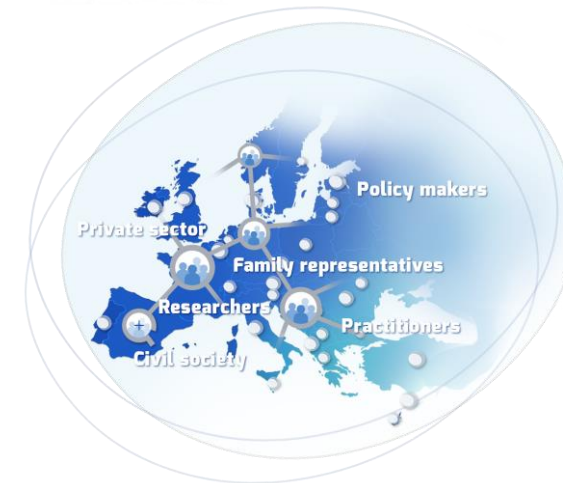


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### Session performance

PONTE Association  
Mercedes García & Pepa Torvisco