



Competences for Poverty Reduction

Final Report Public Part

Project information

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Executive Summary

The Public Part of this report is aimed at lecturers, students, practitioners as well as policy makers in the health, social and educational sector, who are working with disadvantaged groups and is intended for widespread dissemination.

Following the decision on dedication 2010 to the European Year for Combating Poverty and Social Exclusion, the Commissioner Vladimír Špidla said: "Europe is one of the richest regions in the world and yet 78 million people live at risk of poverty. This is completely unacceptable."

This COPORE (Competences for Poverty Reduction) consortium of 14 Health, Education and Social Sciences networks, of which most have already collaborated over three years in the Human Archipelago (<http://www.archmannets.net>) wanted to draw the attention on health inequalities, related to disadvantaged groups and aimed to develop new competences and approaches in higher education focusing on affordable health care, health literacy and empowerment of the client and their community to reduce poverty. The study included as well good practice of tailored prevention and health promotion for people at risk of social exclusion as integrated care models.

Special emphasis was put on the Community Oriented Primary Care (COPC) approach and cross-sectoral services. Through this focus professionals and the local population attached to health and social centres have automatically more attention for poverty problems. The role of schools in acting as centres for local community development was stressed as well.

The following actions were undertaken:

- Constructing a grid of criteria to identify projects of good practices in social inclusion
- A European wide call for students to develop a project concerning poverty reduction
- A conference to disseminate and discuss the value of those projects for education
- Competences developed following the TUNING methodology for health, social and educational workers

The uniqueness of this interdisciplinary collaboration and dissemination of results to over 1500 institutions all over Europe, will contribute to the competences of future health, social and educational workers in combating poverty. All products are available through the website (www.enothe.hva.nl/copore).

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1. Project Objectives

This project has addressed several of the most burning issues in Europe. Since the enlargement of Europe poverty and cohesion problems have increased, 16% of the EU population currently live at risk of poverty. It is expected that their number will rise, not least as a consequence of the financial crisis and the effects this will have on the labour markets and the society.

In relation to the poverty and cohesion problems within the EU this project is referring to the WHO report on Social Determinants for Health (CDSH, 2008), that makes a clear connection to those problems and health. At the WHO European Ministerial Conference on Health Systems: "Health Systems, Health and Wealth", Tallinn, Estonia, June 2008 it was stated clearly: "Common ground of Primary Health Care and social determinants of health is equity – they need each other".

Thanks to the participation in Tuning of most of the participating Thematic Networks and the discussions and reports on quality and curriculum design, the proponents have been able to create appropriate tools for defining outcomes in terms of competences. They wished to use their ability to elaborate such tools and reference points to give clear recommendations, useful for educators, students, practitioners and service users on the targeted issues.

This project is complying with the aims for the European year 2010 in promoting one HEA as well as combating poverty. The overall objective of the project is to furnish guidelines and to provide reference points which would be useful in European higher education for developing poverty reduction competences.

The specific project objectives are to:

- develop a common language on social determinants of health, and indicators of poverty
- increase knowledge and experience of possible approaches to action
- develop a shared set of competences, specific learning outcomes and TLA approaches
- relate education to research
- relate education to society

Strong emphasis has been placed on involving those that experience poverty first hand in the different phases of the project.

The multi-disciplinarity of the project must tackle the multi-dimensional aspects of poverty through integrated approaches.

2. Project Approach

The multi-disciplinary structure of the project tackled the multi-dimensional aspects of poverty through integrated approaches.

The following actions were undertaken:

- Definition of a grid of good practice
- Identification of projects of good practice in social inclusion
- Encouraging students all over Europe to develop projects in poverty reduction
- Organisation of a conference (23 and 24 April 2010) to disseminate and discuss the value of those projects
- Recommendations for competences of health, social and education workers in poverty reduction

In the COPORE project five themes have been selected in line with the expertise of the partners and the priority areas mentioned in the following policy documents:

- Joint Report on Social Protection and Social Inclusion (EC 2009),
- Strategic Framework Document - Priorities and Guidelines for 2010 European Year activities (EC 2008),
- Health21 (WHO 1998)
- Closing the Gap in a generation (WHO 2008).

Working groups consisting of representatives of different networks each took an important stance related to the following themes:

1. Transdisciplinary approach in Social and Health care to prevent and/or combat poverty
2. Community development and client participation approaches to addressing health inequalities
3. Preventive and outreach approaches
4. Eradicating disadvantages in Education – (Decrease School Non-Attendance)
5. Work and worklessness

A brief explanation of what a thematic work group could entail was sent to each participant beforehand and the members of each working group were then asked to write a short statement (2 pages max.), addressing the specific theme from the point of view of the Network he/she was representing as well as his/her personal view point.

The working groups consisted of representatives of higher education institutions, from social, health and educational networks and representatives of associations concerned with poverty reduction/ or directly representing those who experience poverty or social exclusion themselves.

The leaders of the different groups summarised the submitted statements. These statements were varied and reflected different academic and professional disciplines; different geographical contexts; and different personal approaches. Such variety enriched the discussions and project outputs.

The summary consisted of the following parts:

- 1) Statement related to the theme
- 2) A short description of good practice from group members
- 3) Key aspects related to the theme
- 4) Core competences/specific competences related to the theme
- 5) Approaches to teaching learning and assessing competences

The summary was used to help structure the discussion at two workshop sessions in the COPORE conference. A paper that summarised competences drawn from all statements also helped to inform the discussion.

Each working group was asked to discuss and report on their specific topic, as well as to discuss and develop statements about the competences needed for poverty reduction and approaches to teaching/learning and assessment that are/would be useful for forming and assessing those competences, using the interdisciplinary expertise of the networks.

Because most of the networks have participated in a former EU project about competences it was decided to formulate the competences as defined in the TUNING project.

The core competences developed in the COPORE project are based on the work of the working groups and the recommendations of the social agenda of Europe (COM 2008), the joint report on social protection and social inclusion (COM 2008), the report of the WHO Social Exclusion Knowledge Network on understanding and tackling social exclusion (Popay J, Escorel S, 2008) and three basic health-related values:

These three values form the ethical foundation and underpinning of all the other competences:

- Health as a fundamental human right;
- Equity in health and well-being and solidarity in action between and within all countries and their inhabitants
- Participation and accountability of individuals, groups, institutions and communities for continued health and development.

Chapter 3 of this report- project outcomes will give a list of competences. (See further the book Competences for Poverty Reduction)

Good practice

A survey on the latest research and best practice in poverty reduction through health and social care was conducted in order to publish, present and disseminate, as well as to analyse, the required competences for health and social care workers and policy recommendations for practice.

The COPORE project called for examples of services/projects/programmes in Europe, that address poverty reduction at different levels (e.g. system level, practice level), either directly or indirectly. Poverty, social exclusion and health inequalities are linked. Projects addressing health and poverty issues in education, social and health service provision or, preferably, in combination, were invited to send a description of their work.

Nine such projects demonstrating good practice were invited to present their experiences at the conference (23/24 April 2010). The selection committee based its' selection on the criteria mentioned in the annex 1-Grid of criteria for good practice-. In addition to these criteria, the selection committee also tried to assure, as far as possible, to have a regional balance that meant; the inclusion of good practices from regions in Europe where poverty reduction practices are not as common as in other parts of Europe.

Student COPORE award

Student groups in all European countries from the different networks have been invited (starting) in the year of creativity and innovation (Oct. 2009) to develop multidisciplinary projects on poverty reduction in collaboration with local communities.

Projects could be:

- awareness activities on: What is poverty and how to combat it
- exhibitions on; the voices and narratives of the vulnerable groups
- projects with the community; action research in order to address the needs of those who experience poverty
- improving access to health and social care
- engaging local communities in all their diversity in plans and strategies to fight poverty
- presenting good practice in empowerment projects
- development of key messages ('you tube') and logos with involvement of disadvantaged groups on:
 - o the multidimensional dimension of poverty
 - o the hidden character of poverty
- any other good ideas or activities

The outline and announcement for the student projects were published on different (Thematic) network websites. Students worked on their projects for 6 months and delivered a project report and an abstract to the selection committee of COPORE on the 1st of February 2010.

Evaluation Strategy

Different evaluation strategies were used:

- **Evaluation of projects following a set of criteria**

For the selection of good practices and the student award evaluation criteria were developed partly based on literature and on experience by the management team of the COPORE. Two committees were set up for selecting the projects.

- **Tuning methodology**

The Tuning methodology to develop competences and TLA strategies includes a continuous involvement of stakeholders in feedback groups, what was used before, during and after the COPORE conference in order to achieve a high quality set of competences.

- **Written evaluation**

The COPORE conference was evaluated by a written evaluation form that was filled in by 97 participants out of 145. In general the conference was scored between good and very good (between 4-5 on a scale of 1 to 5).

- **Peer review of products**

The COPORE book was peer reviewed by several experts. The competences were formulated in discussion rounds following TUNING.

Dissemination Strategy

Dissemination of results was done in several ways

- Half-way the project examples of good practices were presented in a **conference**, which was attended by over ... lecturers, students, politicians, policy makers and other stakeholders of whom most were representatives of networks and spread the information afterwards in their networks.
- **distribution of the book COPORE** to all participating networks, to the participants of the conference, to all relevant DG's of the European Commission in Brussels (In total over 1200 books have been distributed)
- **distribution of the CD** (with relevant materials for education and practice in poverty reduction) to the same partners as the book.
- **presentations and posters:**
 - 2 COPORE Workshops and key notes (in ENOTHE meetings Coruna, 2009; Stockholm, 2010) by van Bruggen, J.E, Kantartzis, S and Rowan, S
 - 1 key- presentation on COPORE at WFOT (World Congress of Occupational Therapy) in Santiago, Chile, April 2010, COPORE, van Bruggen, J.E
 - Presentations in CICE
 - Inclusion or Exclusion: Service provision for street children-Bademci, O
 - Inclusion, Power and Participation: Critical Perspectives- Straume, I. S.
 - Poverty: Polish young people's concerns about their social future- Krzywosz-Rynkiewicz, B. & Zalewska, A.
 - Presentation in Health Bridges Across the Bosphorus in Essen 13-17 May 2010
 - Organisation of a Caucasus Conference 23rd and 24th of July in Tbilisi
- **Press conference** in Bulgaria 28th of April 2010 on COPORE

3. Project Outcomes and Results

The project has resulted in the following outcomes:

- A. **A set of core and specific competences for poverty reduction**, which can be used in higher education for health, social and educational workers.

After analysis of the results of the group discussions of the conference the core competences have been divided in 5 domains:

Knowledge, Strategies, Collaboration and partnerships, Research and quality improvement, Management and leadership

The specific competences for poverty were divided in 5 themes or approaches towards poverty reduction:

- Trans-disciplinary Approach in Social and Health Care to Prevent and/or Combat Poverty
- Community Development and Participatory Approaches to Addressing Health Inequalities
- Preventive and Outreach Approaches
- Eradicating Disadvantages in Education – (Poverty reduction)
- Work and Worklessness

B. Nine selected good practice projects:

- The Bromley Bow Centre
- Creating a centre of excellence in the delivery of integrated services: Ruse Complex for the Social Support of Children and Families
- Empowering Learning for Social Inclusion through Occupation (ELSITO)
- Empowerment and linking against poverty
- General qualification strategies for integrated health and social-coordinators exemplified via the poverty reduction project “Herzwerk”
- Miquel Marti I Pol project
- Prevention and Poverty
- Reducing youth worklessness through building bridges between university and labour market: the case of social work student practices
- Safety house

C. The best 4 student projects

A selection committee selected the four best projects to publish on the COPORE website and to be presented at the conference in Amsterdam on the 23rd and 24th of April 2010. The four projects chosen were:

- Information and Communication Technology: making/breaking a gap
- Ending child poverty: take up the challenge
- Future Doctors about to “Eliminate Differences”; when you are healthy; you are equal!
- Cheque? Check!

See for info about the projects the book or the website- www.enothe.hva.nl/copore.

D. A conference

The various activities culminated in a two day international and interdisciplinary conference in the Hogeschool van Amsterdam, where around 150 people participated from 26 countries. Selected good practices were presented, the best students' projects were awarded and strategic papers were discussed. After the conference working groups continued to work on competences for poverty reduction.

E. Exhibition

Exhibition of Gallery: ‘Beeldend Gesproken’

During the COPORE meeting and afterwards the participants, students and teachers could enjoy the art collection of “Beeldend Gesproken” (Spoken Images)

The art lending gallery “Beeldend Gesproken” is specialised in art of professional artists with a psychiatric background. The gallery is existing since 1992 and is an initiative of “Arkin, GGZ (Mental Health Care) Amsterdam”. The gallery is lending and selling art works and in this way it is supporting the artists to earn their living and to participate in society.

The collection consists of work of over hundred artists from all over the country.

You can also visit the gallery at www.beeldendgesproken.nl

Photo exhibition based on 2 projects:

Participants in COPORE, from UVic and Caritas:

Miquel Martí i Pol (MMP) project (www.jardimiquelmartipol.blogspot.com/):

where students, participants and volunteers have made photos reflecting the evolution of the project. Caritas photo-voice project: where participants are expressing, using the language of

photos, their opinions about the city they live in, their introspections, their fears and inspiration. Separately, the narratives and explanations would be gathered.

Video exhibition based on 3 histories (3-4 minutes each). Each history was explained by 3 video projectors playing simultaneously.

E. A publication

In the book the reader finds:

- The development of competences for poverty reduction
- Examples of good practice
- Student projects
- Paintings and photo's from two exhibitions

F. CD

On the CD ROM the user finds besides the publication

- Presentations of the examples of good practice
- Presentations of the Student projects
- Presentations of the key speakers of the COPORE conference
- Relevant articles and documents
- A set of competences
- A catalogue of the exhibition "Beeldend gesproken"

G. A website

- www.enothe.hva.nl/copore
- www.enothe.eu

other websites where parts of COPORE activities or announcements can be found are:

- www.nivel.nl/oc2/page.asp?.../COPORE%20invitations
- www.cotec-europe.org/userfiles/file/copore%20news.doc
- www.onderzoek.khk.be/.../final_programme_copore-conference_april2010.pdf
- http://www.eassw.org/conferences/Copore/COPORE_STUDENT_PROJECT_announcement_Dec_09.pdf
- <http://elsito.net/wp-content/uploads/2010/07/marti-pol-copore.pdf>
- <http://www.ergotherapists.gr/httpdocs/files/copore2.pdf>

3. Partnerships

The composition of this consortium underlines the responsibility of academic networks, professional associations, NGO's and those who experience exclusion to collaborate in tackling poverty;

The consortium is based on networks of the former "Human Archipelago" which have worked together since 2003, combined with new networks, such as Diets and European Forum for Primary Care (EFPC), universities where excellent projects of social inclusion are already taking place and NGO's who are either working in the everyday practice and /or are involved in policy making.

Most of the networks had experience in applying the Tuning methodology and had already placed competences and general tools for curriculum design at the centre of a specific subject area. This project served as a platform in which many related subject and thematic areas came together to elaborate common guidelines for learning to reduce poverty.

In addition the project included stakeholder organisations with considerable experience in working on poverty reduction. The selected partners in this project have an obvious interest in multidisciplinary work at a pan-European level.

The COPORE Partners

Hogeschool van Amsterdam

www.hva.nl

ENOTHE- European Network of Occupational Therapy in Higher Education

www.enothe.hva.nl

The Hogeschool van Amsterdam, University of Applied Sciences (HvA), offers health as well as social educational programmes at bachelor and masters level.

Since 1997 the HvA has been the coordinator of the European Thematic Network of Occupational Therapy in Higher Education, ENOTHE, which now consists of 200 occupational therapy education provider institutions, professional associations, employers and client organisations. ENOTHE is aiming:

- To develop, harmonise and improve standards of professional practice and education as well as advance the body of knowledge of occupational therapy and occupational science throughout Europe.
- To facilitate participation of persons with disabilities in an enlarged Europe through the development of high quality occupational therapy education and practice.

ENOTHE is working in accordance with the Bologna process and is implementing the outcomes of the TUNING project. The network has been an active partner in organising several Humanistic Archipelago conferences.

EFPC- European Forum for Primary Care

www.euprimarycare.org

The European Forum for Primary Care is aiming to improve the health of the population by promoting strong primary care (PC). This is achieved by advocating for PC, by generating data and evidence on PC and by exchanging information between its members.

Strong PC produces better health outcomes against lower costs. By promoting strong PC the population's health can be improved. Strong PC does not emerge spontaneously. It requires appropriate conditions at the health care system level and in actual practice to make PC providers able and willing to take responsibility for the health of the population under their care. Everywhere in Europe the process of strengthening PC is ongoing. There is a strong need to collect and share information about what structures and strategies matter.

CICE- Children's Identity and Citizenship in Europe ERASMUS Network

www.cice.londonmet.ac.uk

CICE links some 100 university departments in 30 EU and associated states all of whom educate and train the professionals who teach citizenship and identity to young people and children in schools, pre-schools and colleges in Europe. The network has particular expertise and competence in social and civic learning, particularly in the European context.

Deutsches Rotes Kreuz Kreisverband Mettmann

www.drk-mettmann.de

Red Crescent Societies - the world's largest humanitarian organisation, providing assistance without discrimination as to nationality, race, religious beliefs, class or political opinions. Key activities in DRK KV Mettmann are life long education and education with regard to family affairs and professional education. Education is considered the strongest weapon against poverty.

Katholieke Hogeschool Kempen

www.khk.be

EASSW-European Association of Schools of Social Work

www.eassw.org

Katholieke Hogeschool Kempen is a University College with eleven departments and more than 6,400 students. KH Kempen University College has always been an impulse for regional development in the Kempen.

"KHK stimulates the dynamics of internationalisation. KHK offers students and personnel the opportunity to develop professional competencies enabling an active participation in a multicultural society. KHK has a cosmopolitan orientation and wants to participate in development cooperation.

.In this project the KHK will represent the European Network for Social Action (ENSACT).

University of Ruse

<http://www.uni-ruse.bg>

The University of Ruse (UR) is an active partner and disseminator in the COPORE programme. Since 2003 the university has been a member of ENOTHE. In the period 2003-2006 UR was a partner in the Joint Action Project Youth no. 113161-JA-1-2003 for the development of competence- and ECTS-based curriculum in occupational therapy. The university is representing the Eastern European region, and is part of a broad network of occupational and physiotherapy schools in the Eastern European area.

Universidad de la Iglesia de Deusto/ Humanitariannet

www.deusto.es

The University of Deusto (UD) is remarkable for its capacity to combine a number of contrasting elements: local roots and global challenges, historic awareness and concerns for the future, leadership engagement and social commitment, intellectual rigor and experienced based learning, competition and cooperation, tradition and innovation. UD has contributed to society by educating politicians and bankers, entrepreneurial people for medium enterprises and for large firms, prestigious lawyers and significant media people, writers and EU commissioners and international civil servants in international organisations, inter-governmental organisations and NGOs, in the service of under-privileged populations all over the world. The University of Deusto is well known for its leadership in the TUNING project.

The University of Deusto collaborates through HumanitarianNet. This ERASMUS network has been envisaged to advance the work of universities in the field of humanitarian development

Fachhochschule Gelsenkirchen / Institut Arbeit und Technik

www.iat.eu

The Institute for Work and Technology is a research organisation of the University of Applied Sciences Gelsenkirchen and a co-operation partner of the Ruhr-Universität Bochum. Its activities are aiming towards the objective of prosperity and quality of life. The subjects of the institute's research, development, testing and diffusion are knowledge and innovation. Furthermore, the institute is involved in the promotion of the Bologna Process in various European networks.

They are partners in the 2010 activities: European Association of Erasmus Coordinators, European Cultural Capital Program of Schloß Baldeney-Akademie Mondiale, Essen, Germany and Health Bridges Across The Bosphorus.

**University of Plymouth/
DIETS**

www.thematicnetworkdietetics.eu

The University hosts 4 Centres of Excellence (more than other UK HEI) two examples are Professional Placement Learning and Work-based Learning. The Faculty of health will contribute to the identification of multi-professional competences for the health and social care workers in Europe by using the information it is already gaining through its Skills for Health Project. Competences in the field of nutrition and dietetics will particularly be highlighted and defined. In addition the School will support the development of the conference by contributing to workshops and other proactive ways to bring the field of nutrition and dietetics to participants. The role of multi-professional teams in the recognition of poor nutrition in poverty and the mechanisms for remedying health improvement will be a key contribution.

The University of Plymouth represents the European Dieticians' Network called DIETS-2 "ensuring education, teaching and professional quality".

Hellenic Association of Occupational Therapy

www.ergotherapists.gr

The Association aims to promote the health and wellbeing of the Greek population and in particular those people with mental, physical, and social difficulties through the ongoing professional development of the members. The newly formed special interest group working towards social inclusion provides support and educational opportunities for those members working in emerging areas of practice, supporting the social inclusion of vulnerable individuals and groups through community projects promoting occupations, together with activities to develop public and professional awareness of the issues involved. This group is involved in developing a network throughout Europe of occupational therapists working in community projects empowering inclusion, and have undertaken a Grundtvig Learning Partnership to support these activities with five other partners from Europe.

Fundacio Universitaria Balmes ; Universitat de Vic

www.uvic.cat

The mission of the University of Vic is to generate, to preserve, to spread and to apply knowledge in order to achieve a more fair society.

Develop projects accessible to all social sectors, creating an inclusive university and stimulating creativity, cultural, social, ecological and economical development.

Promoting with respect to human rights, preservation of the environment, education for peace and international cooperation, especially with countries in development.

Uvic is developing research and intervention projects related to poverty.

Caritas Arxiprestal - Vic

www.caritasbv.cat

The main aim of the organisation is the fight for a more fair society, combating poverty.

The important activities are:

- Provide places to eat for homeless people
- Offer sheltered flats for homeless people and mental health survivors
- Develop vocational training for excluded persons
- Improve inclusion in the job market
- Offer educational support for children at risk
- Support elderly at risk
- Organise horticultural workshops for mental health survivors
- Create a welcoming space for homeless people

International Council on Social Welfare European Region

www.icsw.org

ICSW is a global non-governmental organisation that represents a wide range of national and international member organisations that seek to advance social welfare, social development and social justice. Its mission is to promote forms of social and economic development that aim to reduce poverty, hardship and vulnerability throughout the world, especially amongst disadvantaged people. ICSW Europe has an independent legal status since 2007, but remains an integral part of the global ICSW organisation.

ICSW Europe provides a forum for the discussion of social welfare, promotes cooperation, aims at the exchange of information, fosters deepening of knowledge and takes actions in social welfare policies and practices, nationally and internationally.

ICSW is dependent on the drive of its members and the willingness to invest in international social debates, actions and policies to improve social welfare for all.

Skills for Health

www.skillsforhealth.org.uk

A sector skills council for the UK, working to develop skills and competences of the whole health workforce by working with employers and stakeholders to encourage and facilitate investment in lifelong learning, the development of careers and qualifications frameworks for the sector, influence education providers to ensure that employers get the right staff with the right qualifications.

To support this agenda, a range of tools have been developed.

Skills for Health have identified and manage unique workforce competences that are recognised across the UK, transferable, quality assured and are used to develop recognised qualifications based on employer needs.

4. Plans for the Future

Since this has only been a one year project, the results have not yet been implemented. So the different networks are encouraged to stimulate their members to implement the competences.

Continuous partnerships

COPORE has intensively worked together with several of the projects of good practice like ELSITO (Empowering Learning for Social Inclusion through Occupation), EEE4ALL (Euro-Education- Employability for All), Martin I Pol Garden, from the latest project recently the coordinator received his PhD in partnerships and social inclusion.

These projects will continue to demonstrate the sustainability in partnerships between Universities and community that will be a way forward for students to acquire competences in poverty reduction in an interdisciplinary team with the community.

Further research

Research is in progress on the process and the sustainability of this kind of partnership-projects, and the effect on the empowerment of the people. The coordinator of the COPORE project is requested to exchange the results of the COPORE project with a research project in South Africa called: 'People Informing Policy: Power & Progress'.

Related to policy

The fact that the competences are related to the latest policies of the EC and the WHO make them very useful for implementation in education and practice.

5. Contribution to EU policies

a. *To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field*

The COPORE project addressed the specific task of using the pan-European trans-disciplinary knowledge and experience of the Health and Social Networks to define guidelines to overcome some of the limits of mono-disciplinary programmes today. This was done by group work, with careful preparations and follow-up, proposing specifications and examples of good practice in approaches to teaching learning and assessment for the missing dimensions in the EQF (hence in NQFs and Sectoral Frameworks).

b. *To reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment*

Each member of this consortium was dedicated to elaborate HE strategies to achieve this objective, from different points of view. It was evident that ENOTHE (Occupational Therapy), CiCe (Children's Citizenship); EASSW (Social Work) are directly involved with this objective, and the same was true for other partners. The purpose of the Conference was to share good practice, develop new approaches and overarching guidelines for all disciplinary areas in health and social sciences.

c. *To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit*

Creativity and innovation in health and social care education were addressed directly by this project, and a natural consequence should be increased employability of European HE graduates. Indications of how creativity and empowerment of communities can be enhanced were discussed in working groups as well as strategies to foster entrepreneurial competences of students and capacity building of students, professionals and communities.

d. *To contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background*

Many of the participating Networks have specific activities devoted to development of competences and learning outcomes of disadvantaged groups. ENOTHE is active in training occupational therapists, whose objectives are promoting and facilitating meaningful activities

for the aged/physically/mentally disadvantaged; CiCe/Humanitarian net form competences to allow and promote access to LLL for all.

e. *To promote language learning and linguistic diversity*

Among the competences resulting from the Conference, those regarding linguistic diversity are included. This is an area of major interest for many key Networks. The inaccessibility of many health and social services is partly a linguistic and cultural problem.

f. *To reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures*

This is the central objective of several of the Networks, all of which contributed to it from the point of view of their disciplinary or thematic area. Humanitarian net and Cice emphasize the formation of operators and educators able to abate conflict and encourage tolerance and respect; the conference with its specific attention for cohesion tried to go further in the effort to place citizenship, tolerance and respect at the centre of the life long learning process.

g. *To encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training*

This is the overall objective that best describes our project. Indeed, the purpose of the COPORE project is precisely to exchange results, innovative products and good practice as elaborated by the member Networks and by related projects and bodies, using the methodology of the Tuning project, in order to define overarching competences and recommendations for health, social and educational work students to learn to contribute to poverty reduction in Europe and a global world.

h. *To support the achievement of a European Area of Higher Education*

The project is addressing the achievement of one European area by:

Developing competences for poverty reduction following the TUNING methodology and improving so compatibility transparency and transferability.

The project is aiming also for the social dimension of the European Higher Education by striving for equal access of educational as well as social and health services.

Inter- and transdisciplinary between different academic domains are promoted.

i. *To reinforce the contribution of higher education and advanced vocational education to the process of innovation*

Using this project as a multiplier of contacts and energies between disciplinary and thematic Networks gives a macro-level of coordination which is quite new in HE. Until now, the Tuning project, the only one which has placed competences and general tools for curriculum design at its centre, works mainly through subject area groups. This project functioned as a platform in which many related subject and thematic areas came together to elaborate common guidelines for learning to reduce poverty.

j. *To improve the quality and to increase the volume of multilateral cooperation between higher education institutions in Europe*

This project in itself directly improves the quality and increases the volume of multilateral cooperation: involving at least over thousand HE departments, both of the University and the non-University HE area, the Conference fostered greater reciprocal knowledge and connection between institutions and individuals (as do most European collaborative projects) and between disciplines -- including links between humanistic, social, educational, food and health sciences.

k. *To increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe*

This project stresses the social dimension of the Bologna process in the sense to develop competences for innovative practice, education and research in health and social sciences; to create guidelines for service learning, including community development with interdisciplinary teams. This will enhance the relation between universities and society and enhance accessibility of the HE institutes.

l. *Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training particular by helping to promote their integration into making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training*

All Networks devote effort to equal opportunities policies. The Conference provided a platform for establishing concrete L/T guidelines for all disciplines and paying attention to the formation of humanistic competences and the awareness of the poverty and health situation for women as well as men related to work situations.

m. *Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation*

As pointed out above, many of the partners have special pan-European competences in this field; In the Conference on 'Competences for Poverty Reduction' they determined the overall guidelines and reference points for all health and social sciences to make their services in practice more accessible.

o. *Age*

Age has received most attention in the Networks dealing with discrimination against women, where age is an exacerbating factor. ENOTHE (Occupational Therapy) and EASSW have specific experience with inclusive citizenship at all levels for the aged.

p. *Education and Training 2010 Work Programme*

This project has in many ways contributed to the year 2010:

Educational wise it worked on common competences, transparency and compatibility between health and social disciplines throughout Europe and it worked in close collaboration with the project EEE4ALL (Employability for all-)

This project was as well focusing on the theme of the European year: "to combat poverty"; the networks together addressed vulnerable target groups and developed new T/L/A strategies based on successful projects in social inclusion.

Actions have been organised in cooperation with stakeholders.

q. *Tempus*

Several of the networks have been or are involved in developing health and social care education in Tacis countries, like Armenia and Georgia and in the Meda countries, like Tunisia, Marocco and Algeria.

We referred in the European year against poverty to Europe's responsibility to contribute to the millennium goals and so the enlargement of Europe and external relations from Georgia, Tunisia, Armenia and the Balkan were involved in the planning and organisation of this project.

6. Innovation

This project has been in several ways innovative, bringing something new to the protagonists and to the immediate and longer term target groups. The Conference has led to new knowledge and insight on the facts and facets of poverty reduction, and on how to define and foster the competences related to it, using the expertise of the various persons and disciplines involved. It has also given a chance to those present to reflect on how to formulate general recommendations in such a way that they can be of use for those working on curriculum reform, including the groups delegated to set up Sectoral and National Qualification Frameworks.

Still a further objective is to encourage participation in these activities of professional and clients' Networks, and to link Erasmus Networks with society. The Conference gave all of them a chance to interact and to experience the interest and importance of collaboration and carefully planned joint work at multidisciplinary level.

These links have been shown to be under threat, because of the mechanics of the Bologna process and its implementation in many countries, and by an increasing disciplinary over-specialisation that is widely criticised. This project intended to be pro-active, proposed tools to deal with the situation, not simply to criticise it. Not only are health and social care students given very few opportunities to collaborate in real situations and at higher levels of study (i.e. up to and beyond the PhD) to do together research, but often are complex situations reduced to one discipline. Once again this project has produced concrete guidelines in this area, and working together may develop new insights.