



Care needs knowledge

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| Building a Foundation for Care

European Care Certificate – your starter pack

ECC Partners Pilot phase 2006-2008

Access the ECC website www.eccertificate.eu for the actual ECC partners.



Skills for Care & Development
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I The European Care Certificate – your starter pack

I Introduction	4
What is the European Care Certificate (ECC) and why would I need it?	5
How can I use the ECC?	6
How can you become an ECC partner or delivery agent?	7
I Introduction to the Basic European Social Care Learning Outcomes (BESCLO)	8
The Basic European Social Care Learning Outcomes (BESCLO)	9
Key Terms	16
I Frequently Asked Questions (FAQ)	20
I Brief guide to work in the care sector in ...	23
Austria	24
Romania	25
Belgium	26
Germany	29
Portugal	30
United Kingdom	32
I ECC future - expansion and further development	34



Leonardo da Vinci
Education and Culture



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The care sector is an important source of job growth in Europe.

I Introduction

In many countries in Europe there is a huge demand for staff to look after other people either in their own homes or in collective settings like residential care and nursing homes. In some countries this is organised by the government, usually at a local level, and in others it is a matter for each family.

The care sector is an important source of job growth in Europe. It is one of the largest sectors of growth and one of five sectors recognised by the European Commission as 'meriting particular attention' (European Commission 1999: 12).

It is clear that the single employment market within the European Union has produced major movements of workers, who seek work in other countries for economic reasons. Such workers often find employment in the care sector and employers are faced with job applicants holding qualifications whose value they do not understand. Equally, workers seeking a job would find it helpful if they could produce a qualification from their own country which would be recognised in another country.

Instead of trying to create a single European Union-wide qualification in social care (an impossible task) the European Care Certificate (ECC) simply provides a standard statement of things which social care staff should know. Colleges, universities, trainers and employers can take this standard statement (the Basic European Social Care Learning Outcomes – BESCLO) and make sure their own local training or qualification covers all the points in the BESCLO. This coverage can be checked and the course/training promoted as being 'ECC compliant' or 'covers the ECC'. The ECC is not an official award or qualification recognised by the ECC partner countries. We hope in time the ECC will become recognised across Europe. The recognition will depend on each country's requirements and may take some time.

People who have completed the local training or course must still pass an exam set by the ECC (in addition to any local course exams) and will be given a certificate showing they have passed the ECC. In time this means that all the care staff in Europe will have the same common knowledge of the values and attitudes we expect in social care at an entry level, and the ECC certificate will be recognised by employers as demonstrating that this person does have a basic knowledge of social care.

Please note that the ECC is not a passport to a job and does not demonstrate an individual's competence. Staff may still need to meet additional local training or qualification requirements (the ECC website will help you find out what those are) and demonstrate their ability to speak the language of the country where they are seeking work to a reasonable level.



I What is the European Care Certificate and why would I need it?

The European Care Certificate was developed as a basic entry certificate in the care sector that we hope will become recognised and accepted across Europe. It was a pilot project funded through the Leonardo Da Vinci funding stream of the European Commission. The ECC provides employers with evidence that the holder of the certificate has the basic knowledge of care sector work as listed in the Basic European Social Care Learning Outcomes (see later in this pack). It covers the knowledge needed for workers starting out in the care sector and could be delivered through work-based training, a single short course or as part of a wider/longer course. It does not test the competence of candidates only their knowledge, and is not a substitute for any qualification or training requirements which already exist in countries of the EC, but could complement these.

Having the ECC will be useful to you. You could demonstrate understanding of the *basic knowledge needed to work in the social care sector*. The ECC will establish a comparable base for knowledge of entry level care staff across Europe and provide an accessible and transferable certificate for workers and employers. This will make it easier for workers to find jobs in the care sector in other countries of the European Union, there is supporting information later in this information which outlines additional information and requirements to work in countries delivering the ECC.

The main requirements to become an ECC candidate are that you must be a minimum of 16 years of age, and must have a basic level of literacy (reading and writing) in the language of the country where the test is being taken.

Learners do not need to have previous experience in the social care sector, do not need to be in employment and do not need to have gained any previous qualifications

ECC – demonstrating basic knowledge you need to work in the care sector





*ECC – improving the
quality of work*

I How can I use the ECC?

The European Care Certificate – ECC – is a basic entry level certificate that recognises that its holder has the basic knowledge to start working at entry level in the care sector. The knowledge is shown in the Basic European Social Care Learning Outcomes later in this pack.

The ECC can help an employer in

- I Recruiting new staff
 - Using an ECC questionnaire as a tool in assessing the candidates or
 - When evaluating a CV, an individual who has undertaken an ECC course will demonstrate the individual has undertaken the learning as demonstrated in the learning outcomes.
- I Improving the quality of the work of their staff. Employers from countries with no current entry level training systems will know that to get the certificate the holder's knowledge has been assessed in different areas:
 - Values of social care
 - Promote life quality for the individuals you support
 - Working with risk
 - Understanding your role as a care worker
 - Safety at work
 - Communicating positively
 - Recognise and respond to abuse and neglect
 - Develop as a care worker

These areas have been considered as important for entry level workers to know in the care sector, by a survey made to employers/service providers, training providers, and stakeholders across Europe. The ECC will not replace existing training or qualification requirements for those workers who have them.



I How can you become an ECC partner or delivery agent?

The European Care Certificate Board will supervise arrangements to ensure the growth and development of the ECC in current and new countries; to maintain quality assurance procedures to protect its reputation; sustain and develop the way in which ECC tests are set and marked. The ECC Board will agree on procedures for the admission and departure of new Board members, Lead Partners (LPs) and Delivery Partners (DPs).

This will ensure that the ECC is efficiently delivered through a network of Lead Partners (LPs) and Delivery Partners (DPs). The basis will be one (or more) Lead Partners (LPs) in each participating country. LPs will work with a number of Delivery Partners (DPs) who will typically be colleges, employers, universities, training providers offering either a course (taught or distance learning) dedicated to cover just the European Care Certificate or using their existing courses (with adaptations if needed) to cover the Basic European Social Care Learning Outcomes (BESCLO) and offer access to the ECC as an added 'extra' on top of any current qualifications or outcomes.

If you would like to become an ECC delivery partner you should contact your country Lead Partner. You will find the updated list of ECC Lead Partners on the ECC website www.eccertificate.eu. If there are currently no delivery partners in your country and you would be interested in either becoming a Lead Partners or being a Delivery Partner, you should then contact the European secretariat of the ECC in Brussels, Belgium (eccertificate@easpd.eu). The European coordination and facilitation of the ECC is done by EASPD, one of the founding partners in developing the certificate. EASPD is the European Association of Service providers for Persons with Disabilities and represents over 8,000 service provider organizations across Europe and across disability.

You will find the updated list of ECC Lead Partners on the ECC website www.eccertificate.eu.

If you would be interested in either becoming a Lead Partners or being a Delivery Partners, you should then contact the European secretariat of the ECC in Brussels, Belgium (eccertificate@easpd.eu).



BESCLO – the heart of ECC

I Introduction to the Basic European Social Care Learning Outcomes (BESCLO)

The European Care Certificate (ECC) has been developed as a basic entry certificate in the social care sector. It will provide employers with evidence that the holder of the ECC understands basic knowledge to work in the sector. It is not intended that it should provide evidence of competence or replace existing qualifications or requirements for social care staff.

The ECC demonstrates that the holder of the certificate has taken a first step to gaining the knowledge needed to work in the social care sector. The Basic European Social Care Learning Outcomes outlines the main areas of learning a student will undertake, and the learning outcomes they must achieve in order to be awarded the certificate. There is also a Content Guide that further expands the learning outcomes, providing a clear indication of the breadth and depth expected of the learning. Each country will be able to link this to the progression routes appropriate to their situation. Basic knowledge will need to be added to with country specific requirements and opportunities to develop competence in practice.

To undertake the ECC

- I Learners do not need to have previous experience in the social care sector
- I Learners do not need to be in employment
- I Learners do not need to have achieved any previous qualification
- I Learners do need to have a basic level of literacy (reading and writing) in the language where the test is being held
- I Learners must be a minimum of 16 years of age

I The Basic European Social Care Learning Outcomes (BESCLO)

Main Areas	Basic Learning Outcomes	Content Guide The student has achieved this outcome because s/he can:
1. The Values of Social Care	1.1. Understand the need to promote the following values at all times: individuality, rights, choice, privacy, independence, dignity, respect and partnership.	Outline what each of the following terms means when supporting individuals: - Individuality - Rights - Choice - Privacy - Independence - Dignity - Respect - Partnership - Self determination - Inclusion Explain why it is important to promote these values in every day work, and give examples of ways this could be done.
	1.2. Understand the need to promote equal opportunities for the individual(s) you are supporting.	Outline the meaning of equal opportunities in relation to the individuals s/he supports. Explain why it is important to promote equal opportunities in everyday work, and give examples of how this could be done.
	1.3. Understand the need to support and respect diversity and different cultures and values.	Explain the need to support and respect diversity, including: - aspects of everyday life that might be approached differently by people from different backgrounds. - why it is important to support people in ways that respect these differences. - examples of practical ways to show people that their culture and values are respected.
	1.4. Understand the importance of confidentiality.	Outline the following: - why confidentiality is important when supporting individuals. - good practices for confidentiality that s/he can use in everyday work.
	1.5 Understand the limits of confidentiality.	Outline why and when confidential information may sometimes need to be passed on, giving examples.

Main Areas	Basic Learning Outcomes	Content Guide The student has achieved this outcome because s/he can:
2. Promote Life Quality for the Individuals you Support	2.1. Understand the importance of finding out the history, preferences, wishes, needs and abilities of the individual(s) you are supporting.	Explain why it is important to find out the history, preferences, wishes and needs of the individual(s) s/he is supporting.
	2.2. Understand the need to make sure that everything you do is based around the individual(s) you are supporting.	Explain why the individual(s) s/he supports should be at the centre of all decisions made and actions taken. Explain why it is important to use the values of social care to promote the rights of the individuals you support. Explain why it is not appropriate for decisions to be made and actions to be taken that benefit the organisation or the worker rather than the individual(s) being supported.
	2.3. Understand the need to enable the individual(s) you support to control their own lives and make informed choices about the services they receive.	Explain why it is important to empower the individual(s) s/he supports to take control of their own lives. Give examples of how in everyday life s/he can empower the individual(s) s/he supports to take control over their own lives. Explain the meaning of informed choice. Describe ways to support the individual(s) s/he is supporting to make informed choices about the services they receive.
3. Working with Risk	3.1. Recognise that the individual(s) you support have the right to take risks.	Explain the meaning of the term risk. Explain why people have the right to take risks, including: - the negative effects on an individual if there is never the opportunity to take a risk - why people who use services are often not allowed or encouraged to take risks Describe a situation where taking a risk has brought benefits to an individual.
	3.2. Identify the main principles involved in risk assessment.	List and explain the main principles of risk assessment.
	3.3. Be aware of the dilemma between enabling service users to take risks and 'duty of care'.	Explain the meaning of 'duty of care' (including duty to protect others). Describe how duty of care might conflict with the rights of service users to take risks.
	3.4. Understand own responsibilities in relation to managing risk.	Describe own responsibilities in relation to managing risk, eg, the need to be aware of and follow any risk assessments that have been completed.
	3.5. Know how to inform the relevant people of identified risks.	Explain how to report identified risks.

Main Areas	Basic Learning Outcomes	Content Guide The student has achieved this outcome because s/he can:
4. Understand your Role as a Care Worker	4.1. Understand the value and importance of working in partnership with unpaid carers / advocates / significant others.	Explain the value and importance of working in partnership with those people who have a significant part to play in the lives of the individual(s) s/he is supporting. Give an example of a situation where it would be important to work in partnership with such people.
	4.2. Understand the importance of good teamwork.	Describe the things that support good teamwork. Explain why good teamwork is important for social care workers. Give an example of a situation that requires care workers to work together as a team.
	4.3. Understand why it is important to follow policies and procedures, legal frameworks and the aims and objectives of the organisation you work for.	Explain the reasons why it is important for workers to follow policies and procedures, legal frameworks and the aims and objectives of the organisation s/he works for.
	4.4. Understand the responsibilities and limits of your relationship with the individual(s) you support.	Outline the responsibilities and limits of a worker's relationship with individuals s/he supports, including: - her/his main responsibilities towards the individual(s) s/he supports. - ways in which a worker's relationship with the individual(s) s/he supports must be different from other relationships.
	4.5. Understand the need to be reliable and dependable.	Explain why it is important to be reliable and dependable. Give an example of a situation where it would be important for the worker to be reliable and dependable.
5. Safety at Work	5.1. Know how to safely store and dispose of substances and articles that are harmful to health.	List potentially hazardous substances you might find in the workplace, eg, body fluids, unused medication, household materials such as disinfectant. Describe the main health risks associated with these substances. List methods for safely storing and disposing of hazardous materials.
	5.2. Know how to assess risks in relation to moving and positioning people and/or objects.	Explain how to assess risks relating to moving and positioning.
	5.3. Know safe moving and positioning techniques in relation to people and/or objects.	Explain (not demonstrate) how to move and position people and/or objects safely, maintaining the dignity of the individual involved.
	5.4. Know how and what you are not allowed to do in relation to moving and handling at this stage of your training. Guidance example: You must not use moving and handling equipment until you have been trained to do so.	Describe the tasks relating to moving and positioning that s/he is not allowed to carry out without specialist training.

Main Areas	Basic Learning Outcomes	Content Guide The student has achieved this outcome because s/he can:
5. Safety at Work	5.5. Understand how to promote fire safety in your work.	Describe ways to promote fire safety, including: - practices that prevent fires from starting. - practices that prevent fires from spreading. - Know how to evacuate a building safely.
	5.6. Know what to do in response to illness or accident.	Describe how to respond to accidents and sudden illnesses, including: - different types of accidents and sudden illnesses that may occur in her/his everyday work. - common reasons for accidents in a support setting. - how to respond to a minor accident/illness. - how to respond to a major accident/serious illness.
	5.7. Understand basic emergency first aid techniques.	Describe (not demonstrate) the basic emergency first aid techniques for the following: - how to check for breathing. - how and when to put someone in the recovery position. - how to respond to bleeding. - how to respond to choking. - how to respond to a seizure. - how to contact emergency services.
	5.8. Understand what you are not allowed to do in relation to emergency first aid at this stage of your training. Guidance example: You must not attempt to undertake any emergency first aid that you have not been trained to offer.	Give examples of tasks relating to emergency first aid that s/he is not allowed to carry out without specialist training.
	5.9. Understand the main routes of infection.	Describe the main routes by which an infection can get into the body.
	5.10. Know how to prevent the spread of infection.	Explain how to reduce the spread of infection, including: - how to ensure the health or hygiene of others does not pose a risk to the individual(s) s/he supports. - how to ensure that aspects of her/his own health or hygiene do not pose a risk to the individual(s) s/he supports, or to other people at work. - examples of common types of personal protective clothing and equipment and when to use them.
	5.11. Know how to wash hands properly.	Explain why it is important to wash hands thoroughly, and at what times this should be done. Describe the most thorough method for hand washing.

Main Areas	Basic Learning Outcomes	Content Guide The student has achieved this outcome because s/he can:
	5.12. Understand how to keep workplaces secure.	Explain why it is important to work in partnership with the individual(s) s/he is supporting to achieve security in the workplace. Describe security measures in the work setting, including: - how to check the identity of anyone requesting access to premises or information. - ways to ensure that the building is secure. - how to respond if a person is missing. - how to respond to an emergency, e.g., a bomb threat.
	5.13. Recognise possible risks to your personal safety and wellbeing in your work, and the safeguards required to minimise these.	Describe the possible risks to his/her safety in the workplace (eg, working alone at night, transporting money, working with individuals whose behaviour can sometimes create a risk). Explain how to minimise the risks in each of the situations s/he describes.
6. Communicating Positively	6.1. Know what motivates people to communicate.	Identify factors that affect communication, including: - examples of why people communicate. - things that encourage communication.
	6.2. Recognise the main barriers to communication.	Give examples of things that can create barriers to communication.
	6.3. Understand how behaviour is a form of communication.	Explain how behaviour may be a form of communication, including: - situations that show how a person's behaviour may be a way of communicating their needs, feelings, choices or views. - Why behaviour may be an important form of communication for some individuals. Explain how to recognise that conflict may be developing and how to respond appropriately.
	6.4. Understand the basic forms of verbal/ non-verbal communication and how to use these in your work.	Describe how verbal and non-verbal communication can be used to promote effective communication, including: - what 'verbal communication' means, giving examples. - what 'non-verbal communication' means, giving examples. - aspects of verbal and non-verbal communication that may differ between cultures. - How to use active listening effectively.
	6.5. Understand how to use touch to promote communication.	Give examples of how s/he could use touch to promote positive communication.

Main Areas	Basic Learning Outcomes	Content Guide The student has achieved this outcome because s/he can:
6. Communicating Positively	6.6. Understand when touch is not appropriate.	Give examples of: - types of touch that are never appropriate to use with the individual(s) s/he supports. - situations when touch would not be appropriate to use with the individual(s) s/he supports.
	6.7. Know how to record information that is: understandable, relevant to purpose, clear and concise, factual and checkable. Guidance: Where information is written, it must be legible. Where information is recorded on tape, it must be audible.	Explain the principles of good record-keeping, including: - the difference between fact and opinion, giving examples. - why it is important to ensure that all records are - factual - relevant to their purpose - clear, concise and easy to understand - signed and dated
	6.8. Understand the importance of, and your role in, record keeping.	Explain how record-keeping helps to support the individuals using the service, including: - the importance of record keeping when working in a care setting. - why s/he must use and contribute to records and reports, to make sure that an individual is supported effectively.
7. Recognise and Respond to Abuse and Neglect	7.1. Know what the following terms mean: Physical abuse, Sexual abuse, Emotional abuse, Financial Abuse, Institutional abuse, Self neglect, Neglect by others.	Outline what the following terms mean: - Physical abuse. - Sexual abuse. - Emotional/psychological abuse. - Financial abuse. - Institutional abuse. - Self neglect. - Neglect by others. - Medication abuse.
	7.2. Recognise the signs and symptoms associated with the following: Physical abuse, Sexual abuse, Emotional abuse, Financial abuse, Institutional abuse, Neglect by self or others.	Identify the signs and symptoms associated with each of the types of abuse listed in 7.1.
	7.3. Understand the need to report any suspicions about the abuse or neglect of the individual(s) you support.	Explain why it is important to report any suspicions of abuse or neglect of the individuals s/he supports.
	7.4. Know when and to whom suspected abuse/neglect should be reported.	Explain at what point and to whom s/he would report suspicions of abuse or neglect.

Main Areas	Basic Learning Outcomes	Content Guide The student has achieved this outcome because s/he can:
	7.5. Understand how to respond to a disclosure of abuse from an individual you are supporting.	Identify the following: - the key things that s/he must do or say if an individual discloses abuse. - the key things that s/he must not do or say if an individual discloses abuse.
	7.6. Understand your first responsibility is to the safety and well being of the individual(s) you support.	Explain why the welfare of the individual(s) s/he supports comes before any other considerations.
	7.7. Know how and when to report any resource or operational difficulties that might affect the delivery of safe care. Guidance example: inadequate staff cover.	Explain to whom and at what point s/he would report any resource or operational difficulty that occurs in the workplace.
	7.8. Know how and when and your duty to report the practice of colleagues which may be unsafe. Guidance example: not following agreed procedures or a care plan.	Explain why it would be necessary to report any practices of colleagues that s/he deems to be unsafe.
	7.9. Know what to do if you have followed your organisation's policies and procedures to report suspected abuse, neglect, operational difficulties or unsafe practices, and no action has been taken.	Explain what s/he must do if s/he has reported the unsafe practices of others appropriately, and nothing has been done about it.
8. Develop as a Worker	8.1. Understand the need to gain skills and knowledge to support and develop your work.	Explain the need for continuing development as a worker, including: - why it is important to gain knowledge and skills to support and develop her/ his work. - how to work with her/his line manager to agree and follow a personal development plan.
	8.2. Know how to use internal and/or external supervision effectively.	Explain the purpose of internal and/or external supervision. Describe ways in which s/he can help to make internal and/or external supervision as effective as possible.
	8.3. Know the symptoms of stress.	Explain the meaning of stress, including its effects, both positive and negative. Describe the symptoms of negative stress.
	8.4. Understand ways to avoid or deal with negative stress at work.	Describe ways that negative stress can be created in work situations. Describe ways to avoid negative stress at work. Describe ways to reduce negative stress at work.



The list of key terms is available in five languages: English, German, French, Romanian and Portuguese.

| Key Terms

The following section has been designed to complement to the Basic European Social Care Learning Outcomes. It summarises the definitions of the main key terms used in the BESCLO. These definitions are concise and clear. This has been done to ensure a common understanding of the main terms used in all areas covered.

| Values

The main principles or qualities underpinning work in social care.

| Dignity

Is related to a person's self esteem and gives them a degree of worth or honour. It is achieved through personal development and personal expression and is prompted by the way we speak and act with others.

| Individuality

Each person has an identity that is special and unique. This makes each person an individual as well as part of a group. People should be treated as an individual and have their own needs/wants/likes and dislikes considered rather than those of the overall group.

| Rights

People have rights as a human being (often called human rights) to be treated fairly, equally and to be valued as individuals. Social care workers should ensure that an individual's rights are upheld at all times.

| Choice

To be able to choose between different options, and to decide which options to consider. These choices may be about every day small things, such as what to eat for dinner, or much larger issues such as where to live or whether to get married.

| Privacy

Having time and space on your own if you want it. Having personal information treated as confidential. Being able to do things unobserved if you choose to.

| Independence

To be able to do things for yourself as much as possible, and not have other people do them for you. Being less reliant on the support of others.

| Respect

This is linked to dignity and is about showing regard and courtesy to others. Recognising that people are important and have value.

| Partnership

Working together to achieve aims and goals. Partnership implies a sharing of power and a willingness to negotiate and compromise.



■ **Self Determination**

Being who you want to be, and making choices that make this possible.

■ **Inclusion**

Being included in activities and making choices and decisions about all aspects of your life. Being able to join in with or do the things that are available to other citizens. For example, have access to community facilities, be able to vote.

■ **Equal Opportunities**

Having equal access to services and opportunities regardless of race, gender, disability, age, culture, sexuality, faith.

■ **Diversity**

Supporting and respecting different cultures and values. Diversity refers to all the different ways people live their lives and the things they value, enjoy and think are important. It is about celebrating differences and not treating people as if we are all the same.

■ **Culture**

The values, beliefs, attitudes and ways of doing things that are shared amongst a group. These are often so much a part of us that we take them for granted. It is possible to belong to more than one cultural group at the same time.

■ **Confidentiality**

Not sharing information about an individual with others. Respecting their right to privacy. Confidentiality may sometimes need to be broken in order to support someone properly or to protect them or others from harm.

■ **Risk**

The chance that something may go wrong and someone or something may get hurt or damaged. The likelihood that injury, damage or loss could occur and cause harm to someone or something.

■ **Duty of Care**

The duty to ensure that individuals do not put themselves, you or others in danger. In the UK it has a particular meaning: the legal and professional duty to ensure that service users receive a proper level of support. When someone offers a service for which they are paid, and this offer is accepted, then they enter into an agreement which in law is termed a 'contract'.

■ **Advocate**

Someone who can represent the interests, views and wishes of an individual. There are several types of advocates: self advocates, who can represent their own interests, views and wishes: an independent advocate, who can represent the views of another person and who may be a friend or family member: a citizen advocate who is completely independent from the person who's views are being represented, and who will have no self interest in the outcome.

Key Terms



Key Terms

■ **Significant Other**

A person who is significant to the individual and who plays an important part in their life.

■ **Unpaid Carers**

Often a family member, friend or neighbour who supports an individual 'informally' ie without payment. A person who is not 'employed' as a carer.

■ **Policy**

A document or set of requirements that states WHAT must be done.

■ **Procedure**

A document or set of procedures that states HOW something must be done.

■ **Dependable**

Refers to one person or persons depending on another, e.g. a service user depending on a worker for support. It has an emotional or human aspect to it.

■ **Reliable**

Refers more to systems being reliable, or to a worker being reliable in the use of those systems e.g. can be relied upon, to turn up for work on time, to write good reports, to hold the right values etc.

■ **Verbal/non verbal communication**

Verbal communication is the use of speech and words. Non verbal communication is communication through other means e.g. body language, touch, signing, pictures, story boards.

■ **Active listening**

Making it clear that you listening and that the person is being heard. Active listening includes making eye contact, nodding, affirming, asking questions etc.

■ **Physical abuse**

Assault. This may include hitting, slapping, punching, kicking, burning, scalding or restraint.

■ **Sexual abuse**

Including rape and sexual assault or sexual acts to which the person has not consented, could not consent or has been pressured to consenting. Inappropriate sexual touching, being photographed/videoed for sexual purposes, being made to look at photographs/videos for sexual purpose or made to watch sexual acts.

■ **Emotional/psychological abuse**

Includes threats of harm or abandonment, deprivation of human contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal of services or support networks.



Financial abuse

Taking advantage of an individual's vulnerability. Includes theft, fraud, exploitation, misuse or misappropriation of property, possessions or benefits, goods or activities purchased for the benefit of the individual.

Institutional abuse

The way an organisation or institution is run is primarily for the benefit of the organisation or institution and not for the people who live there. The rules, policies and procedures are restrictive and harmful to the residents, removing choice and disempowering them. E.g. strict meal or bed times, no choice of food or activities, punishments for behaviour that does not conform.

Self neglect

A person not taking care of themselves e.g. not eating, drinking, washing or bathing, not taking medication, not taking care of their own safely.

Neglect by others

Failing to give the proper or required care and attention to the person receiving support. Not doing what is needed for that individual. E.g. failing to ensure that an individual is warm, clean, comfortable, provided with enough nutritious food. Failure to stimulate the individual's potential or to consider cultural or religious needs. Neglect can be intentional or unintentional.

Medication abuse

The use of medication, either proscribed or 'over the counter', to inappropriately sedate or control the behaviour of the individual being supported.

Disclosure of abuse

The act of telling someone that you have been abused.

Supervision

The support received by a worker to help with personal and professional development. Often performed by the worker's manager, but can also be provided by peers or independent supervisors. Can be provided internally or externally to the organisation, and be one to one or in groups. Typical areas covered may be team building, improving practice, identifying personal development needs, checking practice, identifying best practice, addressing personal issues.

Positive stress

Stress that creates stimulation and challenge sufficient to enhance performance and keep the individual interested, happy and fulfilled.

Negative stress

Stress that causes the individual to perform badly, feel anxious and/or develop stress related illness.

Key Terms



*ECC – a basic entry certificate
in the care sector*

*ECC – the nucleus of a common
European vocational qualification
in the care sector*

I Frequently Asked Questions (FAQ)

1. What is the ECC?

The ECC has been developed as a basic entry certificate in the care sector that we hope will become recognised and accepted across Europe. It was developed as a project until September 2008 thanks to the Leonardo Da Vinci funding stream of the European Commission.

The ECC will provide employers with evidence that the holder of the certificate has the basic knowledge of care sector work as demonstrated in the Basic European Social Care Learning Outcomes. It covers the knowledge needed for workers starting out in the care sector and could be delivered through work-based training, a single short course or as part of a wider/longer course.

It does not test the competence of candidates only their knowledge, and is not a substitute for any qualification or training requirements which already exist in countries of the European Union, but could complement these.

2. What can I do with it?

You can demonstrate understanding of the basic knowledge needed to work in the social care sector as shown in the Basic European Social Care Learning Outcomes.

The ECC will establish a comparable knowledge base for entry level care staff across Europe and provide an accessible and transferable certificate for workers and employers. This when recognised across Europe could help workers to demonstrate the knowledge they have in care to potential employers in other Countries. There is supporting information provided which outlines additional information and requirements to work in countries delivering the ECC.

3. Does ECC relate to health care or social care?

In many European countries there is a big difference between the health care sector which is can be referred to by the term „care“ (German: „Pflege“) and the social care sector. The ECC is intended to provide basic knowledge to work at entry level in the social care sector.

4. Is it a vocational training course?

The ECC may be delivered in a number of ways (e.g. a specific taught course, distance learning, or wrapped inside a larger course), but its basic aim is to provide individuals with the basic knowledge required to work in care at an entry level.

5. How will ECC contribute to improve the quality of services offered?

ECC courses could come from universities, training organisations, schools and employers in every country and will promote a common EU-wide understanding of the values and quality we should find in social care services.



6. What are the areas of knowledge are covered in the ECC?

The ECC provides training / knowledge in the following main areas:

- Values of social care
- Promote life quality for the individuals you support
- Working with risk
- Understanding your role as a care worker
- Safety at work
- Communicating positively
- Recognise and respond to abuse and neglect
- Develop as a care worker

7. Could the ECC be adapted and delivered as part of existing training courses?

In some countries the ECC basic learning outcomes might already be included in existing training. For example in Germany that means, ECC will be included in the one year and three year courses of "Heilerziehungspflegehilfe" and "Heilerziehungspflege". The ECC is a European Union wide summary of the basic knowledge needed to work in the care sector at entry level. In each country of the EU there may be additional requirements you will need to undertake if you get a job there. For more information on working in European countries delivering the ECC we have prepared "A brief guide to working in. ..." which you can access on our website.

Knowledge in the ECC

8. Is the ECC a qualification?

The ECC is not a qualification in itself, but we hope to see many training courses demonstrate to be ECC compliant. The ECC is based on a set of basic social care learning outcomes. The achievement of the knowledge is assessed through a multiple-choice questionnaire. The ECC is not intended to provide evidence of competence or to replace existing qualifications or requirements for social care staff in participating countries.

9. Who can offer ECC courses?

This will vary from one country to another. We think that the ECC courses could be offered in various ways (distance learning, college, in work, etc) and by different training providers (a college, school, employer, etc).

10. Is there any "official" recognition?

Because ECC is at an early stage, it is not an official award or qualification recognised by the ECC partner countries. We hope in time the ECC will become recognised across Europe.

The recognition will depend on each country's requirements. Each country will be able to link this first step to the progression routes appropriate to their situation. The basic knowledge for entry level workers covered by the ECC will need to be added to with country specific requirements and opportunities to develop competence in practice.

ECC – a European certificate on top your national training course



ECC – passport to a job?

11. Does ECC improve my chances in the labour market?

It will provide employers with evidence that the holder of the certificate understands basic knowledge to work in the sector, and therefore could open up opportunities to work across Europe where the ECC is recognised. The ECC will promote a common EU-wide understanding of the values and quality we should find in social care services. The ECC holder could be in a better position to work in a wide range of EU countries where employers recognise the ECC.

12. Where can I get it?

There is a Lead Partner in each country offering the ECC supported by a number of Delivery Partner agencies who actually offer training and access to the ECC examination. The list of current lead partners for each country and their local delivery partners can be found at the www.eccertificate.eu website. Contact them for more information on materials available, future taught courses and ECC examinations.

13. How much will it cost to get the ECC?

This will vary from one country to another, and on how the course is delivered.

14. How many/in which countries is the ECC operating?

In the pilot phase of the ECC there were 8 partner organisations in the ECC project from 6 European Union countries: Belgium, Austria, Germany, Portugal, Romania and the United Kingdom. Each of the partner organisations are now very actively disseminating the results of our project and contacting key stakeholders so that the ECC is widely known and eventually recognised.

15. Are there any entry requirements to become a candidate?

The main requirements are that the candidate must be a minimum of 16 years of age, and must have a basic level of literacy (reading and writing) in the language of the country where the test is being taken. Learners do not need to have previous experience in the social care sector, do not need to be in employment and do not need to have gained any previous qualifications.

16. If I think that my knowledge covers those areas do I have to do the training

You can contact an ECC delivery partner and try to be included in the next assessment test to verify if your knowledge is indeed compliant with it.

ECC – spreading all over Europe



I Brief guide to work in the care sector

One of the aims of the European Care Certificate is to address gaps in the fast growing care sector and promote workers' mobility across Europe. Free movement of persons is an essential element of European citizenship, but it is important to know and be aware of the main rules and regulations to work in a specific country and more specifically to work in the care sector. Each country has its own requirements.

The aim of this section is to describe in practical terms some of the most important issues related to working in the social care sector in the following European Union countries: Austria, Belgium, Germany, Portugal, Romania and The United Kingdom.

The information provided in this section will help people who wish to be employed in the care sector across the mentioned countries. The following information was prepared in summer 2008 by the partner organisations of the ECC to the best of their knowledge. It is important to note that there hasn't been any legal advice and partners' organisations can not be held responsible for any incorrect or incomplete information provided. It is advised that people intending to move to a European Union country should seek up-to-date information on rules and regulations by either getting in touch with the organisations of the addresses of interest provided or by consulting the European Union web site.

ECC – working abroad

Websites of interest

- Public Employment Service Austria (AMS): www.ams.at
- Information for foreigners about work permits in Austria: www.arbeiterkammer.at
- Federal Ministry of Health, family and youth: www.bmgfj.gv.at
- Federal Ministry of Social Affairs and Consumer Protection: www.bmsk.gv.at
- Information about work permit in the health care sector: www.wien.gv.at/ma15/berufe.htm
- All information and documents about working permits are available at the Public Employment Service Austria (AMS) – www.ams.at

Austria – Country facts and figures

Official language: German
Currency: Euro
Population: 8.3 Mio
Capital: Vienna
Health care: Nationwide laws
Social Care: State-wide laws (Sozialbetreuungs- berufe) Personenbetreuung nationwide
Education system: Nationwide
Minimum wage: There are collective agreements

Austria

Will the ECC be recognised/useful?

Yes, it will be useful. We hope in some years it will be legally recognised.

Rules and regulations to work in the country (e.g. Visa, work permit ...)

The following persons do not need a visa or work or residence permit. They have the same rights to work as persons with an Austrian nationality.

- EEA (European Economic Area) and EU citizens with the exception of citizens of the new member states (new EU citizens)
- Swiss citizens.
- All other foreign nationals who want to work in Austria need a work permit.

The prerequisite for taking up legal employment in Austria is a valid residence permit (not necessary for new EU citizens because they have the right to reside in Austria). This can be either a settlement permit (valid for one year) or an authorisation to stay in Austria (valid for a maximum of six months). Both require a work permit: this can be a pre-employment permit followed by an employment permit, an employment permit alone or a licence as a key staff member. The employer has to apply for the pre-employment and employment permit and - jointly with the foreign employee - for the licence as a key staff member.

Residence permits are issued in accordance with the annually stipulated contingent, i.e. in the framework of the currently valid federal settlement decree. Foreign nationals who are entitled to enter Austria without a visa can apply for residency on presenting their work permit to the residency or police authorities in Austria, if:

- they have a key staff member licence
- they are citizens of the USA
- Citizens of other countries or those who do not have a key staff member licence have to apply for their residence permit in the Austrian consulate in their home country.

All information and documents about working permits are available at the Public Employment Service Austria (AMS) – www.ams.at

Rules and regulations to work in the care sector.

- Are there any legal requirements to work in social care?
In some areas of social care work the training-modules „Heimhilfe“ or „Pflegehilfe“ are required. Both modules are legal standard in social care as soon as people are touched, moved, fed or cared (homecare) for.
- Will I need qualifications?
If you work in the legal defined areas, yes.
- Will I need other training to start work in the social care sector?
There is no legal requirement for other training if you stay out of the legal required working areas. But more and more professional training is required in the whole of the social care sector.



I Romania

Will the ECC be recognised/useful?

Yes, it will be useful

Rules and regulations to work in the country (e.g. Visa, work permit ...)

- I The EU citizens and the citizens from European Economic Area, have the same rights to work as the Romanian citizens, they do not need a visa or residence permit.
- I Foreign nationals (means the people who aren't Romanian citizens, or citizens or other EU citizens, or citizens from European Economic Area) who want to work in Romania, can be employed, if they realise the following conditions:
 - The workplace cannot be occupied by Romanian citizens, or other EU citizens, *or citizens from European Economic Area, although permanent residents in Romania
 - They have the necessary professional preparation, experience in the activity, and the license or accreditation for that kind of activity.
 - They have a medical certificate which proves they are healthy and physically fit and, they do not have a criminal record.
 - They fit in with the number of foreign workers approved yearly by Romanian Government.
 - The employers have paid the taxes to the Romanian State's Budget.

Rules and regulations to work in the care sector.

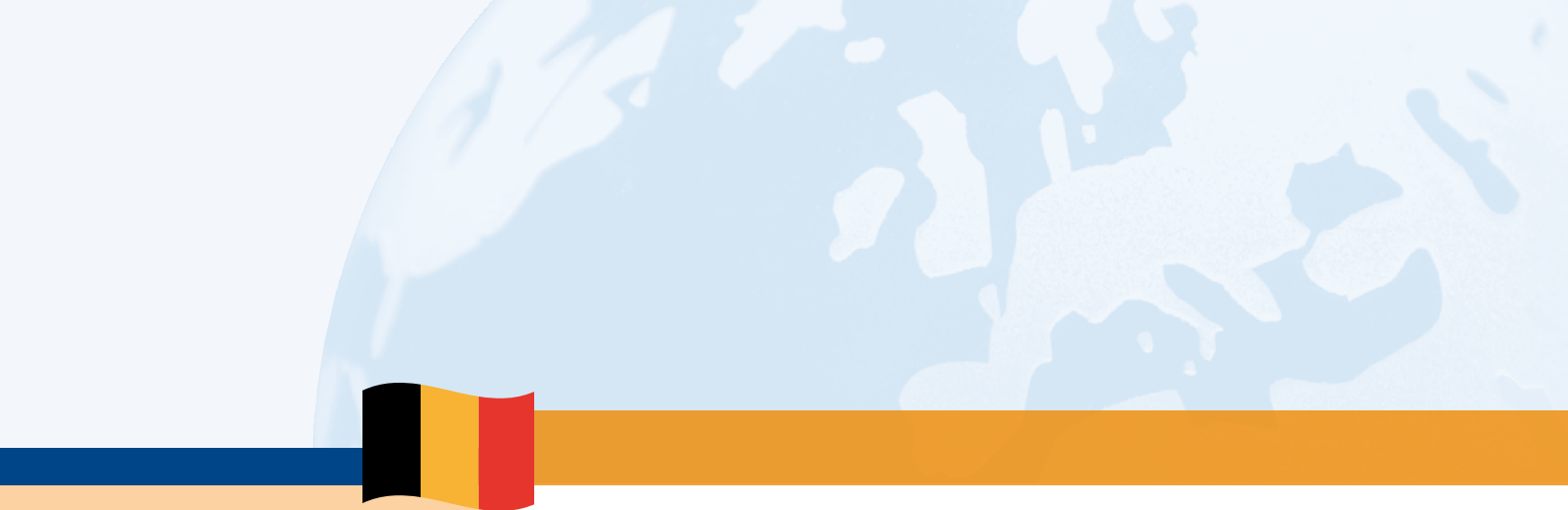
- I Are there any legal requirements to work in social care?
Regulated by OG 56/2007, to work in Romania, EU citizens need only the recognition/ accreditation of their profession by professional associations or when these are not existing, at ministerial level.
- I Will I need qualifications?
Recent legislation speaks about the necessity of having previous training held by an accredited training organisation, when being employed as a home attendant for the elderly or in child care.
- I Will I need other training to start work in the social care sector?
In general, no training is requested when somebody is employed at entry level in the care sector.

Websites of interest

- I *Health Ministry*
www.ms.ro
- I *Ministry of Labour*
www.mmssf.ro

Romania – Country facts and figures

Official language: Romanian
Currency: lei
Population: 22,5 million
Capital: Bucharest (Bucuresti)
Health care: Nation wide
Social Care: Nation wide
Education system: Nation wide
Minimum wage 540 lei (aprox. 146 Euro)



Addresses of interest

| *About access, stay and residence of foreigners in Belgium*

(Contact your local municipality)

Federal Ministry of Home Affairs

Antwerpsesteenweg 59B

1000 Brussel

Tel.: 02 206 13 00

fax: 02 206 14 55

www.ibz.fgov.be en

www.dofi.fgov.be

| *About visums for foreigners*

(Contact your local municipality)

Federal Ministry of Foreign Affairs

Dienst vestiging en sociale zaken

Karmelietenstraat 15

1000 Brussel

Tel.: 02 501 81 11

fax: 02 501 38 38

www.diplomatie.be en

www.eurovisa.info

| Belgium

Will the ECC be recognised/useful?

Yes, there is a clear need in the sector for a much more flexible system to hire foreign workers.

Rules and regulations to work in the country (e.g. Visa, work permit...)

| Tax system / inland revenue

Your liability for income taxes (and any other sort of taxes) depends on where you have your official domicile. This is usually the country you see as your permanent home and where you live and work most of the year. A foreigner working in Belgium and who has taken up residence here is usually considered to be domiciled in Belgium. The moment you entered the local population register, you are considered to be domiciled there for tax purposes unless you qualify for some form of special treatment.

The tax system in Belgium distinguishes between resident and non-resident taxpayers when it comes to determining what income is subject to taxation. As a rule, residents are taxed on their world-wide income, while non-residents are taxed only on income originating in the local country. There are, however, a number of situations where resident foreigners may be granted a special status, allowing them to be taxed as non-residents on certain categories of income.

There are double taxation treaties between Belgium and about 60 countries, designed to ensure that income that has already been taxed in one country isn't taxed again in another or at a reduced tax rate.

| Do I need a visa/ residence permit? (EU members and non EU members)

Visa: Whether or not you need a visa to enter Belgium depends on a variety of factors: your nationality, the length of your intended stay, the reason for your visit or stay and what other documents you've applied for or received. Inhabitants of the 15 European Union countries don't need a visa to enter any of the Belgium countries, whether for a short or long stay.

For all others, there are, however, various registration requirements, particularly for stays longer than 90 days. For visits of up to 90 days within any six month period, tourists from North and South America, most non-EU European countries and many Pacific Rim countries don't require a visa. If you're going to Belgium to conduct business or engage in a remunerated activity, even for a short period, you should check with the consulate to see whether some form of business visa or professional card is required. If you're a non-EU resident staying in Belgium longer than 90 days, you must have a visa stamped in your passport before you enter the country and should apply in person to your local consulate or embassy long before leaving home.

| Residence permit: All foreign nationals coming to Belgium for a stay of more than 90 days must obtain a residence permit.

An EU national is granted a temporary **residence permit** valid for three to five months, which can be renewed for a further three months once you've found a job and are registered with the Belgian Social Security system. You may then apply for an identity card and to be officially registered in the foreign population register. To obtain a temporary residence permit, simply register at the town hall of the local council (commune) where you're staying within three days of your arrival in Belgium.

Non EU-nationals must register with their local council (commune) within eight days of their arrival in Belgium, even if they're living in temporary accommodation. You'll need your residence visa to qualify for a temporary residence permit. Within two weeks of moving to a permanent residence, you must apply for a foreigner identity card and to be officially registered in the foreign population register.

I Do I need a work permit/visa? (EU members and non EU members)

EU nationals don't require work permits to find employment in Belgium. Non-EU nationals must have a work permit, usually applied for by their potential employer, in order to be legally entitled to work in the country.

Belgium generally requires you to have a work permit or evidence that your employer has applied for one on your behalf before you can apply for a residence permit or long-stay visa.

The B permit is the standard form of work permit for most foreigners. Applying for a B permit is the responsibility of the employer wishing to hire a non-EU foreigner.

Rules and regulations to work in the care sector.

For most jobs in the care sector, an official diploma or qualification is required. Most diplomas received within the EU can be transferred by the Ministry of Education. Authorities are today considering to broaden up the system to diplomas from outside the EU.

Addresses of interest

I About work permits and employment permits A, B and C: (Depending in which region you stay)

*Ministerie van de Vlaamse
Gemeenschap
Vlaams Subsidieagentschap
voor Werk en Sociale Economie,
Cel Migratie
Koning Albert II laan 35
bus 21
1030 Brussel
Tel.: 02 553 43 92
fax: 02 553 44 22
www.vlaanderen.be/werk*

*Ministerie van het Brussels
Hoofdstedelijk Gewest
Directie Werkgelegenheidsbeleid en
Meerwaardeneconomie
Vooruitgangstraat 80
1035 Brussel
Tel.: 02 204 13 99,
fax: 02 204 15 28
www.brussel.irisnet.be*

*Ministère de la Région wallonne
Division de l'emploi et de
l'immigration
Place de la Wallonie 1
5100 Namur
Tel.: 081 33 31 11
fax: 081 33 43 22
<http://emploi.wallonie.be>*

*Ministerium der Deutschsprachigen
Gemeinschaft
Abteilung, Beschäftigung,
Gesundheit und Soziales
Gospertstrasse 1
4700 Eupen
Tel.: 087 59 64 86
fax: 087 55 64 73
www.dglive.be*



Belgium – Country facts and figures

Official languages	Dutch, French and German
Currency	Euro
Population	10.5 million
Capital	Brussels
Health care	Information based on data gathered in 2000: Regulation and supervision of the health insurance system takes place at federal level and the national government also transfers some funding (drawn from general taxation) to the insurance system. Thereafter the flow of services, payments and reimbursements takes place at sub-national level between independent health care providers, mutualities and patients. Ever since its foundation, an essential principle of the Belgian health care system has been the patient's freedom of choice between a wide range of independent providers. Health care is therefore privately managed and delivered (mainly by a range of non-profit organisations) whilst responsibility for the funding of health care and oversight of its organisation are in the public sector, and are shared out between numerous public authorities
Social Care	A comprehensive social insurance scheme, which is organised via mutual insurance companies. They provide both income assistance and services. A wide range of organisations including charities, local authorities, companies and religious communities provide health and social services. A new generation of services are developing on principles of deinstitutionalisation, demedicalisation, collective and community work and the involvement of users. The state plays an important role in the regulation and supervision of services. Significant responsibilities are also given to local authorities, who remain the primary providers of local services, through Public Welfare Centres who are able to coordinate local services.
Education system	Duration of compulsory education: Age of entry: 6/Age of exit: 18 Primary school: 6-12/Secondary school: 12-18
Minimum wage	The guaranteed minimum wage in Belgium for people of 21 years and older is fixed at 1309,59 € per month (2008). This amount is gross and will can be higher depending on your function, age, experience and sector.



I Germany

Will the ECC be recognised/useful?

Yes, it will be useful. It is not an officially recognised qualification, but an increasing number of employers in the social care sector know about it and appreciate ECC.

Rules and regulations to work in the country (e.g. Visa, work permit...)

- EEA (European Economic Area) and EU citizens with the exception of citizens of the new member states (new EU citizens) and Swiss citizens don't need a residence or work permit to work in Germany. There are no legal pre-conditions for them to start working in Germany.
- Citizens of the "new EU member states" (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia) continue to require work permits in Germany because of the transitional rules relating to freedom of movement. They should apply for an EU work permit from their local German employment office. They don't need a residence permit.
- For all other persons the prerequisite for taking up legal employment in Germany is a valid residence permit. Australian, Canadian, Israeli, Japanese, South Korean, New Zealand and US citizens may acquire this residence permit from the competent foreigners authority after their arrival in Germany. Nationals of all other states must apply for a work visa from their local German mission prior to coming to Germany.

Information about working permits is available at the German government website: www.germany.info/relaunch/welcome/work/work.html

Rules and regulations to work in the care sector.

- Are there any legal requirements to work in social care?
There are no special legal requirements. In many cases you will need a police clearance certificate and a health certificate to start working in the care sector.
- Will I need qualifications?
There is no legal requirement for a special qualification but employers will prefer applicants with a qualification.
- Will I need other training to start work in the social care sector?
There is no legal requirement of a pre-training. Most employers offer training to their new employees and there are officially recognised vocational education courses for social care workers.
If you want to be a long-term worker in the German care sector it is highly recommendable to achieve an officially recognised vocational qualification (e.g. "Heilerziehungspflegehelfer" – a one year vocational training course including practical and theoretical education)

Websites of interest

- Federal Foreign office
www.auswaertiges-amt.de/diplo/en/Startseite.html
- Federal office for work and social affairs
www.bmas.de/portal/16702/startseite.html
- Federal office of Health, family and youth
www.bmg.bund.de/
- Umbrella organisations of employers in the social care sector
www.caritas.de
www.diakonie.de
www.awo.org
www.lebenshilfe.de

Germany – Country facts and figures

Official language: German

Currency: Euro

Population: 80 Mio

Capital: Berlin

Health care:
State and nationwide laws

Social Care:
State and nationwide laws

Education system: statewide

Minimum wage
There are collective agreements (not valid for all employers), there is no official minimum wage for the care sector in Germany



Websites of interest

- Information for foreigners about work permits in Portugal (Serviço de Estrangeiros e Fronteiras)
www.sef.pt
- Ministry of the Interior (Ministério da Administração Interna)
www.mai.gov.pt
- Office of Employment and Vocational Training (Instituto do Emprego e Formação Profissional)
www.iefp.pt
- Social security: www.seg-social.pt
- Ministry of Foreign Affairs (Ministério dos Negócios Estrangeiros)
www.mne.gov.pt/mne/pt/infocidadao/portugal/trabalhar/
- High Commission for Immigration and Ethnic Minorities, (interdepartmental support and advisory structure on immigration and ethnic minorities)
www.acidi.gov.pt or
www.acime.gov.pt
- Information about promotion and teaching of Portuguese culture and language in foreign countries:
www.instituto-camoes.pt
- Information about recruitment of foreigners in Portugal
www.netemprego.imigrante.gov.pt

I Portugal

Will the ECC be recognised/useful?

Yes, it will be useful. We hope it will be legally recognised as soon as possible.

Rules and regulations to work in the country (e.g. Visa, work permit ...)

To get to work in Portugal there are different rules, according to the country of origin and the legal orientations may change regularly, so it is advisable to consult the legislation (law nº 23/2007 from 4th of July) and the site for foreigners and borders service (Serviço de Estrangeiros e Fronteiras, see at www.sef.pt)

At the moment, we can underline some orientations now in place:

- To enter Portugal foreign citizens must carry a valid travel document, except if they come from other countries who have international conventions with Portugal that allow them to enter only with an identity card or equivalent (other exceptions are mentioned in the law).
- Foreigners must also have a valid entry visa adjusted to the purpose of their travel, that allow them to present in a border office and ask for the entrance. Exceptions: those who have a residence permit or who can travel with id card, as referred above.
- The citizens who come from another Member-State from the European Union, entering Portugal through a non-controlled border, must declare their entrance within 3 days from their arrival in SEF. The exceptions are for those who live in Portugal, those allowed to stay for more than six months or those who get to stay in a hotel or similar lodging.
- Every foreign citizen, including those from another Member-State from the European Union, must have a formal record of their accommodation so as to provide control over foreign citizens.
- It is necessary to obtain a residence visa to be able to ask for a residence permit. Granting of the residence visa for working in the country depends on the job opportunities that are not taken by national workers, workers from the European Union or from other countries with whom Portugal may have an agreement of free circulation, as well as foreigners with legal address in Portugal (see IEFPP site www.iefp.pt).
- If you come from a foreign country not covered in the conditions above, it is possible to get a residence visa if:
 - you have a legal work contract registered at the Labour Ministry or a promise of one.
 - you have the necessary qualification and competences recognised to apply for a job opportunity as referred previously and if there is a written interest from the employer.

Rules and regulations to work in the care sector

- Are there any legal requirements to work in social care?

At this time (April 2008) there are no specific rules to get into the care sector in Portugal. It is necessary only to comply with the general regulations to work in this country. It would be useful to have some knowledge of the Portuguese language.
- Will I need qualifications?

You will not need any specific qualifications. You should be 16 years old or more and have attended school for the minimum mandatory number of years
- Will I need other training to start work in the social care sector?

There is no legal requirement for other training, except for home assistants (the employer may provide for that training). However, if you have additional training in the care sector or some related area, you may gain some advantage in the recruitment process.

Note that in Portugal the health care sector has specific rules, different from those of the social care sector.

Portugal – Country facts and figures:

Official language: Portuguese
Currency: Euro
Population: 10.5 Million
Capital: Lisboa
Health care: National laws and some subsystems
Social Care: National laws
Education system: Compulsory education to 9th grade or up to 15 years of age
Minimum wage: 426 € and there are collective agreements



Websites of interest

- Official government website for citizens
www.direct.gov.uk/en/index.htm
- Home Office
www.bia.homeoffice.gov.uk/
- General Social Care Council
www.gsc.org.uk
- Care Council for Wales:
www.ccwales.org.uk/
- Northern Ireland Social Care Council
www.niscc.info/
- Skills for Care
www.skillsforcare.org.uk
- Scottish Social Services Council
www.sssc.uk.com
- Skills for Care and Development
www.skillsforcareanddevelopment.org.uk

United Kingdom

Will the ECC be recognised/useful?

Yes it will be useful. 'Recognition' will take some time to achieve because for employers it will be a new certificate they do not know about, but they will be able to find out about it easily on the website. It will provide a good basis for employment and will enable your employer to know that you know the basics of social care. It will not be recognised by employers for regulatory or registration purposes (see below).

Rules and regulations to work in the country

- At the time of writing no documents are required from workers from Austria, Belgium, Cyprus, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK
- If you come from the following countries you are able to work but will be required to register under the Home Office Workers Registration Scheme during their first year working for an employer, and pay a fee.: Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, Slovenia.
- If you come from Bulgaria, Romania or countries outside the EC you will need a work permit or visa.
- Further information is available on the Home office website www.bia.homeoffice.gov.uk/ and should be checked for the most current information and requirements as these details may change.

Rules and regulations to work in the care sector.

- Are there any legal requirements to work in social care?
Yes. There are some regulations about being registered as a social care worker, the requirements are different in each of the four countries in the UK. Registration is being gradually introduced for different types of worker and it is intended it will eventually cover all types of social care worker. You will need to check with your employer about how this will affect you if they offer you a job. Working with children has different requirements than working with adults.
Social Care workers are all required to work to a 'Code of Practice'. If these codes are breached, workers can have their names removed from the social care register and they will not be allowed to work in social care again.

Further details are available from:

For work in England: www.gsc.org.uk/

For work in Wales: www.ccwales.org.uk/

For work in Northern Ireland: www.niscc.info/

For work in Scotland: www.sssc.uk.com

Social care workers who work with adults and children who are vulnerable, before taking up any position in a social care setting, whether paid or as a volunteer, will be subject to checks to confirm your suitability for employment. This will include a Criminal Records check.

■ Will I need a formal qualification?

You do not need qualifications to start work in the social care sector at entry level but there are expectations that qualifications will be achieved within a given period, you should check the registration requirements at the websites listed above. You can make a career out of working in social care, and to help this you can get more and better qualifications over time.

■ Will I need other training to start work in the social care sector?

No, not to start work at entry level. But once you have started work you will need to complete an 'induction programme'. This will help you to learn about your new workplace and the people you will be supporting. If you will be working with children there may be extra things you need to learn. In some jobs you may need extra training in some of the things you will be expected to do e.g. if you are to handle food, you will need training in food hygiene. Your employer will advise you about this.

United Kingdom – Country facts and figures

Official languages	English, Welsh in Wales and Scottish form of Gaelic in Scotland.
Currency	British Pound
Population	61 Million
Capitals	London, Cardiff, Edinburgh and Belfast
Health care	National Health System (NHS) has wide variation from Country to country –is not delivered same in Northern Ireland (NI), as is integrated H&SC system unique to NI
Social Care	Devolved power in England, Scotland, Northern Ireland and Wales.
Education system	Devolved powers in England, Scotland, Northern Ireland and Wales.
Minimum wage	Adults (which means people aged 22 and over), £5.73 an hour. Workers aged 18-21, £4.77 an hour – the 'development rate'. Young people (those older than school leaving age and younger than 18; you're under school leaving age until the end of summer term of the school year in which you turn 16), £3.53 an hour. (data as of summer 2008)

Important note

The UK is made up of four countries England, Scotland, Wales and Northern Ireland. While the same regulations apply about getting into the UK with or without a visa/ work permit or needing to apply to the Home Office Workers Registration Scheme, there are differences in how workers are given initial training in each of the four countries and also in the registration requirements. It is best to check out the details with your future employer, or the website details above.



I ECC future – expansion and further development

The two years LEONARDO funding for the ECC project ended in October 2008. After that date the ECC needs to become a self supporting Europe-wide award in care.

The ECC enters a new phase of dissemination and development and will hopefully spread all over Europe and be recognised by service users, employers and training providers. We will also be exploring links to the European qualification framework (EQF) which is being developed on a European level at the moment.

Most of the current partners and some new partners will form the ECC Board. The Secretariat for the ECC Board will be located in Brussels at the HQ of the European Association of Service Providers for people with Disabilities (EASPD) and EASPD will take a leading role in the further development of the ECC.

If you would like to become an ECC delivery partner you should contact your country Lead Partner. You will find the updated list of ECC Lead Partners on the ECC website www.eccertificate.eu. If there is currently no Lead Partner in your country and you would be interested in either becoming a Lead Partner or being a Delivery Partner, you should then contact the European secretariat of the ECC in Brussels, Belgium eccertificate@easpd.eu

Partners who developed the ECC from 2006-2008:

■ European Association of Service Providers for people with Disabilities (EASPD)
Av. d'Auderghem / Ouderghemlaan 63
B - 1040 Brussels
Phone +3222824610, www.easpd.be

■ Skills for Care & Development
Sgiliau Gofal a Datblygu, 2nd Floor, City Exchange, Albion Street,
Leeds LS1 5ES
Phone +441133907666, www.skillsforcareanddevelopment.org.uk

■ Association for Real Change (ARC)
Marsden Street
Chesterfield, Derbyshire, S40 1JY
Phone +441246555043, www.arcuk.org.uk

■ Social Care Institute for Excellence
Goldings House, 2 Hay's Lane
London SE1 2HB
Phone: +442070896840, www.scie.org.uk

■ Direktorenverein Österreichischer Sozialberufsbildung (DIVOS)
Kathi-Lampert-Schule, Vorarlberger Wirtschaftspark,
A-6840 Götzis
Phone +435523531280, www.kathi-lampert-schule.at

■ Association of Care Educators in Europe (ACE)
Robert-Kümmert-Akademie, Sedanstraße 25,
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Phone +499316158340
www.ace-europe.info
www.heilerziehungspflege-wuerzburg.de

■ Centro de Educação para o Cidadão Deficiente (CECD)
Av. 25 de Abril, nº190 - Mira Sintra
P-2735-418 Cacém
Phone +351219188560, www.cecdmirsintra.org

■ Fundata Alpha Transilvană (FAT)
Aleea Vrancea 1
RO-540517 Tirgu Mures
Phone +40265257057, www.alphatransilvana.ro

Please access the ECC website to find out who the current Board, Lead and Delivery Partners are.



Skills for Care & Development
Sgiliau Gofal a Datblygu





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