



Technical assistance to sector policy support programme in the social protection sector – service delivery component, Tajikistan

A project implemented by a consortium
led by Oxford Policy Management

5/2 Alisher Navoi str.
Dushanbe, 734026, Tajikistan



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Delegation of the European Union
to the Republic of Tajikistan
45 Sovetskaya, Dushanbe, Tajikistan



Social Services Work-force Development to meet the needs of people with Disabilities



A person's hands are reaching out towards a pink butterfly in a field of pink flowers. In the background, there are mountains and a bright sky. The text "Let's start with . . ." is overlaid on the image.

*Let's
start
with . . .*



Thinking about the needs of people with Disabilities

Thinking about the needs of people with Disabilities



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**People with
disabilities
are not
so different
from
*You & Me***



They may have an '*Impairment*' arising from:

- Aging,
- Congenital disorder,
- Disease, or an
- Accident or Injury



They may . . .

- Need some *additional* Assistance & Support
- Need some *special equipment*, aids , or *adaption* of the environment,

OR

- Have *difficulties* in Learning or performing activities,

BUT . . .



They become '*Disabled*' as a consequence of:

- the Actions, Beliefs & Environment of the '*Abled*' world,

- Insufficient or inappropriate 'aids' &/or Assistance,

- Unsuitable services &/or treatments,

&/ Or

- Exclusion & marginalisation by placement in large, isolated residential Institutions





Social Services & its Occupations

have . . .





2 Objectives

- *Enable* participation &
- *Prevent* further deterioration



1

Social Service Occupations



– *Enable* participation
for a ‘full’ , participatory & contributing
Life





– *Enable* participation



in Social- Life





– *Enable* participation



in Work & Employment



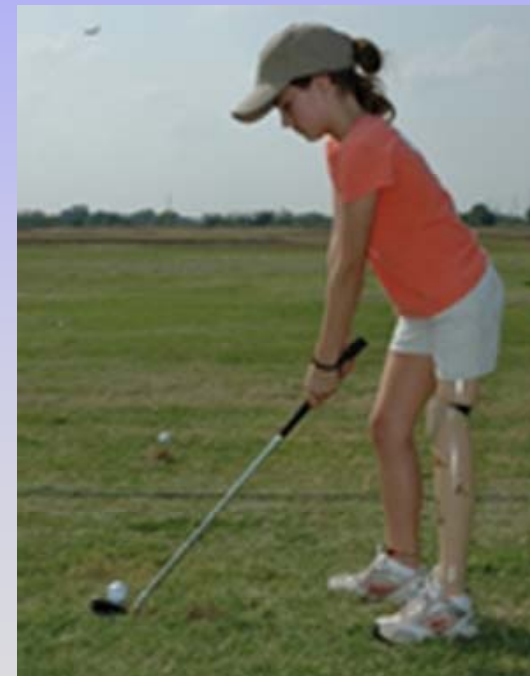


– *Enable* participation



in Play





– *Enable* participation



in Education & School





– *Enable* participation in Community Decision-making processes





Social Service Occupations *also*

- ***Prevent*** further deterioration of
Physical, Intellectual, Social,
Emotional, Spiritual, Economic,
Communication
Capabilities & Capacities





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Что вы думаете

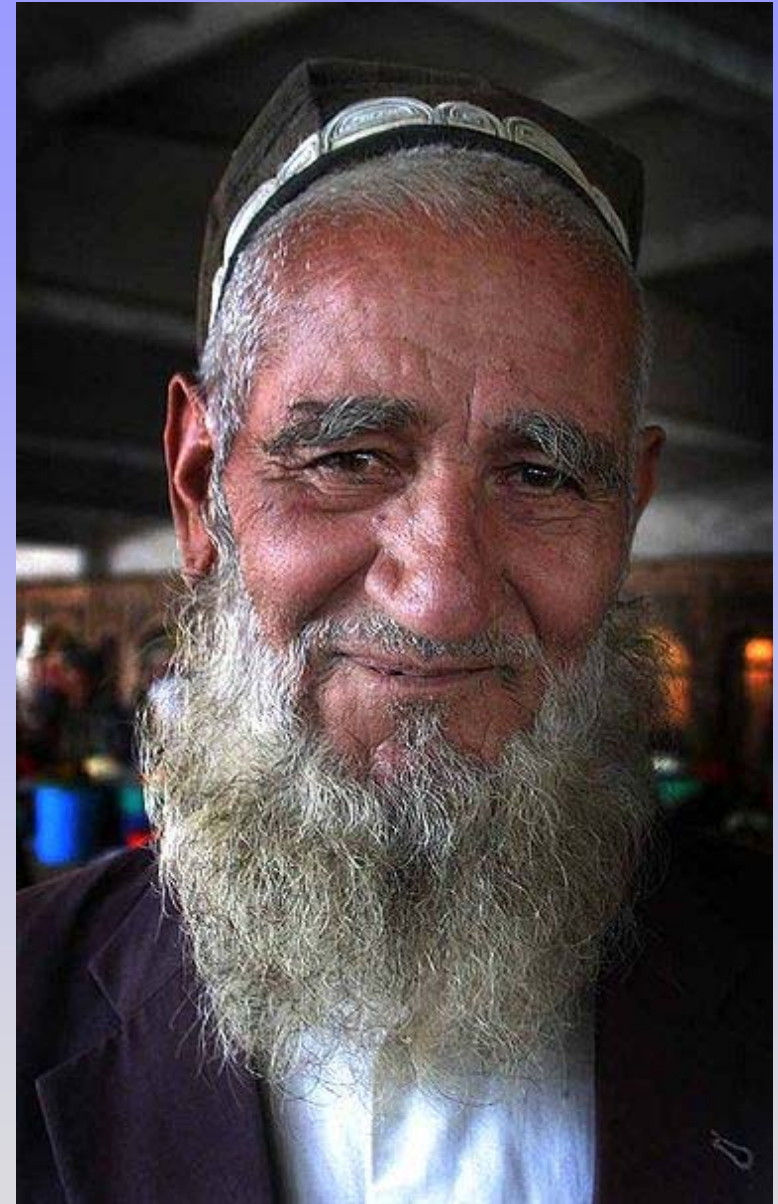


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Modernisation of Social Services in Tajikistan

- ✓ **Transformation of existing services & Establishment of 'new' services**
- ✓ **Better matching of Services with Users' needs**
- ✓ **Skilling & Training of a Social Services Work-force**



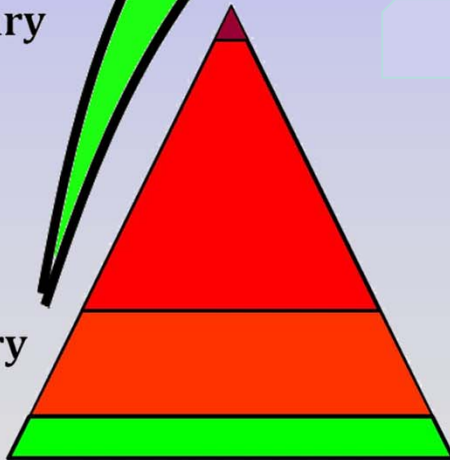
'New' Services seek to support

Quaternary

Tertiary

Secondary

Primary

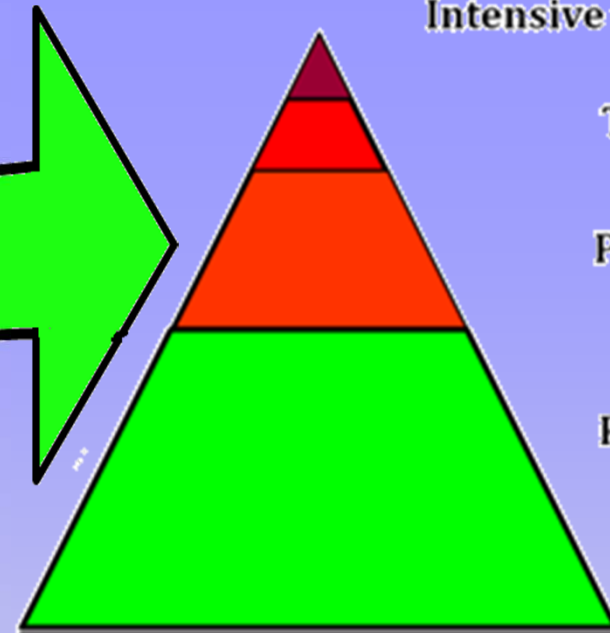


Intensive treatment of
'Ill-being'

Treatment of
'Ill-being'

Prevention of
'Ill-being'

Promotion of
'Well-being'



transformation of Social Services
from largely *Tertiary*-level
to *Primary & Secondary*
services; thereby *better*
meeting the needs of
more 'vulnerable
people



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Social Services Work-force Development



Social Services Work-force Development *involves*

- ✓ Determine a basic suite of Social Services occupations;
- ✓ Development of a Social Services Occupational Framework;
- ✓ Establish Professional & Occupational standards;
- ✓ Conduct training of the work-force.





Thinking about Social Service Occupations



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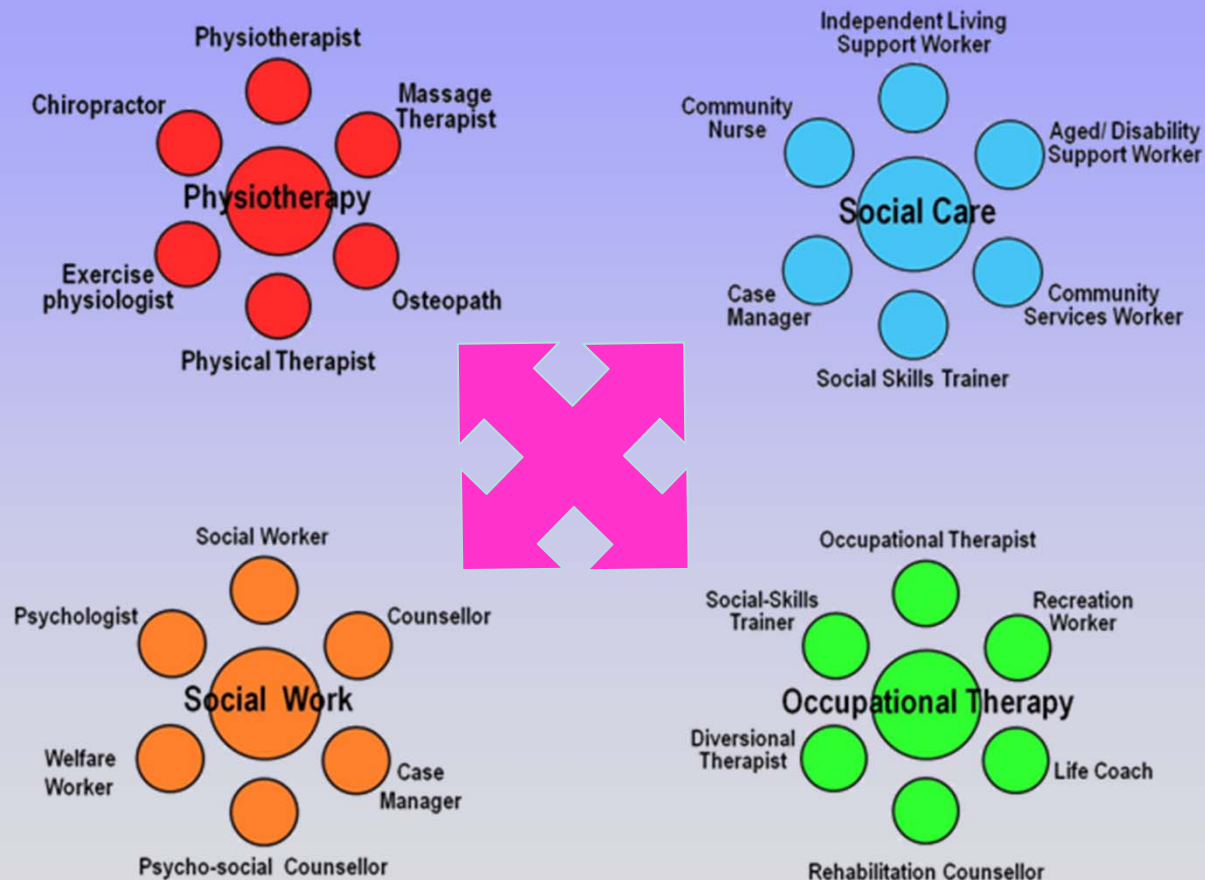
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How can 'Social Service' Occupations *best* be *conceptualise*

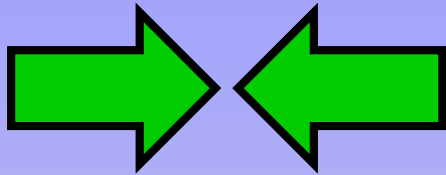


‘Social Service’ Occupations are closely related:

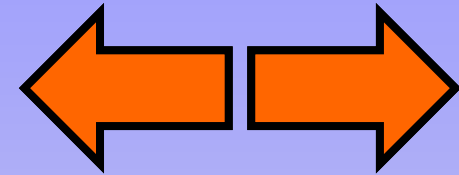




With many Convergences & few Divergences



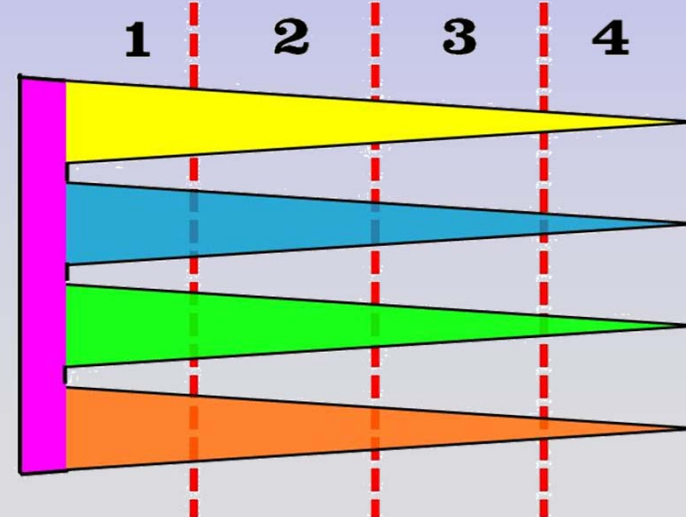
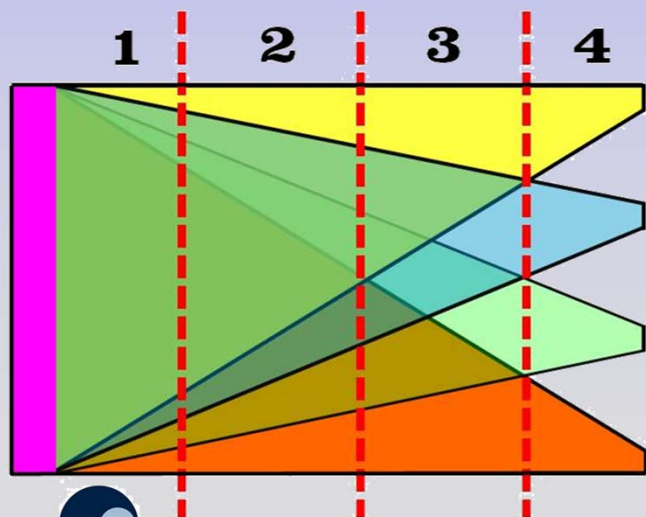
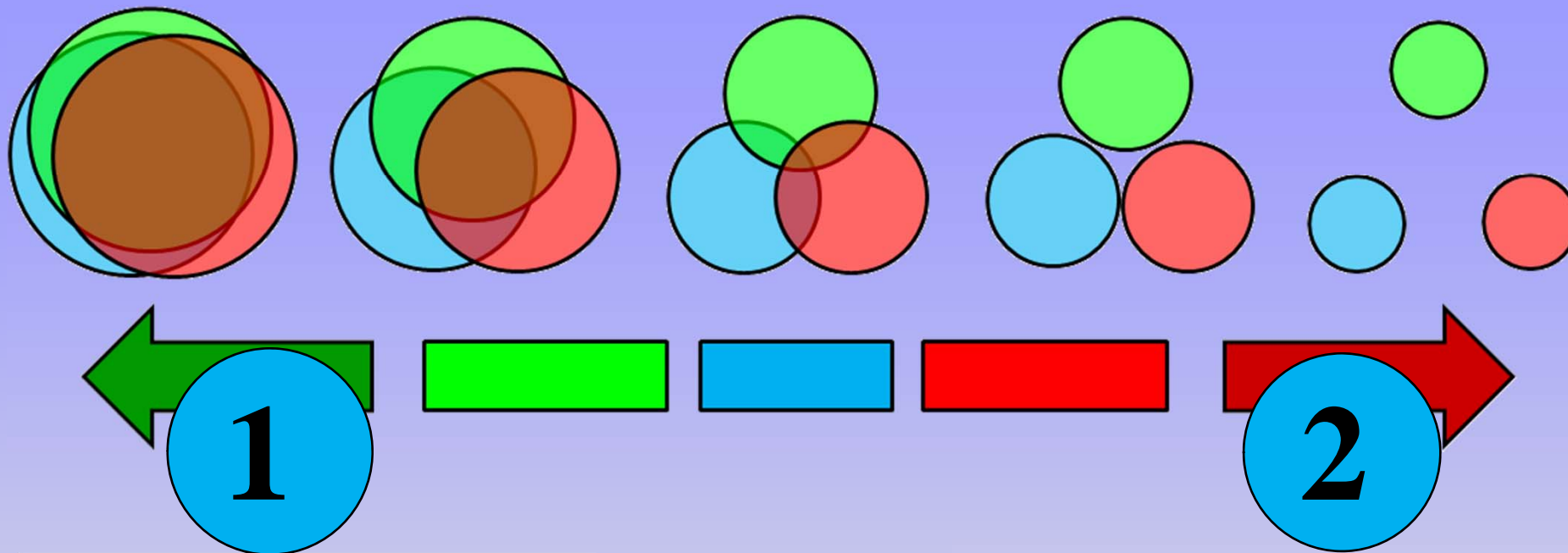
- vision, mission, & purpose,
- orientation, & approaches,
- goals
- knowledge, values, & skills; &
- methods & techniques.



- use of specialised language (often describing the same thing)
- methods & techniques
- use of specialised equipment & aids,
- occupational genealogy & history; &
- status & remuneration.



Spectrum of Occupational Convergence



**Common, Shared
Knowledge, Skills
& Values**

**Occupational
Therapy**

Social Work

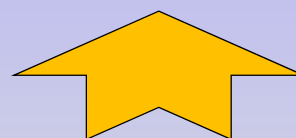
Physical Therapy

**Home
Community
Residential**

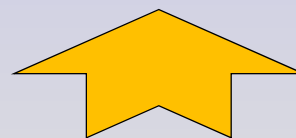
**Care &
Support**

Worker

Aide



Assistant



Professional



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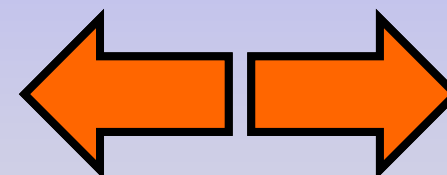
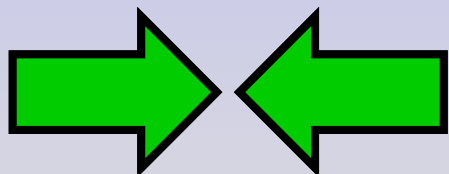




Recommendation:

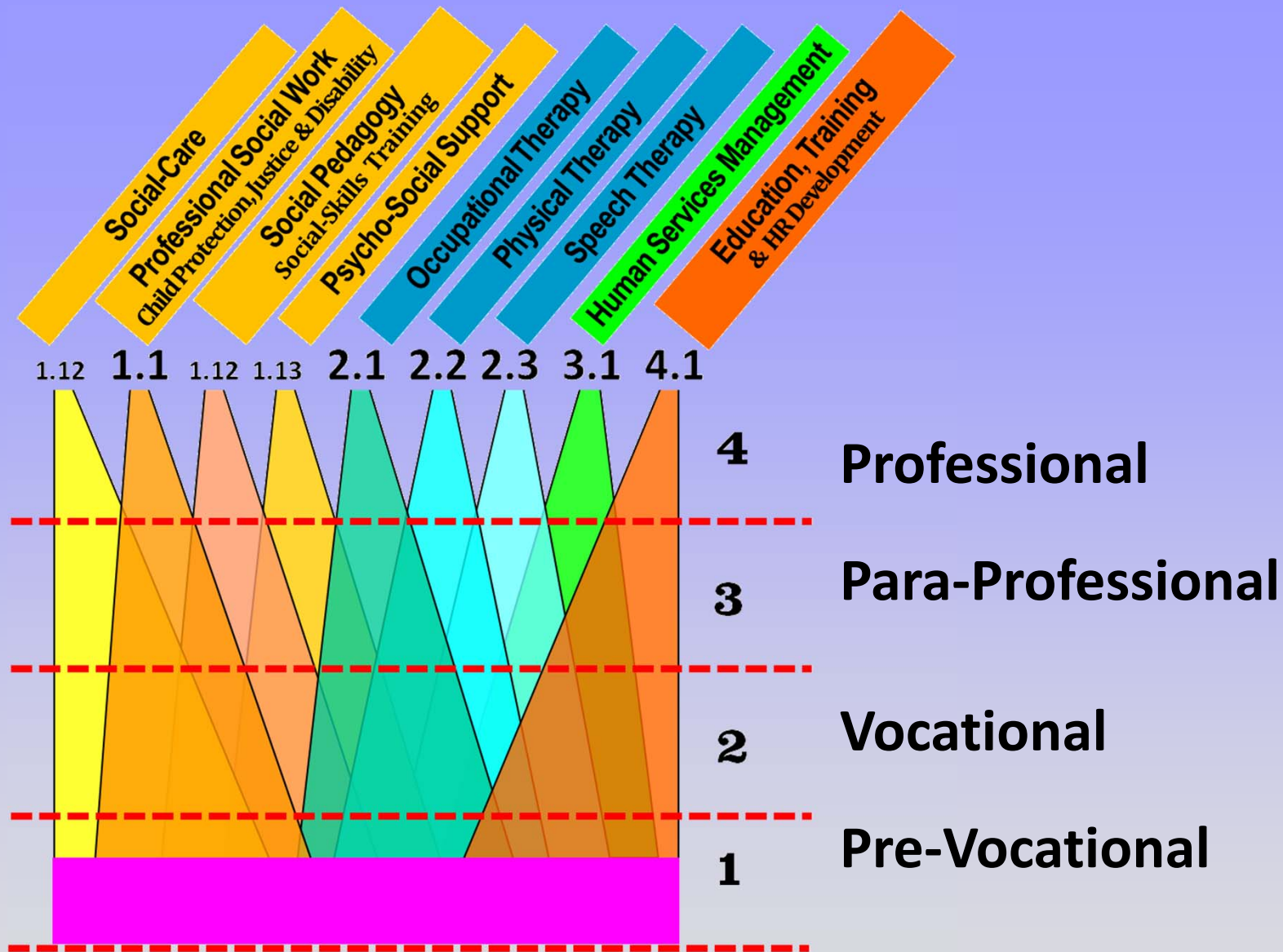
**A conceptual framework of 'Social Service' Occupations
able to accommodate existing & 'new' occupations**

**Sharing a 'common base at
'Pre-Vocational' levels;**



**with increasing
differentiation at
higher levels**





Personal characteristics & experienced qualified



Есть вопросы





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The basic range of Social Service Occupations,

- people with impairments need to prevent ‘Disability’,
- to have access to the services that enable ‘Participation,’ &
- prevent further ‘deterioration’ of Capabilities & Capacities

May include . . .



- Social- Care Work & Nursing,**
- Occupational, Speech & Physical Therapy,**
- Orthotics & Prosthetics,**
- Social Pedagogy & Social Workers;**
- Competency Development; &**
- Social Services Management.**



Includes:

**Determining the appropriate
Social Services occupations Profile**



**Number
Range, &
Levels
of Occupations**



Что вы думаете



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Establish

Professional & Occupational standards



Most Social Service Occupations,

***Draw on* a similar base of
Competencies**

Knowledge, Skills , Attitudes & Values

Most Social Service Occupations,

Draw on a similar base of Competencies Knowledge, Skills , Attitudes & Values

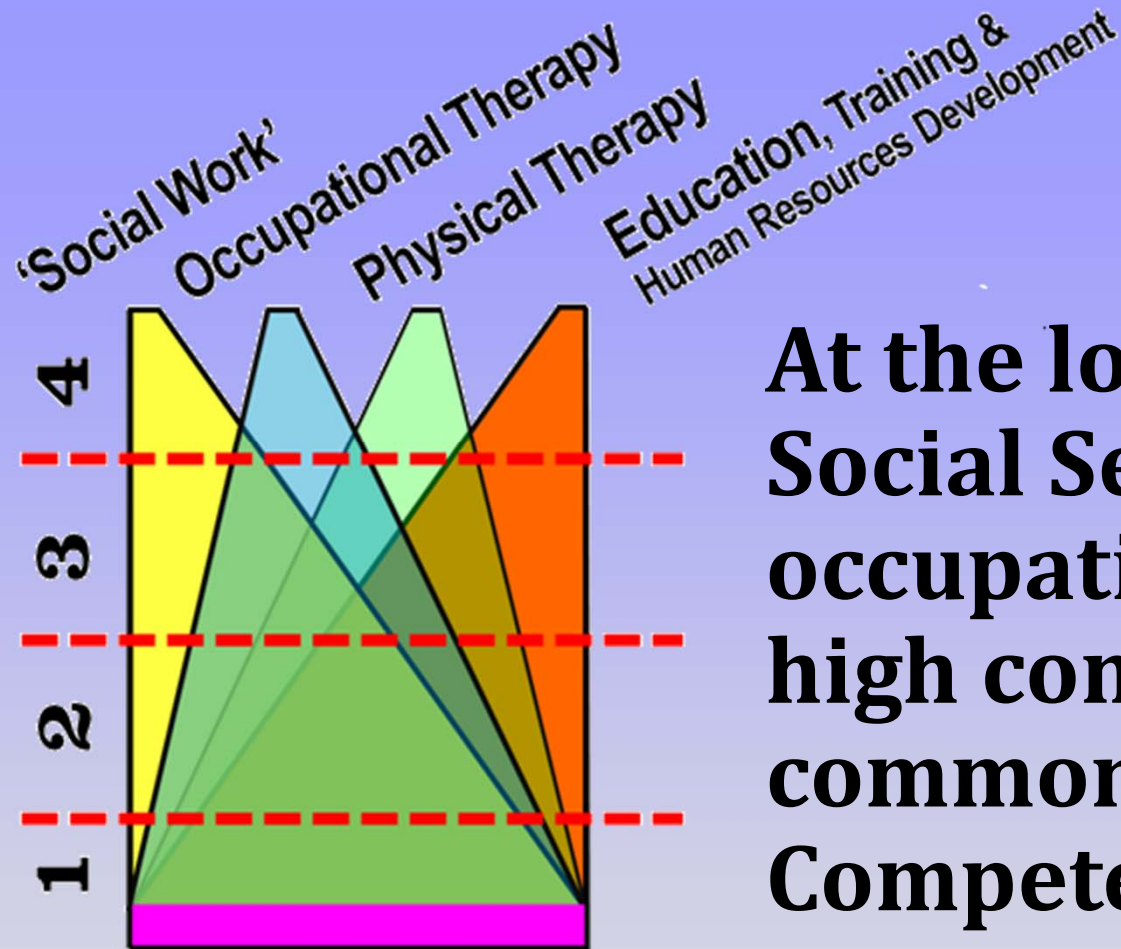


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At the lower levels of Social Services occupations there is a high convergence of common, shared Competencies;

increasingly differentiating at higher levels of the occupations.



Occupational Levels & Job Role

1 Professional

**Therapist/
Worker**

**Professional
Therapist**

**2 Para-
professional**

**Assistant
Therapist/
Worker**

**Service/
Program
Manager/
Coordinator**

3 Vocational

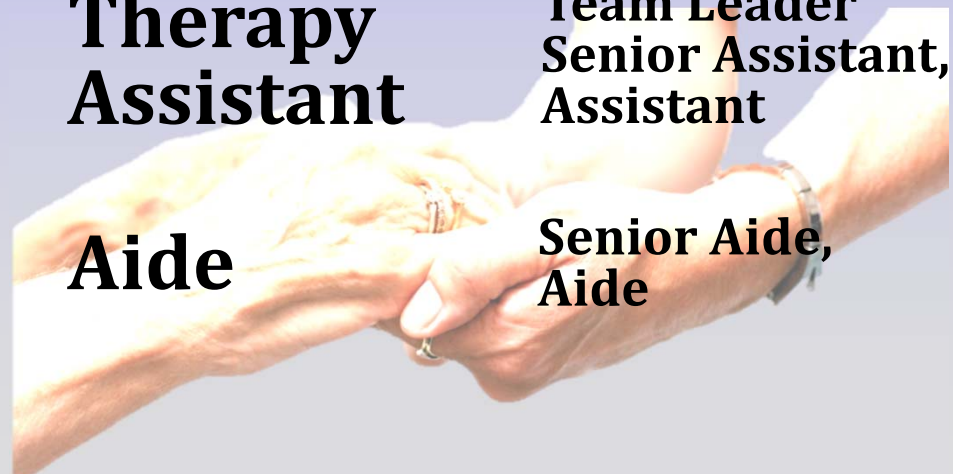
**Therapy
Assistant**

**Team Leader
Senior Assistant,
Assistant**

**4 Personal Qualities
& Experience**

Aide

**Senior Aide,
Aide**







the *Establishment* of a

Affordable,
Enduring,
Cost-effective
Efficient

Capacity for

**Competency Development & Skills
Acquisition**

Establishment of an

Affordable,
Enduring,
Cost-effective
Efficient

Competency Development & Skills acquisition
Capacity



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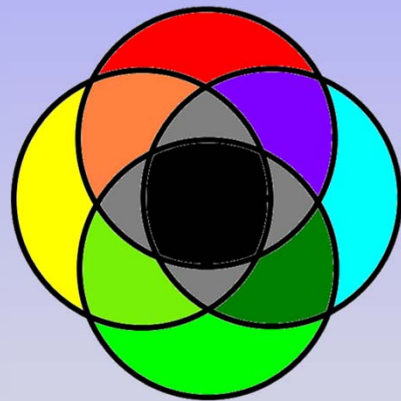
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The Capacity for **Competency Development & Skills Acquisition**

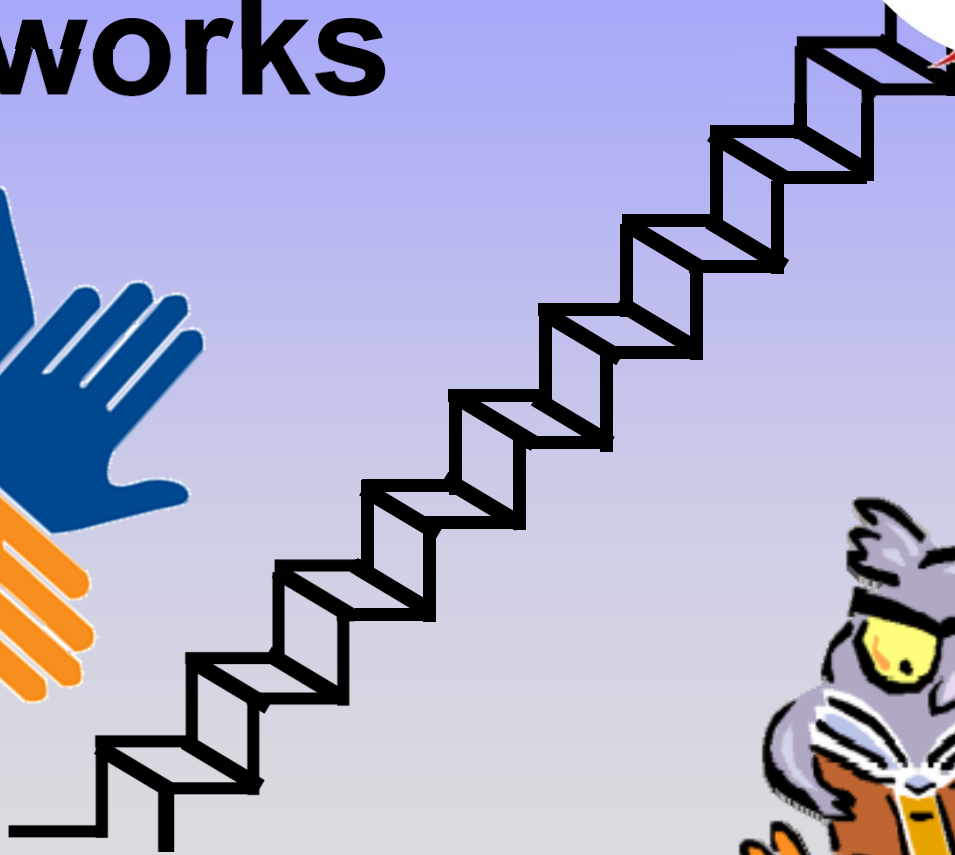
requires:



**Curriculum,
Educators/ Trainers,
Teaching Materials
Learner Resources
Facilities & Equipment; & a
Mechanism to Assure Quality**



Overview of Qualifications Frameworks



National Qualifications Frameworks

provide a fair, consistent & defensible way of

- ① establishing the level of credential; &**
- ② relationship to other credentials, &**
- ③ equivalence between different credentials in different fields.**

It also provides a clear pathway for further learning & achievement.



Qualification Frameworks are based on the analysis of occupations to determine what Competencies are needed.

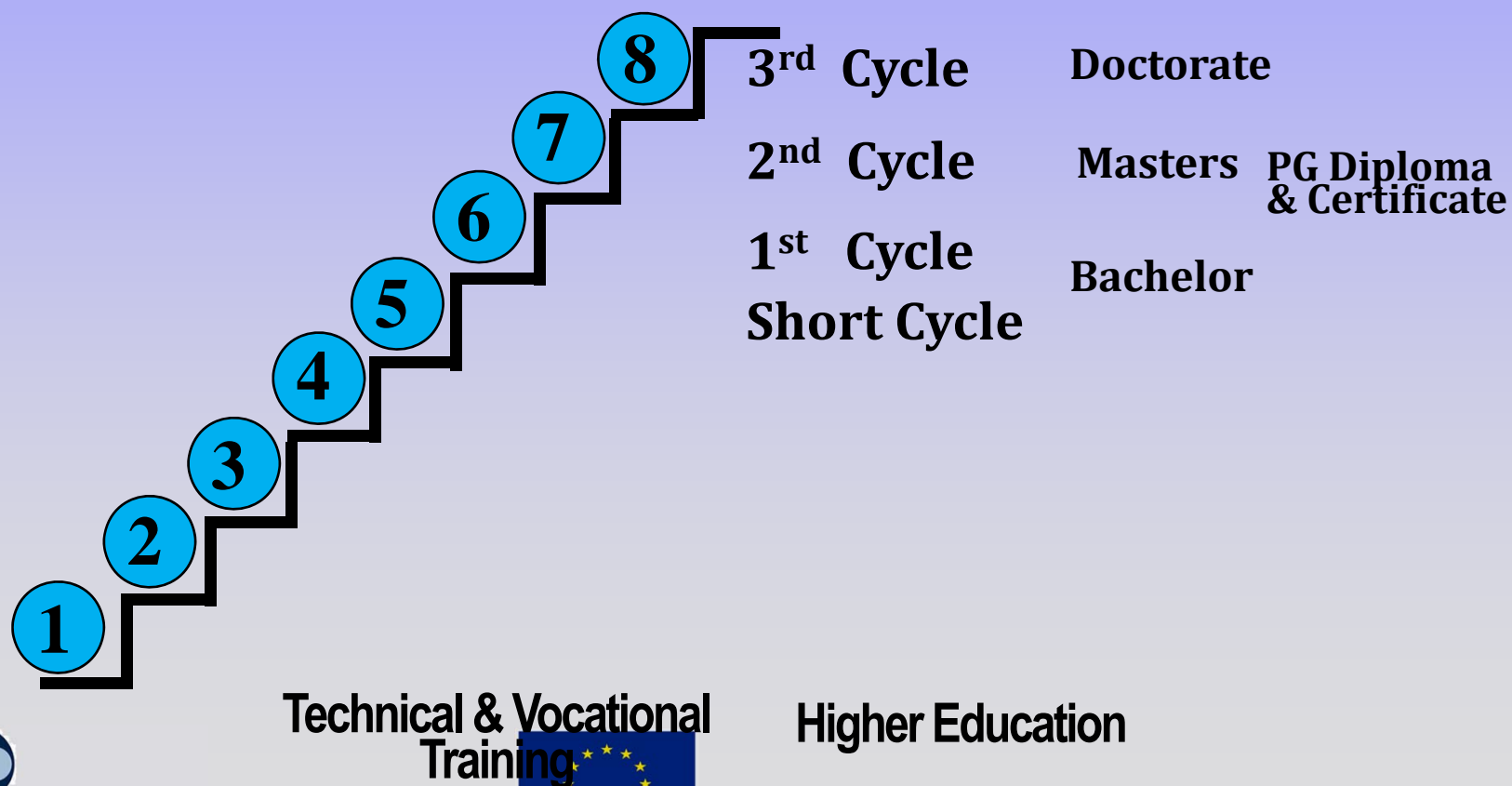
Rather than what knowledge is required.

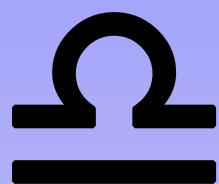
Analyses tend to be 'backward-looking', What is; rather than 'forward-looking to innovation & transformation, to What could be!





European Qualification Framework





Comparisons between some selected Qualifications Frameworks





Doctorate

8

8

12

10

8

Masters

7

7

11

9

Graduate
Diploma

10

8

7

9

Graduate
Certificate

8

Bachelor
Degree

6

6

7

7

6

Advanced
Diploma

5

5

6

6

5

Diploma

4

4

5

5

4

Certificate IV

Short Course

4

4

3

Certificate III

3

3

2

Certificate II

2

2

2

1

Certificate I

3

1

1

Entry

6

+

6

2
ndary

5

+

7

1
ary

1

Occupational Levels & Qualifications for Social Services



Professional Occupations

Para-professional Occupations

Vocational Occupations

Trainings

8
7

6
5

4

Short Course

Doctorate

Masters

Graduate Diploma

Graduate Certificate
Bachelor Degree

Advanced Diploma

Diploma

Certificate IV

Certificate III

Certificate II

Certificate I

10

9

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A National Qualifications Framework based of 'Competencies, facilitates an effective & efficient way to develop Work-force Competency Development & Skills acquisition;

A National Qualifications Framework based of 'Competencies, facilitates an effective & efficient way to develop Work-force Competency Development & Skills acquisition



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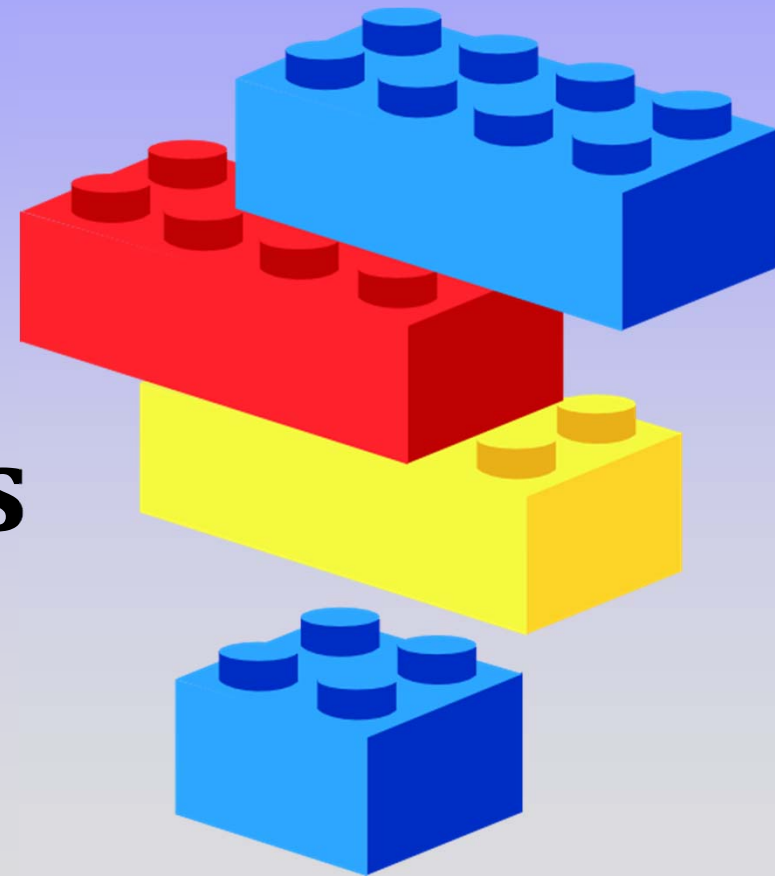


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using

**A building Block approach
of:**

**Skills,
Skill-Sets; &
Competencies**



Competencies:

**Contextualised Knowledge
Relevant Skills
Appropriate Values & Attitudes**

Enabling
Performance
at a Specified Level
under particular conditions

Competencies	Contextualised Knowledge Relevant Skills Appropriate Values & Attitudes	Enabling Performance at a Specified Level under particular conditions
--------------	---	---



Design of Training Curriculum is *based on:*

**Co
mp
ete
nci
es**

Skills→ 'Skill-Sets'→ Clusters of 'Skill-Sets'→ Several Clusters of 'Skills-Sets'

**Professional
'Specialist' Education**

**Several Clusters of
'Skills-Sets'**

Clusters of 'Skills-Sets'

'Skills-Sets'

Short 'non-award' skills training

4

3

2

1





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Alignment of Occupational Framework with EQF- levels

EQF Level

Occupational Framework

Type of Post	Level	Social-Care	Social Work	Occupational Therapy	Physical Therapy	Education/ Competencies Development
Professional	4					
Para-professional <i>Assistant - - -</i>	3					
Assistant <i>- - - Assistant</i>	2					
Aide <i>- - - Aide</i>	1					
	Non-Award					

6- 8

5

4

3

2 & 3

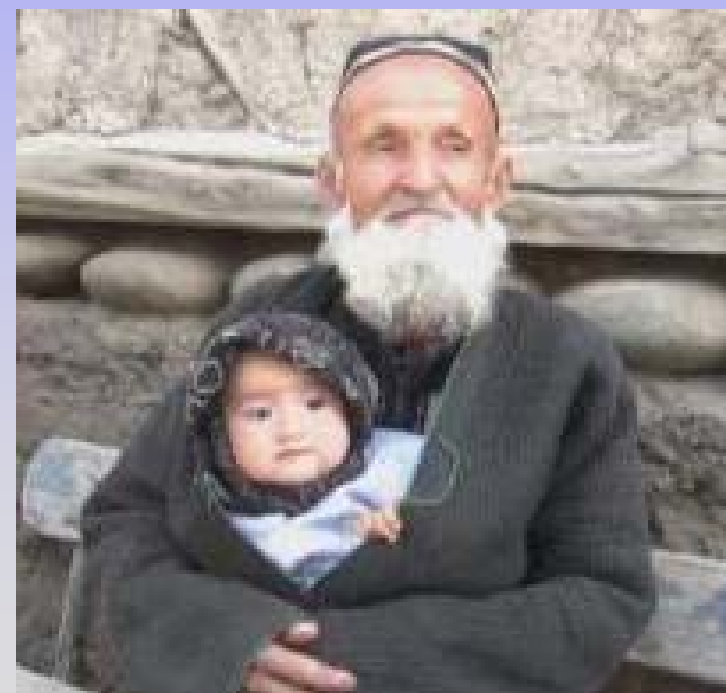


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Establishment of a

**Affordable,
Enduring,
Cost-effective
Efficient**

Capacity for

**Competency Development & Skills
Acquisition**

Establishment of an
Competency Development & Skills acquisition
Capacity

Affordable,
Enduring,
Cost-effective
Efficient



The Capacity for **Competency Development & Skills Acquisition**

requires:

**Curriculum,
Educators/ Trainers,
Teaching Materials
Learner Resources**

**Facilities & Equipment; & a
Mechanism to Assure Quality**

The Capacity for
Competency Development & Skills Acquisition

Curriculum,
Educators/ Trainers,
includes: Teaching Materials
Learner Resources



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Что вы думаете?

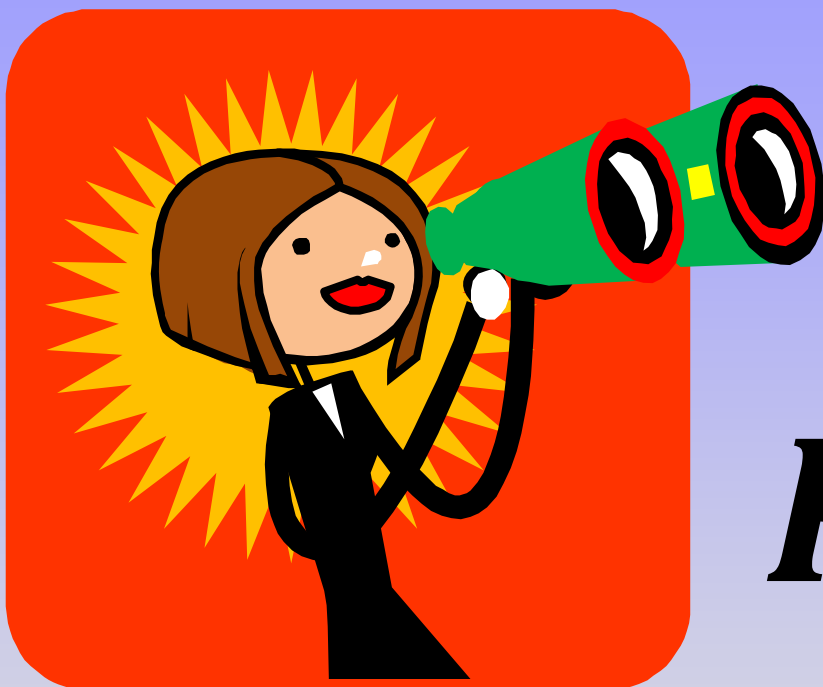


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Обзор и *Резюме*

Summary & Review

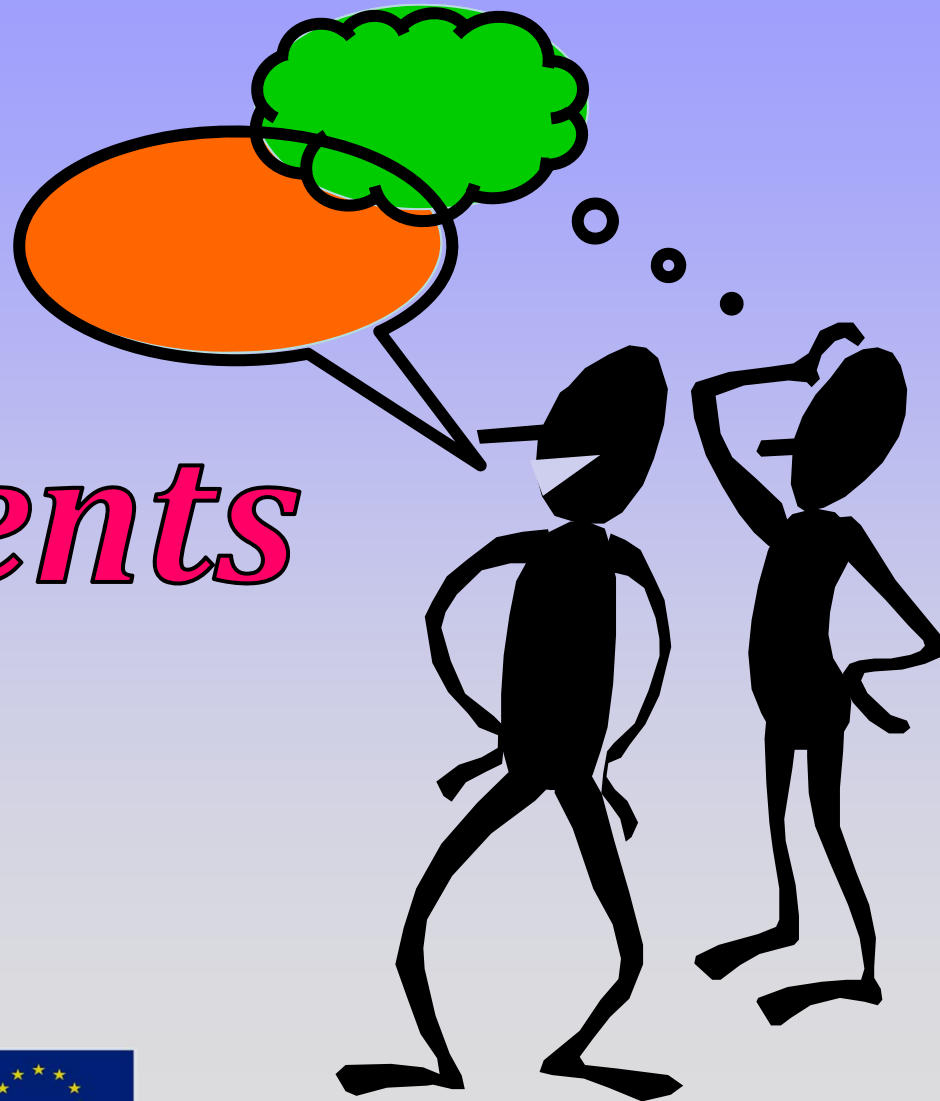


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Any Comments



Презентация Обзор

Presentation Overview



- **Различные настройки,**

- Different Settings,

- **Что такое социальная работа?**

- What is Social Work?,

- **Влияние настройки на выполнение социальных услуг,**

- Impact of Settings on Performance of Social Work Activities

- **Обзор и резюме**

- Review & Summary



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Design & Develop Training Curriculum *based on:*

**Co
mp
ete
nci
es**

Skills→ 'Skill-Sets'→ Clusters of 'Skill-Sets'→ Several Clusters of 'Skills-Sets'

**Professional
'Specialist' Education**

**Several Clusters of
'Skills-Sets'**

Clusters of 'Skills-Sets'

'Skills-Sets'

Short 'non-award' skills training

4

3

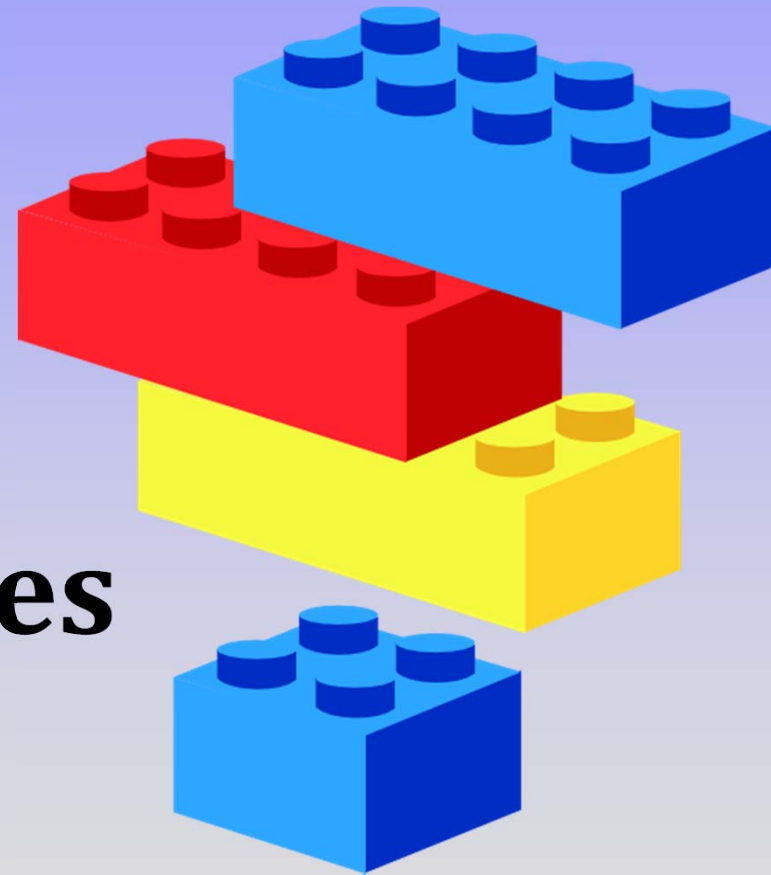
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1



A building Block approach of:

Skills, Skill-Sets; & Competencies

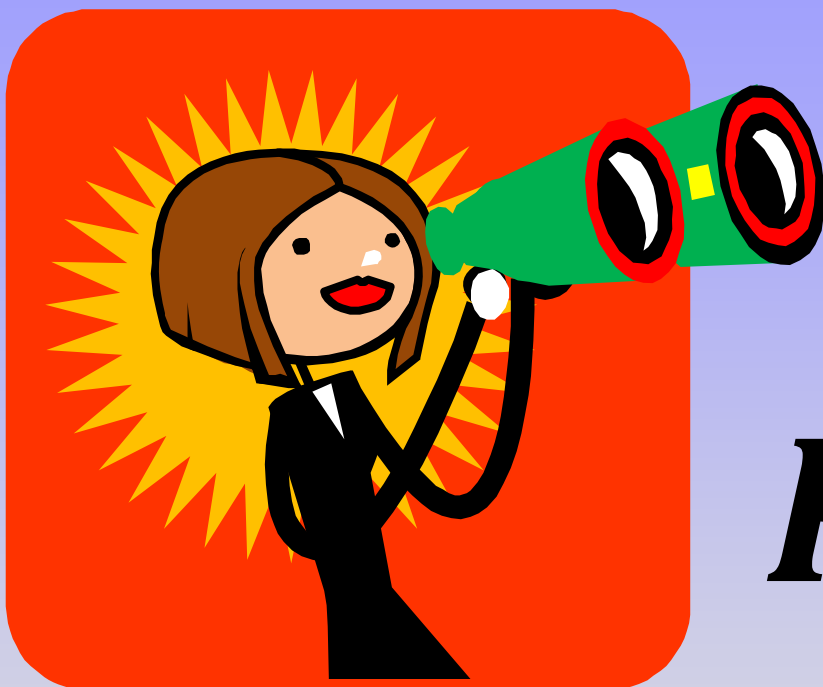


& Train for Social Service' Occupations of:



- Occupational Therapy,
- Social Work,
- Physical Therapy,
- Social-Care; &
- Competency-Development (Training)





Обзор и *Резюме*

Summary & Review



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- **Люди всегда общения,**
 - Humans are always communicating,
- **Типы межличностного общения,**
 - Types of interpersonal communication
- **Навыки межличностного общения,**
 - Interpersonal communication skills,
- **Развитие коммуникаций,**
 - Facilitating communications





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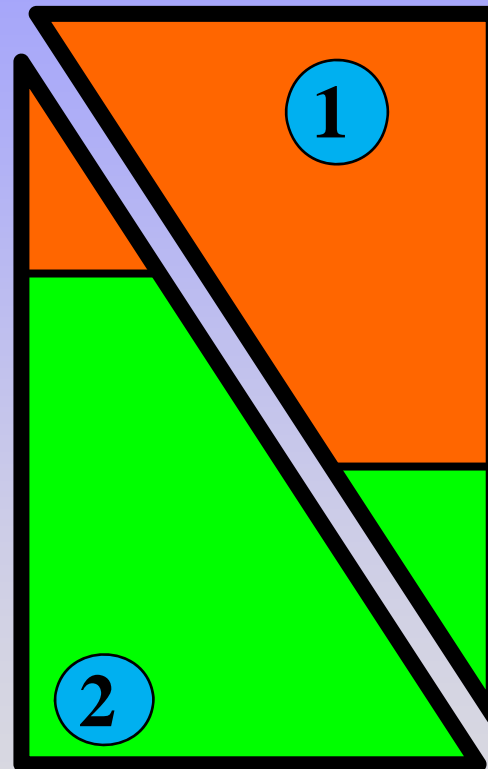
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Orientation towards the skilling of 'Trainers'

Trainer/ Educator
Knowledge & Skills



Occupational
Knowledge & Skills



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2

Basic Orientations

① **Skilled *Practitioners* up-skilled with *Training* competencies**

or

② **Skilled *Trainers* up-skilled with *Practice* competencies**





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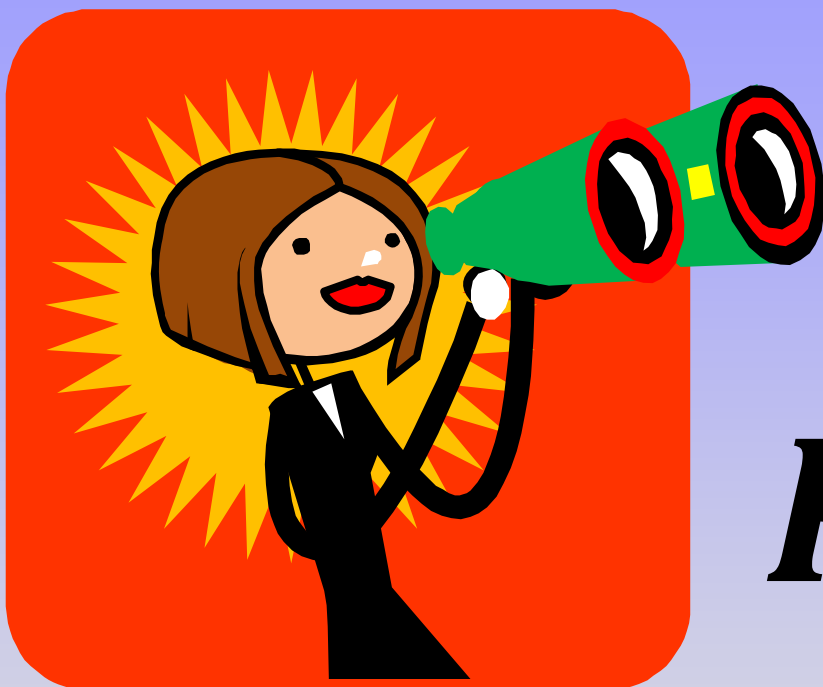


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Обзор и *Резюме*

Summary & Review



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What do you think



Что вы думаете?



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