



Deliverable 6

Education and Training in Housing Related Support

The Extent of Continuing Vocational Education
and Training in Integrated
Housing and Support in the EU

Nicholas Pleace and Wendy Mitchell

Department of Social Policy and Social Work

www.york.ac.uk/spsw/

UNIVERSITY *of York*



This project has been funded with
support from the European
Commission.

Executive Summary

- This report mapped the extent of continuing vocational education and training (CVET) in the field of integrated housing and support (IHS). The report was designed to support a project entitled *European Core Learning Outcomes for the Integration of Support and Housing* (ELOSH).
- Internet searching and a survey of IHS providers operating throughout the European Union (EU) were employed. The research team constructed a database of the existing CVET for IHS services.
- The research was particularly interested in assessing the impact of CVET on service user choice and control, i.e. service delivery methods drawing on ideas of *personalisation* and *co-production*. In addition, the research was also interested in learning about any CVET focused on enabling social integration for IHS service users. Social integration refers to the encouragement of processes that enable people using IHS become an active part of the communities in which they live.
- The main finding was that there was relatively little CVET for IHS services currently available in Europe. The UK offers some specific training on IHS and training is also available in Ireland. There is some provision of training by universities, some by the private sector and some by NGOs. CVET for IHS is not widespread.
- The reasons for the relatively small amount of CVET found were threefold. First, IHS tends to be concentrated in those EU member states with relatively extensive welfare systems, meaning there is less provision (and hence less requirement for training) in the South and East of the EU. Second, some Northern EU member states deliver IHS using staff with professional social work qualifications. This means some IHS services expect staff to have generic social work qualifications, rather than specific training focused on IHS. Third, IHS services can exist in multiple forms, in terms of how they provide support, the intensity of support offered and what forms of housing they offer. There are some difficulties in developing specific IHS CVET because the IHS sector can be highly diverse, although wider provision of broad, generic training may be feasible.