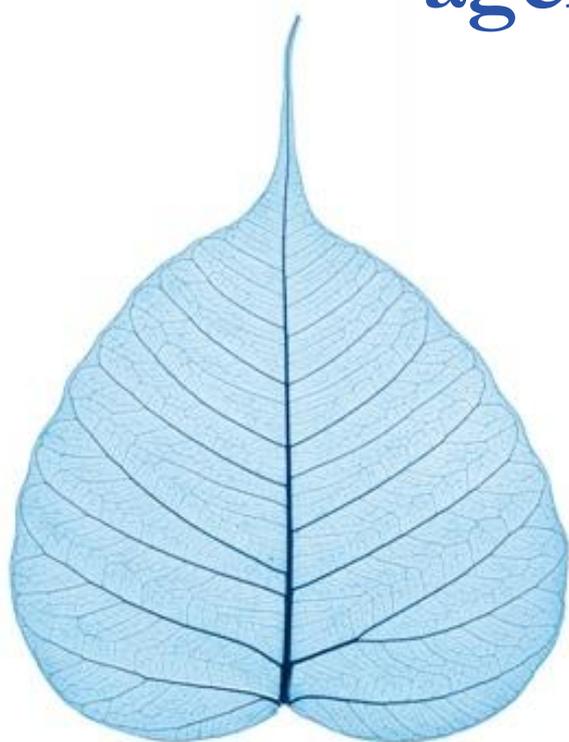


AN AGEING EUROPE

Educational models for ageing societies



AN AGEING EUROPE: Educational models for ageing societies.

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INTRODUCTION

The purpose of this booklet is to present 3 lifelong learning practices in the field of education for senior service sector. Senior services in the European countries have been exposed to extraordinary demographically driven pressure at the same time being in most cases an inflexible and old structure. Moreover more and more shortage of work force is visible¹. When the professionalization, standardisation of core tasks and quality measures are introduced in the sectoral services, education is the key factor helping the work places and whole systems coping with challenges and meeting the needs of the upcoming cohorts of users.

In this way Lifelong learning becomes one key factor for dealing with demands of the current policies and strategies targeted the sector and tackling up-coming challenges when not only the population of elderly will increase but their profile (perception of life quality, active ageing concept) will change. Pervasive introduction of administrative, assistive and active age technologies will set more and more competence demands for the staff working in the senior services.

We introduce 3 good practices originating from Denmark, Italy and Portugal.

The first case is an example of flexible CVET methodology combining different educational areas for competence development of care staff in an Open Workshop Model. The model allows division of the course concept into smaller entities based on achievement of concrete learning objectives.

¹ This publication is a part of the Leonardo da Vinci project "4 Leaf Clover Quality Model for the European Senior Service Sector". There are 2 other project publications which present the challenges of senior services in the European countries and the map of job profiles of senior services across Europe, see the project Web site: www.senior-service-sector.eu

The second example presents a good solution how to target the informal carers - migrant employees - by flexible educational offer which prepares them to professional work in interpersonal settings where different cultural or value agendas are important. Methodically the concept is constructed as well as an open learning model with smaller modules adapted to the needs of the participants.

The third model is a carer training course concept targeted participants coming from disadvantaged societal groups. The course concept on one hand targets the agenda of social inclusion, on the other is relieving the staff shortages and recruitment problems in the sector.

Aalborg – Ancona – Lisboa



DENMARK

OPEN WORKSHOP MODEL



Open Workshop Model is proposed to be used for continuous competence development of the employees in senior services.

There is overall pressing need of enforcement of lifelong learning principles in recruitment and retention practices in social care. The educational approaches in most countries are still rigid even rudimentary, sometimes lacking overarching career path or modular basics.

The principles behind creating the concept of open workshop are as follows:

Description of a problem fields and obstacles	Direction of development of the educational approach
<p>Dominating part of employees in care sector are women, for whom balancing family and work time is one major priority.</p> <p>There is an extra pressure on work places to work more effective due to shortages of work force and introduction of quality and standardization systems (codes of practice of social care)</p>	<p>Training modules should be concise and very short, flexibly arranged in convenient time. Part of training should available on-line</p>
<p>Employees are very diversified as for there competence level, work experience including formal, non-formal and informal learning outcomes.</p> <p>In recruitment dominating part are adult applicants: changing career from other sectors or migrant workers. Both groups having varied professional</p>	<p>In one classroom there should be opportunity to conduct a differentiated learning between groups of learners with similar competence level. The classroom can be combination between traditional and on-line methods (blended learning)</p> <p>System of validation of existing non-formal and informal competences should be introduced as a complementary tool.</p>

<p>competence background and work experiences, however their informal competences can be valuable in senior services. Long-term and complex educational training can be a barrier for this group due to age or language problems.</p>	<p>The educational approach should be modular where taking shortcuts on the basis of the accepted informal competences.</p>
<p>Standards of professional conduct make the core tasks well defined with corresponding set of required competences</p>	<p>There should be possibility of targeting specific competence elements with related learning objectives in the frame of short training modules</p>
<p>Professional senior service areas are extending so competence elements of different branches can be identified and targeted. However at the moment the education focuses on social care elements mainly.</p>	<p>One employee should have possibility to have extended thematic areas of training divided into the professional fields of education within: organisation, service (cleaning, kitchen,) general (ICT, written communication, numeracy), professional (health and care)</p>

Putting the requirements together we get a concept of a classroom with blended learning possibility. The formal frame of the courses divided into small modules built up according to the immediate learning objectives. The short modules can be even of hours or half-days duration and can be offered in afternoons, evening or, if appropriate, as on-line exercise. When all the short module and learning objectives are, then , put together, a formal competence can be reached and a formal certificate issued.

The concept of an open workshop should be of course constructed in accordance with the national settings – formal educational requirements and the portfolio of available courses.

Below we present an example of constructed open workshop as educational offer for municipal home care services. The chosen educational areas are:

	Explanation
ORGANISATION Quality	Competences supported by personal skills as quality awareness, value based service, communication, collaboration, team work, problem solution abilities
SERVICE	Service areas of professional cleaning (different surfaces, materials, ergonomics) kitchen (diet, nutrition, healthy food, hygiene)
GENERAL	General skills as written communication, numeracy (simple budgets), ICT
PROFESSIONAL	Professional care skills, e.g. working with special groups of elderly (dementia, Alzheimer, diabetes), health preventive measures
SUPPORT	Support tools in the workshop, available on-line

The first template show selection of thematic courses offered in order to match competence development and the new quality standards.

The next tables show examples how the specific courses can be split up into small elements according to the single learning objective.

OPEN WORKSHOP: Content

ORGANISATION	SERVICE AREA	GENERAL AREA	PROFESSIONAL AREA	SUPPORT
<ul style="list-style-type: none"> ▪ Collegial feed back - knowledge sharing and learning for employees ▪ The quality of public services – case of dementia and mentally unstable people ▪ The quality of public services - practical and personal assistance and care at home ▪ Communicating in teams ▪ Communication and conflict ▪ Employees who participate in change processes ▪ Change and new technology ▪ Work Environment- Managing Stress ▪ Ergonomics for disability carers ▪ Ordinary day - account for normal age changes ▪ Individual competence and 	<p>Service1</p> <ul style="list-style-type: none"> ▪ General food hygiene ▪ Meals tailored to user needs ▪ Dish and serving ▪ The creative cool cuisine ▪ Warm and hot kitchen in the cafeteria and canteen ▪ Creative plate dish ▪ Bread, cakes and desserts ▪ Diet and allergy diet ▪ Fruit and vegetables in the warm kitchen ▪ Lettuce and salad ▪ Composition of the menu ▪ food culture ▪ Nutrition 	<ul style="list-style-type: none"> ▪ Danish ▪ Mathematics ▪ IT: Communication ▪ IT: Information ▪ IT: Data Manager - Care ▪ IT-Care systems in the home 	<ul style="list-style-type: none"> ▪ Medication administration ▪ Early detection of dementia ▪ Care of people with dementia ▪ Care and treatment of diabetics ▪ Wounds treatment ▪ Social psychiatry ▪ Power and caring ▪ Contribute to the rehabilitation 	<p>Educational planning</p> <ul style="list-style-type: none"> ▪ Personal profile ▪ Personal training ▪ Calendar ▪ Chat

<p>self-education</p> <ul style="list-style-type: none"> ▪ Communication and conflict management (Grief and crisis work in care and pedagogical matter) ▪ Personal communication and service ▪ Value based work places ▪ Personal assistant and companion ▪ Personal development to work and training 	<p>Service 2</p> <ul style="list-style-type: none"> ▪ Cleaning private homes ▪ Cleaning with micro fibre ▪ Cleaning of soft furnishings ▪ Working techniques for cleaning work ▪ Maintenance tasks ▪ Washing and aftercare of textiles ▪ Service and visible cleanliness ▪ Cleaning Hygiene ▪ Personal Planning and cleaning plans ▪ Cleaning products and surfaces ▪ Period and basic cleaning 			
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SERVICE AREA

Course title	Objectives for competence achievement	Duration	Possibility for dividing the course into modules	Merit for training
Domestic cleaning	<ul style="list-style-type: none"> ▪ Understanding of the elderly and for work in private homes ▪ Insight into work requirements and own competences ▪ Detergents ▪ Surfaces ▪ Work Scheduling ▪ Security ▪ Hygiene ▪ Working Technique ▪ Body building and lifting technique ▪ Washing and finishing of clothes ▪ Objectives and context of senior services ▪ Ethics / morals ▪ Attitudes towards the elderly ▪ Confidentiality ▪ Labour market agreements ▪ First Aid 	15 days	<ul style="list-style-type: none"> ▪ Objectives and context of senior services ; Understanding of the elderly and for work in private homes ▪ Work frame, required competences, scheduling competence ▪ Cleaning: Working Techniques, detergents, surfaces, washing ▪ Security and hygiene ▪ Body building and lifting technique (on-line+ classroom) ▪ Attitudes towards the elderly; Ethics / morals; Confidentiality ▪ Labour market agreements (on-line) ▪ First Aid (12 hours) 	
Cleaning with micro fibres	<ul style="list-style-type: none"> ▪ Microfibers properties and function ▪ Quality daily cleaning , including the hygienic principles ▪ Environmental impact ▪ Effects on surfaces ▪ Dosage of detergent ▪ Maintenance of micro fibre cloths and tools 	1 day	<ul style="list-style-type: none"> • Material knowledge and dosage • Environmental impact and effects • On-line – personal plan 	

<p>Working techniques for cleaning work</p>	<ul style="list-style-type: none"> ▪ Appropriate positions ▪ Knowledge of the locomotor system ▪ Use of tools and machinery ▪ Ergonomics ▪ Lifting and carrying techniques ▪ Job rotation and reduction of repetitive work (EGA) 	<p>2 days</p>	<ol style="list-style-type: none"> 1. Arranging and serving food 2. Using the machines used in such work. microwave, coffee maker, cleaning machine, etc. 3. Food-borne diseases 4. Hygiene and food, including self –control 5. Knowledge about nutritious food 	
<p>Personal planning and cleaning plans</p>	<p>After graduating participant may make a personal plan of his own work in relation to customer requirements, work plan and the estimated time. Particular attention is that the participant can understand and use various types of work plans and targeting plan and execute own work rationally. In addition, the participant assess cleaning needs and from this plan and carry out cleaning in relation to relevant quality systems.</p>	<p>2 days</p>	<ol style="list-style-type: none"> 1. Understanding and organisation of different types of tasks 2. Planning and carrying out your own work rationally in relation to the calculated time 3. Assessing the cleaning needs in relation to specified quality standards 	

<p>Cleaning products and surfaces</p>	<p>After finishing training the participant can select the appropriate cleaning agents to remove commonly occurring types of dirt and for cleaning and maintenance of various surfaces, so the surfaces are treated best, and with maximum respect to the internal and external environment. Special attention should be given to the participant can recognize typical surfaces of floors, walls, furniture and sanitation, and assess how the surfaces can tolerate and not tolerate. The participant can choose the proper dose and appropriate detergents. In connection with this election, the entity using the information given on labels and in vendor manuals.</p>	<p>3 days</p>	<ol style="list-style-type: none"> 1. Selecting doses and use cleaning products for different cleaning tasks 2. Knowledge of different types of dirt and to remove 3. About the surfaces of floors, walls, furniture and sanitation, and whether they can tolerate and not tolerate 4. To understand and use the information that is on the labels and instructions for use in supplier 5. Knowledge of cleaning products impacts on the environment 	
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GENERAL AREA

Course title	Objectives for competence achievement	Duration	Possibility for dividing the course into modules	Merit for training
ICT-care systems in the home	<p>The participant can describe citizen of functionality through an IT-care system for assessment of individual search for personal help and practical assistance under the Act on Social Services. In addition, the participant using an IT-care system, for example. "Common language" to describe and record deals and other resources at home.</p> <p>Participants can work with IT-care system within the framework of legislation governing the exchange of personal data and the locally agreed framework for the written record.</p> <p>The participant may be involved in the development and use of local service and quality, for example. "Common Language".</p>	5 days	<p>CARE- IT system</p> <p>Assessment and search on the basis of the IT tool</p> <p>Recording and reporting functions</p> <p>Legislation</p> <p>Quality system and IT</p>	

PROFESSIONAL AREA

Course title	Objectives for competence achievement	Duration	Possibility for dividing the course into modules	Merit for training
The quality of public services - demented and mentally unstable people	<ul style="list-style-type: none"> ▪ To become better prepared for situations with people who developed dementia, mental illness or addiction problems ▪ Communication and conflict in the work of demented and mentally unstable people ▪ Interpretation of behaviour and reasons for different reactions 	2+2 days	<ul style="list-style-type: none"> ▪ Elderly with dementia, mental illness or addiction problems ▪ Communication and conflict solution ▪ Assessment techniques 	
Employees who participate in change processes	<p>Participants may use the tools and methods to facilitate change processes in relation to their own job tasks in skilled and unskilled jobs.</p> <p>The participant can understand their own role in a process of change and can take an active part in the modification of the organization and structuring workflow, problem solving processes and other dynamic processes relevant to the participant's job function</p>	2 days	<ul style="list-style-type: none"> ▪ Change – the impact on work place ▪ Active role in processes of change; facilitating change 	

ITALY

Training model of migrant carers



Background

Despite the growing need for assistance for senior citizens and the non self-supporting in Italy public funding does not grow proportionally, leaving a good part of the demand for care and assistance unanswered. Senior citizens who want to remain in their own homes (so they can grow old in their familiar surroundings or because no other solutions are available), have to rely on their family or, increasingly, put the care tasks in hands of a 'external'/non family member work force, usually an immigrant woman, who is prepared to live with the senior member of the family. This person is generally called a "carer" but is in fact considered as a Home Helper, and is the leading player in a scenario that has radically changed the assistance models over recent years, and now rightly belongs to the system of resources available to look after the elderly.

The work that these home helpers provide in the elderly person's home is often underestimated, as if the fact they are working in an informal setting (however often with a formal contract) makes this sort of work less professional. With this new and growing phenomenon, many different training and information initiatives have been implemented to help give them the technical preparation they need and to give them visibility and recognition; training initiatives that represent the best practice as they have developed specific intervention models that are functional to the target group.

The migratory phenomenon in Italy and foreign home helpers

The number of regular immigrants in Italy ranges between 3,900,000 and 4,000,000, therefore 6.7% of the total population of 59,619,290 (data: Caritas and Migrantes). Of the more than 3 million foreign labour contracts, 42% are women with contracts as domestic helpers and assistants (data Inail).

There are one and a half million home helpers, the majority foreign women; an army working for one Italian family out of ten (2,451,000 Italian families) and without whom they could not manage (data Censis). In Rome 11.7% of the elderly are assisted by foreign home helpers, in Genoa 13.1%, in Padua 21.7% and in Florence 29.2% (data Censis).

35.6% live with the family full time, doing various jobs: clearing, cooking, shopping and, in particular, 49.5% help the elderly, 32.4% look after a non self-supporting

person and 28.8% give medical assistance to one or more members of the family; 36.6% also involves being a companion to a member of the family (data Censis).

The majority of the home helpers are under 40 years old: 18% are under 30 and 39.3% are between 30 and 40. The main countries they come from are Eastern Europe and Asia: Romania (20%), Ukraine (12.7%), the Philippines (approx. 9%) and Moldavia (6%).

The drive to formalise their work, while being important in terms of legislation and social security, has not solved the problem to assess and recognise the skills of the home helpers, under the illusion that, being women, they already naturally possess the required skills or that they can easily be learned.

The trend for the average age getting older, means that there will be an increasing number of elderly and, among these, a growing number of partially or totally non self-supporting. When faced with this, families, which are increasingly less able to look after and socially integrate their elderly, will making increasing recourse to private home helpers, preferring foreign women because they are more available and cheaper.

Therefore given this rapidly growing phenomenon, the question of training and recognising their professional profiles is becoming central to ensure the assisted senior citizen is given a quality service.

The Home Helpers' Training Course

The idea for a training course for Home Helpers came from the need to ensure they have adequate professional preparation in assisting the elderly, and to prevent the risk of losing their jobs in what are already precarious situations (given the often informal nature of the work relationship) and, therefore, prevent the phenomena of social exclusion and poverty caused by them losing their jobs.

With these bases, boards and institutions have set up a network to plan and implement an innovative training course, addressed specifically to Home Helpers looking after the elderly, aimed at providing an opportunity for training to the target group of foreign women, who find it difficult to have access to educational initiatives.

The success of the Home Helpers' Training Course is thanks to the very precise and concerted planning, which managed to respond to the needs of the targets by developing innovative and functional models. The course is marked by a series of

elements that make it stand out from other initiatives in the field of personal services.

Concerted planning with boards and institutions

The impelling need for this sort of course was fully highlighted during the institutional local round table meetings relative to the care and education of adults.

At these round tables the local public boards (council), schools, training agencies and adult education centres agreed on the need that something had to be done to qualify the work of home helpers, as an opportunity for individual and professional growth for the workers and as a contribution to improve the care service given to the elderly.

Citizens' Register

During the round tables the need emerged to provide a simple and transparent tool to match the demand and supply of assistance, helping to reveal the “black market labour”. The decision was taken to set up a “Citizens' Register of Home Helpers”, a sort of list that the home helpers could enrol with who have professional training and qualifications. The aim of this tool is to stimulate the helpers to attend a training course (indispensable for them to register) and to provide the senior citizens who need care with a list of trained helpers, making it easier for them to find the right person.

Area networks

Given the specific nature and needs of the target group, the planning and start-up phase of the training course focuses much on involving the area networks: immigrant associations, employment centres, trade unions, volunteer associations, religious groups. The immigrant associations and religious groups played a very important link between the practical-theoretic needs of the training course and the effective needs of the participants, helping to publicise and provide information about the course.

The flexible and modular structure of the course

The first edition of the Home Helpers' Training Course was funded by the European Social Fund as part of the adult education support programme.

The training course has a modular structure, with a limited overall term (100 classroom hours) to enable as many helpers as possible to take part, many of whom are already working and find it difficult to reconcile long courses with their working hours.

The training course is drawn up according to a previous analysis of the professional competences required, as well as an examination of the training needs of Home Helpers; the learning objectives are therefore defined through the identification of tasks and activities of Home Helpers, as well as through the investigation of needs and requirements of senior user (as employer of the Home Helper). Moreover, the training course is included in a wider system of 'training credits', so that learning objectives must respond to the requirements of certifiable competences, able to be used in further educational initiatives.

The result is a training course structured in 3 macro-modules, each of them aimed at focusing specific learning objectives and competences:

Module 1. Linguistic and cultural competences. The module is aimed at improving the knowledge of the Italian language, for an easier and more efficacy communication, listening and interrelation. Also, the module is aimed at providing information about the living environment and context of the senior user.

Module 2. Basic professional competences. The module is aimed at providing the basics necessary to take care of elderly users, in a professional and competent way.

Module 3. Wide transversal competences. The module is aimed at developing the knowledge and the understanding of the national and local Social Care System, where the Home Helper acts.

Module	Elements/Contents	Duration
1	Communication, listening, sectoral terminology, interactivity. The living environment of the elderly and his/her family.	30
2	Geriatrics, nutrition, hygienic, safety at work, first aid, mobility support, rehabilitation techniques, recreational activities.	50
3	The national and local Social Care System (actors, services, users), the organisation of the System, the social professions and job profiles, the methodology of care.	30

The assignment of duration to each macro module is quite balanced (30+50+30) with a preference to the Module devoted to Basic professional competences because it represents the practical and specific topics relative to home helping (medical, psycho-sociological, geriatric, hygienic, food and aspects of leisure time activities).

Logistics and organisational aspects

The logistics and organisational aspects were fully examined as well. The lessons were held in a location that could easily be reached by public transport, because the target group of foreign women often do not have their own means of transport. Furthermore the fact their transport costs were refunded was also a help.

The lesson calendar considered the daily rest hours of the assisted person, so that it was easier for the women to leave their place of work, and it also considered the day that is “officially” given as a day off to the home helper (Thursday).

Language facilitator

One of the innovations in this experimental course was the introduction of a language facilitator in the classroom alongside the tutor; the facilitator is a sort of

mediator, and played a very useful role in the teaching process; this figure had specific technical and inter-cultural skills and helped the course students, offering advice on specific matters and helping to create a serene atmosphere in the classroom and a good communications and relations level. Individual help was also offered, solving any doubts as to the contents of the lessons and helping the class group to clarify any language or cultural questions.

Interaction and attention paid to the classroom atmosphere

Apart from the facilitator, all the teaching staff paid great attention to the multicultural aspects and, above all, the different languages of the participants. Besides the traditional frontal type of lessons, an innovative model was also experimented of interactivity in teaching: simulations, role playing and small recitals helped to overcome/reduce the objective technical, cultural and linguistic differences.

Teaching material

The specific and multicultural nature of the participants was fully considered when preparing the teaching material.

In fact, the participants were given teaching material that grouped together the different modules and was developed so that it was easy to understand and read, and it also provided a guide to be used in specific assistance situations.

At the end of the training course the teaching material became a true Teaching Manual for Home Helpers, in bilingual versions: Italian-Polish, Italian-Romanian and Italian-Spanish.

The Manual gives the information about the Home Helper's rights and obligations, describing the activities, tasks, reference service networks, training opportunities and it also gives a list of useful addresses and numbers to match the work demand and supply, and a summary of the legal and economic matters (stay permits, contracts and labour advice, etc.).

Why a best practice?

The Home Helpers' Training Course is a Best Practice in the educational models for assistants to the elderly in a rapidly ageing society, considering the need to handle the specific problem of the Italian welfare system (and that of Mediterranean

Europe: Portugal, Spain and Greece), by improving the professional skills of one of the main players in home care.

What makes the Home Helpers' Training Course a Best Practice is a series of indicators that demonstrate its success in terms of usefulness and effectiveness:

- The excellent response from associations and, above all, the candidates (the requests to take part were constantly higher than the number of places available, with peaks of 250 requests against just 20 places available).
- The success and large number of requests during the initiatives that were organised after, always attended by a high number of candidates.
- The flexible, adaptable nature of the course meaning it could be repeated in other territorial sectors.
- The change in the perception of the home helper's work, above all by the workers themselves, who gained greater awareness of their role, and by the families, who understood the importance of entrusting their elderly to the care of skilled and trained persons.
- The contribution in reducing the isolation in which the home helpers live and work, by creating a network of solidarity and closeness, first of all among the home helpers, and then the public and private players involved in the course.



References and contacts

CTP EDA (Permanent Territorial Adult Education Centre):

the adult education board, which organises and provides Italian courses for foreigners, issuing language certificates.

CONTACT: ctp@itis.an.it

COOSS Marche Onlus:

a social cooperative that provides welfare-health and assistance services. It is a training agency accredited with the Marche Region, with experience in training courses in personal services.

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PORTUGAL

Caring for Carers



Background

Portuguese Social Care sector is growing fast, not only in the number of entities, but also in the number of workers. There are several reasons to this, not only demographic, but also because the concern about citizens' quality of life is more and more central on political agenda.

Supporting stability of family structures is important as well - making it easy to balance work and family life, which is another demand for a sector with high female activity rate.

The educational and recruitment developments in the social sector are still predominantly informal and not very structured; in some cases there is even a serious technical incapacity and job instability.

Caring for Carers – educational and recruitment model

SOPROFOR has developed a special training course in social care that combines innovative recruitment strategy with inclusion and employability of disadvantaged groups. The participants of courses is a typically heterogeneous mixture of ordinary applicants and peoples originating from disadvantaged groups, for instance former drug addicts, ex-convicts, prostitutes, homeless, victims of domestic violence. Usually there are 5 or 6 persons with this kind of problems in a group. The common feature of the participants is that they are unemployed and their participation in the course means reception of salary by and... a new opportunity in their lives.

The quality standards in social care services require competences that applicants from disadvantaged groups formally don't have (specific professional competences, but also personal and social competences due to the inter-personal conditions of caring work with elderly).

For this reason, it is essential that specific vocational training not only offers a simple competence development but should create conditions for a stable professional increase of competences at participants, reinforcing the relationship

between personal skills and attitudes, vocational training and required quality of services.

The applicants go through a longer assessment period of 4 weeks prior to the training course. The assessment phase consists of interview, socio-diagnostic (questionnaire and tests) and group dynamics games (e.g. training, patience, surprise games). The pre-training activities scrutinize persons informal competences as well. In 2008 there were 300 participants of the pre-phase, only 40 begun the formal training. Training place means agreements and placements in concrete work places of the social care sector.

The validation of formal, non-formal and informal competences of participants is conducted on the basis of The National Catalogue of Qualifications (CNQ) of the National Agency for Qualification (ANQ (<http://www.en.anq.gov.pt/>)). This is an instrument for the strategic management of lower level qualifications, and an integral part of the National Qualifications System (Decree-Law 396/2007 of 31 December 2007).

This instrument is available on the following site: www.catalogo.anq.gov.pt. At this stage, it covers 229 vocational qualifications from 37 educational and training areas.

The content of the Training Course “Geriatric Agent”

The Geriatric Agent is the professional who, respecting safety and professional deontology rules, provides the personal and institutional balance in the daily interpersonal relationships between elderly people and other professionals, and who helps in elderly care in its physical, mental and social aspects.

Objectives for competence development:

- Recognising the basic conceptual framework characterising ageing in today's society and different social contexts.
- Taking care of and monitor the elderly, selecting and organising recreational activities, at their homes or in an institutional context.
- Taking care of the well-being of elderly people, complying with health rules, and food and hygiene care services at their homes.

COURSE DESCRIPTION

Training Components According to the Course's Key Competences Guide
(Portuguese National Agency for Qualification (ANQ))

APPLICANTS

- adults aged 18 or more
- unemployed
- minimum schooling: 6th grade

Training Components	Number of hours			
	SC	CT	PS	TOTAL
I- Learning with Autonomy	40			40
II – Citizenship and Employability	200			200
III – Language and Communication	300			300
IV – Mathematics for Life	200			200
V - Information and Communication Technologies	200			200
VI - Technical Training				
Old age – life cycle and social aspects		50		50
Evolutionary psychology framework		50		50
Health of the elderly		25		25
Professional ethics and deontology		25		25
Recreation – concepts, principles and techniques		50		50
Recreation at home and institutions – planning and organising activities		50		50
Recreation at home and institutions – techniques and activities		50		50
Old age psychology		50		50
Health of the elderly – preventing health problems		50		50
Hygiene of the elderly at home		50		50
Prevention and first aid - geriatrics		50		50

Nutrition and dietetics at home		50		50
Health – individual needs in an institutional context		50		50
Hygiene of the elderly in nursing homes and day care centres		50		50
Feeding the elderly in nursing homes and day care centres		50		50
Recreation in nursing homes and day care centres		50		50
Psychology and psychosocial effects of elderly hospitalisation		25		25
Mental health in the third age		25		25
Recreation in health institutions		50		50
Recreation of old people with mental illness		50		50
VII – Training in a Real Work Context			120	120
Total	940	900		1960



Examples of tools:

MY

DEVELOPMENT

FILE

Who am I?

Who is my family?

My strengths:

My weaknesses:

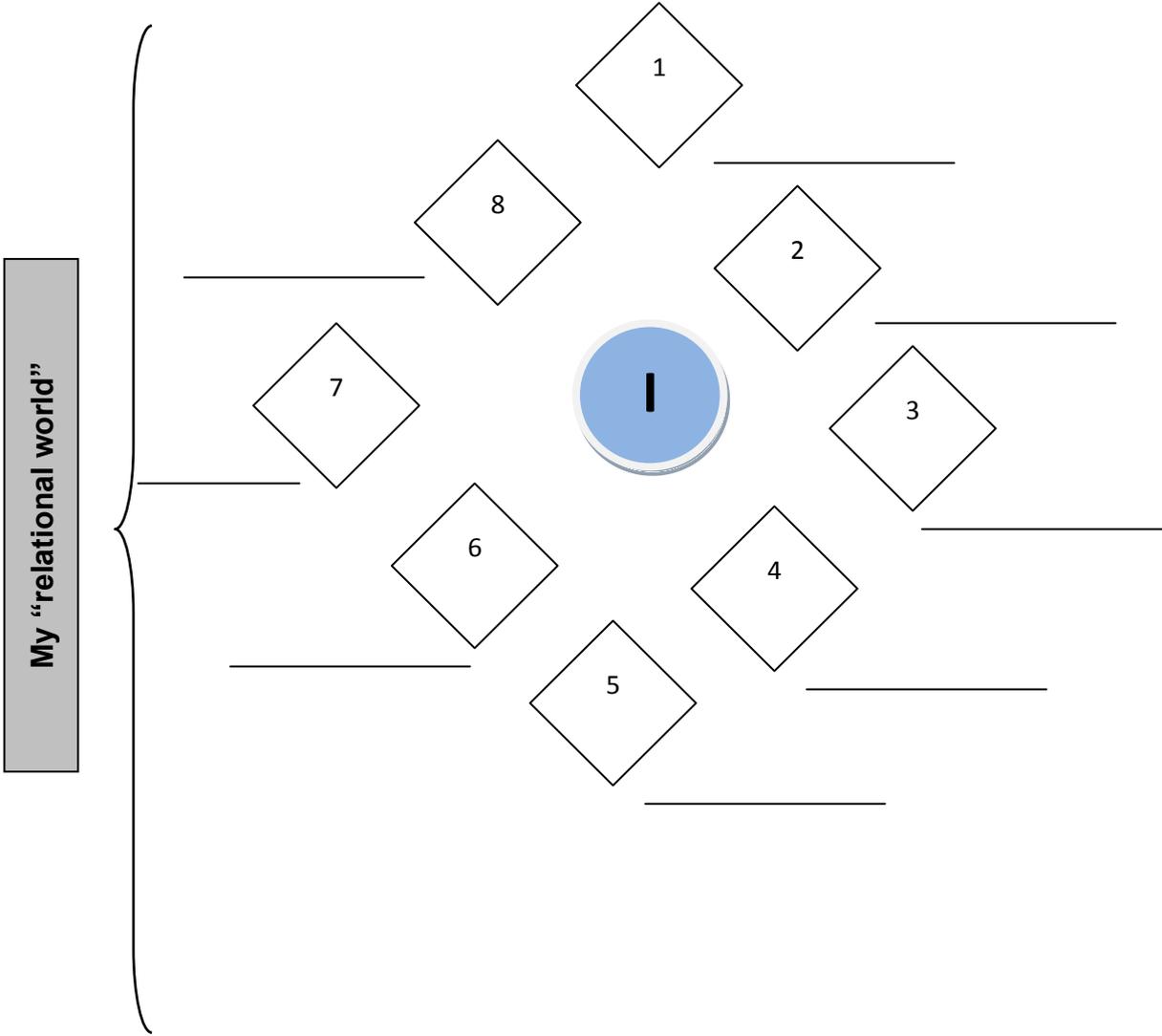
What I like best doing...

**What I wish I have done but
never had the chance to...**

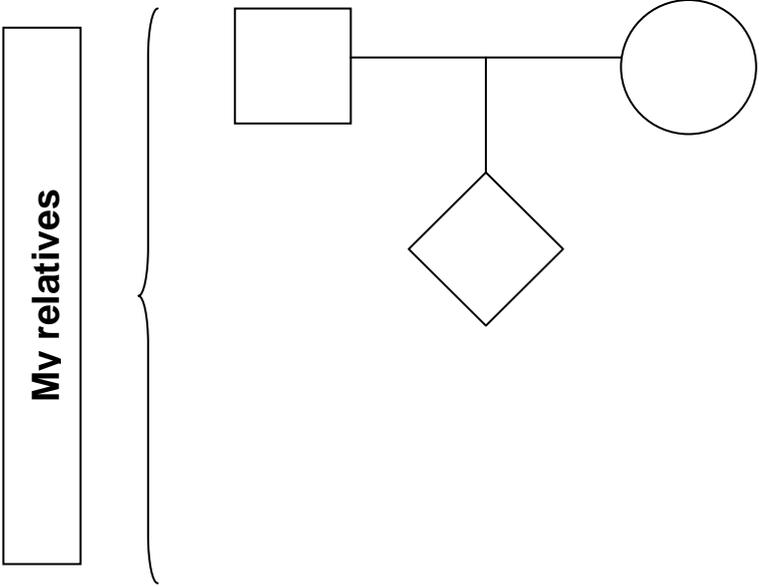
Physical appearance:

MY PICTURE

MY SET OF RELATIONSHIPS



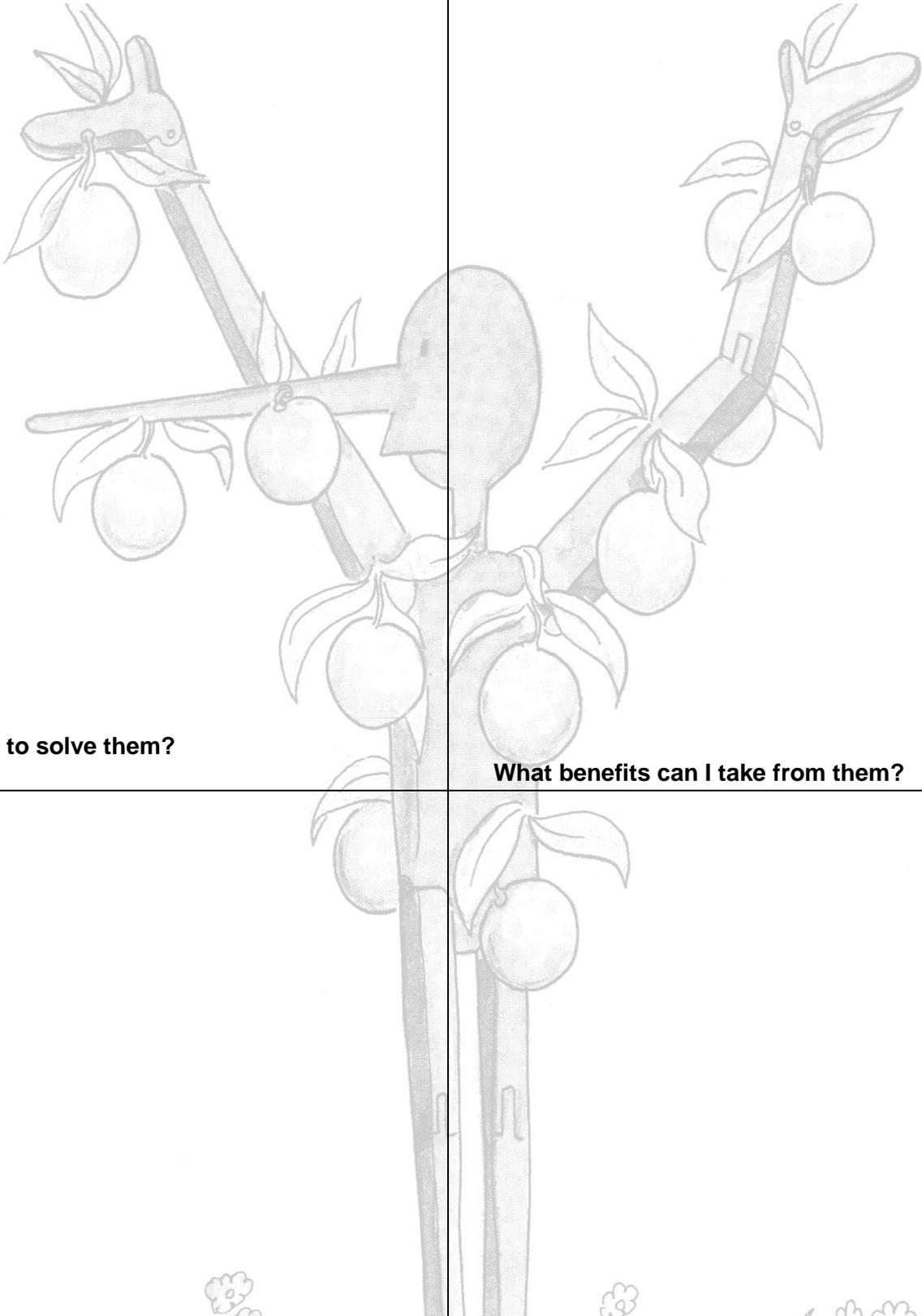
MY FAMILY TREE



Relative	Education	Job	He/She taught me to...	He/She expects me to...

My Problems:

My Strengths:



What can I do to solve them?

What benefits can I take from them?

ANALYSIS OF YOUR POTENTIAL

PARTICIPANT'S RECORD

Name:

Address:

Date of Birth:

Age:

Education:

SCHOOLING PATH:

	Education Level	School	What I liked best...	What I liked less..

I left School because:

My first job experience:

What did I do:

MEMORIES

Good	Bad	What I learnt and keep until today...

PROFESSIONAL PATHWAY

	Job	Activities carried out	Reasons for Satisfaction..	What I learnt and keep until today...



The purpose of this booklet is to present 3 lifelong learning practices in the field of education for senior service sector. Senior services in the European countries have been exposed to extraordinary demographically driven pressure at the same time being in most cases an inflexible and old structure. Moreover more and more shortage of work force is visible.

When the professionalization, standardisation of core tasks and quality measures are introduced in the sectoral services, education is the key factor helping the work places and whole systems coping with challenges and meeting the needs of the upcoming cohorts of users.