



METHODOLOGY TO DEVELOP THE SET CARE TOOL

TRANSFERRING ASPASIA TO GREECE AND BULGARIA

Anziani e non solo società cooperativa



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INTRODUCTION

ASPASIA is an e-learning training package for homecare workers developed by Anziani e Non Solo in the framework of an Equal II project, lasting from 2004 to 2008.

After the conclusion of the project the course have been exploited all around the country and was awarded with important acknowledgments:

- Best practice by the Italian Ministry of Labour (within the Equal Project)
- Best practice by the Italian Ministry of Equal Opportunities
- Best practice by Emilia Romagna and Sicily Regions
- Best practice E-inclusion by DG-INFOS
- Aspasia won the national “ENEA prize” for innovation in social services

It's ANS opinion that ASPASIA can fit the needs of other Southern European countries having a welfare model similar to the Italian one and that the training package is highly transferable.

SET CARE gives us the chance to assess its level of transferability and fitness for purpose for the Greek and Bulgarian context.

This document sets the guidelines for the development of the adapted version of the tool.



The Aspasia kit

TARGET GROUP

ASPASIA was developed for a very specific target group, the so-called “badanti¹” or “domestic care workers”. The target group in Italy was rather well defined and studied by social researcher:

Women, mostly migrants (from Eastern European and South American countries) but with a relevant percentage of natives, in their 45s – 50s, working as care worker of older persons in co-habitation. In Italy, there are between 700.000 to 1.000.000 of these workers.



Care worker

The ASPASIA training tools were designed to respond to the very specific needs of this target group, therefore, **in order to develop a similar tool fitting the Greek / Bulgarian context, it is necessary to identify precisely the characteristics of the comparable target group in Greece and Bulgaria, answering to the following questions:**

- Are there domestic care workers in Greece?
- How many?
- Where do they come from?
- How old are they?
- Are they mainly male or female?
- Which is their educational background?
- How fluently do they speak Greek (if migrants)?

These information might not be available through official statistic, especially if these are mostly undeclared workers. Still, it's possible to gather this information through qualitative researches or, simply, by making a small scale survey among the workers directly known by partner organizations.

¹ “Badante” (a person who takes care of someone) is the informal way in which these workers are called in Italy – the official name is domestic care worker or, most commonly, family assistant.

👉 These information will be useful to define:

- The scope of the potential target group (and therefore the sustainability of the system during standard use)
- The cultural influences that might impact on the training to be provided
- The level of local language that should be used in the development of training context (according to the educational level and the level of fluency with which the local language is spoken, in case of migrants)

PROBLEMS IDENTIFIED

The ASPASIA training tool was developed to answer to specific needs raised by the Italian context. This bottom-up approach was probably one of the reasons of the success of the training model.

Domestic Care Workers in Italy are hired directly by private households, partially legally and partially - unfortunately – still without an official contract. In both cases, though, the working conditions are quite similar: the worker lives in the same house of the care recipient and is basically on duty 24 hours / day. The lack of free time is the main issue, since – in the best of cases – the contract leaves the workers 1 ½ free day per week (usually on Sunday and an afternoon during the week). In this situation it is rather impossible to attend a regular training course.

On the other hand, lack of training is a problem as the majority of domestic care workers in Italy – in spite of the severe pathologies of the care recipients – do not have any education or VET in the care sector.

In order to define how and to which extent the Italian model can be transferred to Greece and Bulgaria the following questions should be answered:

- Do they have specific barrier to access training in the care sector?
- Which are the characteristics of the training currently available in Greece / Bulgaria?
- How is their job organized? Do they have time to attend ordinary classes?
- Who is their employer?
- Who could benefit of their training?



Lack of time for training is typical for domestic care workers in Italy

As mentioned above, these information might not be available through official statistic, especially if the target group is made mostly of undeclared workers. Still, it's possible to gather this information through qualitative researches or, simply, by making a small scale survey among the workers directly known by partner organizations.

Trade unions might also be a source of information concerning the organization of the job and the characteristics of employers. Finally, a web survey might provide useful information concerning the offer of training courses.

👉 These information will be useful to define:

- To which extent an e-learning / distance learning can answer to the needs of domestic care workers in Bulgaria and Greece? Would the possibility to study from home be considered an added value for users and employers?
- Which are the benchmarks at local level? Are there potential "competitors"?
- Who could be interested in promoting / funding a course such as SET CARE ones?

THE CURRICULUM

The context in which the ASPASIA training was developed was that of six different regionally regulated training curricula for the profile of domestic care worker. ASPASIA made a synthesis of the available curricula, focusing on those contents that were common to the majority of profiles.

The ASPASIA curriculum currently includes the following modules:

- The professional profile and the social context : *What is a paid caregiver - The social service system*
- Internet and the use of PC (basic); *The PC - Main programs (Word, Excel) - Internet and E-mail*
- Elderly Health : *The main diseases of elderly people - Focus on Alzheimer*
- Helping with moving
- The personal hygiene of the elderly
- Helping with nutrition: *The hygiene of food - Nutrition for elderly people*
- Housekeeping
- Managing an emergency
- Relation and communication : *Notions of communication for the caregiver - How to communicate with the elderly*
- Legislation
- Rights and duties of the caregiver
- Orientation to self –employment

In order to define the contents of the SET CARE tool for Greece and Bulgaria the following questions should be answered:

- Which is the educational background of domestic care workers in Greece and Bulgaria? Do they have any previous knowledge related to care practices?
- Is there any standard approved curriculum at national level regulating the profile of domestic care worker?
- If yes, which are the similarities and differences with the ASPASIA curriculum?
- Which kind of older persons do they normally assist? Do they have severe illnesses or light level of dependency?

- Is the profile legally regulated (i.e. a specific qualification is required in the country to perform it)



Participant to an ASPASIA course

As mentioned before, the information concerning the characteristic of domestic care workers, if not available from official studies, can be collected through qualitative interviews with representative of target groups.

On the other hand, information concerning officially approved curricula should be collected from the Ministry of Education or other public offices responsible to regulate curricula in VET.

☛ These information will be useful to define:

- Which of the ASPASIA contents can be kept as they are and simply translated
- Which of the ASPASIA contents can be kept but need adaptation (they are likely to be those concerning: the professional profile, the social-service system, legislation, rights and duties)
- Which contents should be replaced or integrated with others more respondent to local needs or local regulations
- Should the professional profile be legally regulated, it should also be evaluated if and how a distance-learning course will be considered valid to acquire the necessary qualification.

THE TECHNOLOGICAL STRUCTURE

From a technological point of view, ASPASIA was developed taking in account that:

- Computer and internet connections are not widespread in Italy, especially in older people houses
- There is a lack of ICT literacy among our target group (women over 40s with low income and low educational background)

We tried to overcome these problems using two main means: an open-source eLearning platform, built on Moodle, and DVDs. The use of two different systems aimed to answer to different needs: the e-learning platform gives high interactivity and enhances the potentialities of ICT, but it requires an internet connection. On the other hand, DVDs were a good compromise to give access to multimedia contents to those persons who don't have a PC and an internet connection. The provision of portable DVD Players to participants was a good and cheap option to allow everyone to watch the DVDs.

The contents of the didactic unit includes:

- A PPT presentation, with pictures and animation & short educational videos (DVD and E-learning)
- The educational contents in text, available in different languages and a glossary (in the DVD they are given in a paper booklet)
- The educational contents read by a voice-over, slowly (DVD and E-learning)
- A set of quizzes with close answers (for self-correction)



Aspasia DVDs

In order to define the ICT support of the SET CARE tool for Greece and Bulgaria the following questions should be answered:

- To which extent is Internet widespread and available in the target group?
- To which extent are DVD players widespread and available in the target group?
- How familiar is the target group with the use of ICT?
- Should an open-source or a paid platform be preferred? Pro and cons?

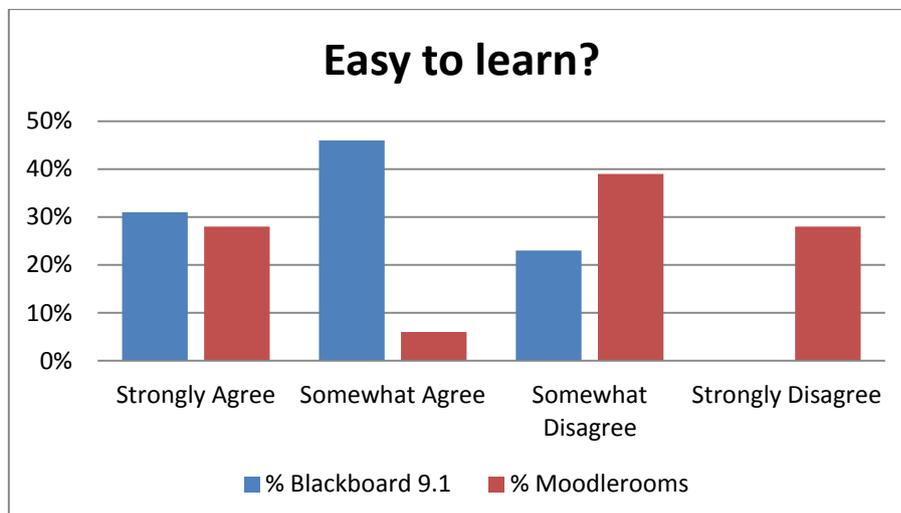
These information will be useful to define:

- If an e-learning tool should be developed
- If DVDs should be preferred or
- If both means should be used
- Which e-learning platform should be preferred

Focus: CONFRONT BETWEEN MOODLE AND BLACKBOARD

| | Blackboard | Moodle |
|--------------------------------|---|---|
| Stated educational philosophy: | Focused on helping institutions at all levels drive learner achievement by creating personalized and engaging learning experiences, the kind that when achieved on a wide scale can bring about big and measurable change in learning outcomes. | Social constructivist |
| Learner-generated content: | Limited, but tools such as wiki available as optional extras | Learners can be assigned roles to create / edit content. Built-in wiki module |
| Permissions: | Fixed roles | Can customize permissions |
| Cost: | Annual fees | Free, minimal support |
| Licensing: | Proprietary | Open source |

User friendliness – According to a survey of CSU Channel Island



THE ASSESSMENT

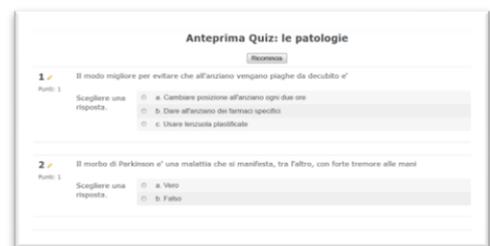
The ASPASIA model foresees that – even though the learner can study at home - the assessment should be made in front of a tutor / supervisor / teacher this in order to:

- make sure that the person does not copy or check on the units – in this way the learning can really be assessed
- That, even those learners who have studied on DVD can make the tests on the eLearning platform

The assessment tests are one per module – they include 6 questions each. The questions are close-answers (true or false OR multiple options) so that they can be automatically corrected by the eLearning platform.

In order to define assessment methodology of the SET CARE tool for Greece and Bulgaria the following questions should be answered:

- Should the assessment test be automatically corrected?
- Will the student do the test from home or in a supervised setting?
- How difficult do we want the questions to be?



1 Aspasia quizzes

👉 These information will be useful to define:

- If the tests must be “close answers” or can use also other approaches
- The purpose of the tests: self-assessment or formal evaluation?
- The level of complexity of the questions

Of course it should be remembered that if new didactic units are added, new tests should also be developed

RECRUITING PARTICIPANTS

Even though, in Italy, a qualification is not compulsory to work as domestic care workers, the demand for training in this sector has always been very high, for a number of reasons:

- It's a "low threshold" job: a lot of unemployed persons, without previous experience, offer themselves to do it. They try to compensate lack of experience with training
- To those who already have experience, it often become clear that they would benefit of an extensive knowledge, to be more efficient, effective and able to face complex situation
- Training is seen as a way to improve occupational opportunities: the certificate is seen as an "added value" when marketing themselves to families

For all these reasons we never lacked participants to Aspasia courses. They are normally promoted directly by the funders of the courses, who generally are: local municipalities, recruitment agencies, NGOs supporting migrants or vulnerable women, public employment services.

In order to define the recruitment approach of the SET CARE tool for Greece and Bulgaria the following questions should be answered:

- Are there organizations gathering domestic care workers (migrant associations, women associations, trade unions, public offices, NGOs...)?
- Are there places normally attended by the target group (clubs, offices, shops...) where we can advertise the course?
- Are there other means of contacting the target group at local level (such as magazines, newspapers, radio stations...)?



Participants to an ASPASIA class

👉 These information will be useful to define:

- Who can be a mediator between us and formal groups of domestic care workers?

- How should we advertise the course? Are leaflets the best and only option?
- Where should we advertise the course? Where is more likely that our target group will find the information?