

Dialogical Approach to Care

Organisation(s):	Regional Government of Navarra – Department for Social Rights	
Country:	Spain	
Contact:	policy@esn-eu.org	
Theme:	<input type="checkbox"/> Ageing & Care <input type="checkbox"/> Asylum & Migration <input type="checkbox"/> Young People <input checked="" type="checkbox"/> Support for Children & Families <input type="checkbox"/> Community Care <input type="checkbox"/> Integrated Care & Support <input type="checkbox"/> Co-Production <input type="checkbox"/> Disability <input type="checkbox"/> Housing & Homelessness <input type="checkbox"/> Artificial Intelligence <input type="checkbox"/> Digitalisation <input type="checkbox"/> Quality Care	<input type="checkbox"/> Labour Market Inclusion <input type="checkbox"/> Social Inclusion <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Workforce and Leadership <input type="checkbox"/> Social benefits <input type="checkbox"/> EU Funding <input type="checkbox"/> Social Service’s Resilience <input type="checkbox"/> Mental Health <input checked="" type="checkbox"/> Person-centred Care <input type="checkbox"/> Other, please specify:
Principles of the European Pillar of Social Rights: <i>Check the 20 principles here.</i>	<input type="checkbox"/> 1. Education, training, life-long learning <input type="checkbox"/> 2. Gender equality <input type="checkbox"/> 3. Equal opportunities <input type="checkbox"/> 4. Active support to employment <input type="checkbox"/> 5. Secure and adaptable employment <input type="checkbox"/> 6. Fair Wages <input type="checkbox"/> 7. Transparent employment conditions <input type="checkbox"/> 8. Social dialogue <input type="checkbox"/> 9. Work-life balance <input type="checkbox"/> 10. Healthy, safe work environment	<input checked="" type="checkbox"/> 11. Childcare and child support <input type="checkbox"/> 12. Social protection <input type="checkbox"/> 13. Unemployment benefits <input type="checkbox"/> 14. Minimum income <input type="checkbox"/> 15. Old age income and pensions <input type="checkbox"/> 16. Health care <input type="checkbox"/> 17. Inclusion of people with disabilities <input type="checkbox"/> 18. Long-term care <input type="checkbox"/> 19. Housing and assistance to homeless <input type="checkbox"/> 20. Access to essential services
Current status of the practice:	<input type="checkbox"/> Concept and Design Phase <input type="checkbox"/> Execution & Monitoring Phase <input checked="" type="checkbox"/> Consolidation Phase <input checked="" type="checkbox"/> Scaling Up and Transformation Phase <input type="checkbox"/> Other (please specify)	
Context/ Social issues addressed <i>Please explain the problem you attempt to solve.</i>	The COVID pandemic has highlighted the fragility of European social services to provide systematic and adequate responses to a changing reality. The crisis has shown the functioning of care services as silos or separate islands, leading to the loss of a holistic perspective in caring for people. This lack of connection and coordination has reduced the capacity to articulate adequate responses to meet the	

	<p>needs of citizens, especially those in the most vulnerable situations. Social services face a major challenge in the coming years: to move from the welfare model to a new model of care based on person-centred policies with an integrated approach (labour, social, educational, health, etc.). This new model must fully respect individual personality and integrity, recognising the person as the main actor in the co-creation of actions aimed at meeting their needs in order to improve quality of life and ensure equal opportunities.</p>
<p><u>Objectives:</u> Please provide a maximum of three objectives in bullet points.</p>	<p>The general objective of the project is to promote the Comprehensive and Person-Centred Care Model in child and family care services in Navarra through the implementation of the dialogic approach.</p> <p>The specific objectives are:</p> <ol style="list-style-type: none"> 1. Train professionals in the child and family care field in Navarra in a dialogic approach. 2. Carry out and evaluate a pilot for the implementation of the dialogic approach. 3. Select and train a team of professionals to train the future application of the dialogic approach in the rest of the primary care programs. 4. Promote innovation and learning through knowledge transfer and internationalisation of Navarra.
<p><u>Activities:</u> Please summarise the activities put in place to achieve the objectives (maximum 200 words).</p>	<p>Through this project, the Government of Navarra will provide child protection professionals with the training and tools necessary to adapt to this change. The course will train 200 professionals in the Dialogical Approach, which promotes participation and dialogue as a means for people to activate their own resources and actively collaborate with different professionals who provide support.</p>
<p><u>Evaluation of practice:</u> Please explain how you evaluate the practice, and what the results were/are so far</p>	<p>The evaluation of this project is conducted as a formative evaluation, which focuses on the implementation of the development (how the training is conducted and how it could be improved) and how person-centred care services can be developed with a dialogic approach.</p> <p>With the help of evaluation, it will be possible to emphasise the approach used and the nature of the process: what kind of breaking or critical points are included in the process, how problems are solved and what kind of innovations will be made. The production of evaluation data is important, not only from the point of view of further processing of the service but also from the point of view of organisational and individual learning. Process-based evaluation methods are used to evaluate this project. The methods provide tools for monitoring, guiding and documenting and enable effective use of evaluation data and learning from the project. Ongoing process evaluation also serves as a communication channel and training/project management tool.</p> <p>Process-based evaluation will allow for examining potential change processes and highlighting their key features. It will also allow for better monitoring of the process-based training and any changes that need to be made to it. The evaluation also</p>

	<p>highlights the reasons why certain decisions have been made and how they have contributed to the progress of the project.</p> <p>The evaluation, in which the training participants will also take part, will be conducted throughout the implementation of the project. This will help the participants to understand how the information from the evaluation phases will be used and will be used not only to develop the training further but also to develop the services in the Navarra region. This way of working has been found to encourage ownership of the learning experience and commitment to the evaluation process. The evaluation is expected to provide information on the operating models and practices used in the training, its successes and critical points.</p> <p>Potential critical points can be addressed in advance, and effective training can generate satisfactory learning experiences for all parties involved. The evaluation will highlight what happens between people during the training process (during and between modules) and how problems are solved together. A process-based evaluation will allow for continuous development of the training and focus on how services can be improved.</p>
<p><u>Links to supporting documents:</u> <i>e.g. website or report of the practice</i></p>	<p>https://www.observatoriorealidadsocial.es/es/nextgeneration/trabajo-en-red-con-enfoque-dialogico/pr-2/#</p>
<p><u>Comments and tips</u> <i>i.e. for people willing to use your Practice</i></p>	<p>The evaluation process does not provide information on the long-term effects on the user group - the children and their families - because the evaluation process does not take that long and the effects are usually measurable after one or two years.</p>