



THE EXPLOITATION OF SET CARE

CASE STUDIES AND EXPERIENCES FROM ITALY

Anziani e non solo società cooperativa



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INTRODUCTION

The aim of this publication is to give ideas and suggestions for the exploitation of SET CARE in Greece and Bulgaria, based on experiences and case studies of the exploitation of the ASPASIA e-learning tool in Italy.

The case studies can be considered and discussed by Greek and Bulgarian partners together with local stakeholders and professionals to assess the feasibility and potential added value.

CASE STUDY

SERVICES FOR DOMESTIC CARE WORKERS

ASPASIA self-training course is provided by a number of public “Offices for domestic care workers” which are managed by local social services in Emilia Romagna Region.

These services are places where care workers can turn to ask information about their working contract, to receive social support, to have access to information and training opportunities, to offer their work. These services also address families looking for a domestic worker to employ.

In these services, the course is offered for free to end users. The municipality “rents” a number of toolkits (DVD + handbook + DVD player) and use it for as many users as it wants for one year.

The operators of the offices takes care of illustrating the use of the toolkit and to assess the learning at the end of the course through the online quizzes. At the end, a certificate is provided and it can be used to register to the “Local registers of domestic care workers” managed by local social services.

These “registers” are basically data bases of domestic care workers looking for a job, collecting all their experiences, educational backgrounds etc. The requirement to be registered is either to be able to prove a minimum of 3 months previous experience as care worker or to hold a training certificate. The possession of a training certificate also gives them priority when selecting workers on behalf of families.

☑ Suggestion for use in GR / BG: does it exist any public / not for profit service matching offer and demand of care workers and households? Would anyone be interested in experimenting one? SET CARE can offer the training support.

A practical example: The “Family assistance service” - Carpi

The service was originally created by the District of Carpi (100.000 inhabitants) in 2009 and managed in-house by the local social services. In 2011 it was externalized to ANS that has managed it since then on behalf of the District.

The integration of the e-learning course with the service is the following: when a care worker with **no previous experience** asks to be registered to offer her work, the officer first offers him/her to participate to the e-learning course and gives him/her the training kit (password or DVD with portable DVD Player, handbook).



1 - The Family Assistance Service in Carpi

The person is invited, after having studied the contents, to come back to the service to be tested. If he/she passes the tests, he/she is given a certificate and he/she is allowed to register to offer his/her work.

The training kit has no cost for the worker, as the District has bought a number of passwords / kits that can be offered upon availability.

Since 2011, about 120 care workers have been trained this way.

Users claim to highly appreciate the possibility to study from home, with no time constraints and the fact of being able to schedule the study according to personal wishes (for example, for those students willing to be able to register quickly, the didactic units can be studied in a very short amount of time).

CASE STUDY

TEMPORARY EMPLOYMENT AGENCY (SUCH AS ADECCO, MANPOWER...)

These kind of agencies provide, for profit, care workers to family through temporary employment contract. Therefore they need to have an availability of trained workers.

We have had so far experiences with two of these Agencies, using Aspasia course as a didactic support for offering blended courses (e-learning integrated with classes¹) to pre-selected workers.

They finance these courses through an inter-agency fund named Forma-temp. Indeed, according to Italian legislation, all temporary employment agencies must allocate yearly a percentage of their incomes to a fund specifically dedicated to finance training opportunities for temporary employed workers. According to the regulation of this fund, a percentage of participants to these courses must be afterwards employed by the Agencies. It is therefore a good opportunity for them. On the other hand, these courses are often organized in cooperation with local governments, so that – even those who won't be recruited by the Agencies – can in any case get in touch with local social services and become a qualified resource for the local community.

In this framework, once we also experienced the use of the tool in an out-placement project, aimed to help the transition of workers (mainly women) recently fired from a textile factory to a new working sector.

☑ Suggestion for use in GR / BG: these kind of agencies exist in Bulgaria and Greece as well. It can be worth acquiring some information about the existence of inter-professional funds and their interest in using them to train domestic care workers.

¹ About blended courses, see also the dedicated chapter in this report

A practical example: the course for domestic care workers - UMANA – Northern Italy

In 2012 ANS organized 7 editions of the course for domestic care workers in cooperation with the Temporary Employment Agency UMANA, in different municipalities in Northern Italy, for an overall of 175 trainees involved.



2 - Participants to a course

Participants are recruited by the local branches of UMANA. The Agency is in charge of this pre-selection as – among the persons trained – the best ones will be hired by the Agency to be sent to families searching for a temporary supplied worker.

The ASPASIA training kit is used in these courses in integration with classes with experts and professionals², to deepen the knowledge of participants. Basically, in a limited amount of time (13 classes of 4 hours each), it's possible for the participants to acquire a basic but solid knowledge of how to take care of a dependent older persons.

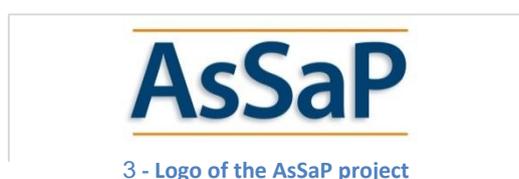
Of course, this is considered an added value by the Agency that is able to offer to households qualified staff and therefore to be more competitive with other Agencies that do not have this availability.

² About blended courses, see also the dedicated chapter in this report

CASE STUDY

NATIONAL PROJECT “PERSONAL SERVICES” (AsSaP)

AsSaP is a national project funded by the Ministry of Labor through the ESF. It involves 4 Southern Italian Regions (Calabria, Puglia, Sicilia and Campania).



Aim of the project is to support the regularization of domestic workers in areas of the country where it is still high the number of irregularly employed workers. The programme

operates through networks of registered agencies and offers an economical contribution to families that **regularly** recruit **trained** domestic care workers, plus a lump sum to agencies for every worker trained and placed.

One of this networks, named Inforjob, uses the Aspasia training kit to train the workers prior to their employment by families. Since it's a self-training model, it is indeed considered particularly suitable for a programme like this, which – working “on demand” – makes it difficult to create classes of participants.

In the framework of this project, the ASPASIA tool is integrated with other supports like the possibility to attend an online Italian course.

☑ Suggestion for use in GR / BG: it could be interesting to try to lobby towards the national government in order to support an approach to a regular domestic work as a leverage for employment and increased internal revenue.

CASE STUDY

OTHER (NATIONALLY OR EUROPEAN) FUNDED PROJECTS

The ASPASIA training tool had been used in a variety of projects funded at local, national and European level.

Its most common use was in the framework of projects funded locally through the ESF and aimed to provide training opportunities for vulnerable groups and/or migrants.

Another interesting application was in the framework of a project funded under the Equal Programme and focused on equal opportunities between men and women. The project, realized in



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4 - The ESF logo

Palermo (Sicily) by an association promoting women rights, set up offices where households could go to find services to support reconciliation (babysitting, housekeeping, care for the older persons etc...). ASPASIA was used to offer a training opportunity to women offering their job as care workers.

☑ Suggestion for use in GR / BG: it could be explored which kind of calls and plans are in place in Greece and Bulgaria for the use of ESF. Also, it could be worth approaching registered vocational training organizations to see if they would be interested in promoting training opportunities for domestic care workers.

CASE STUDY

VISION OF DVDs IN GROUPS

It can happen sometimes that interested users do not have available internet access and neither they have a DVD player that they can use. In this case, how to give them the chance to study the training contents?

A good idea, that could be promoted by local public bodies but also by private organizations, could be the vision of the DVDs in group, in a room with the needed facilities (either a DVD player or a PC with internet access, a beamer and a speaker).

The vision of the DVDs can be organized by a professional with a background in care of older persons (a nurse, a psychologist, a therapist...) who should:



5- Group of participants to an Aspasia Course

- Schedule the vision of the videos (possibly not more than two in the same session)
- Technically organize the room (set up the devices, make sure everything works properly) and – above all
- Encourage the discussion among participants after the vision of the video and – if possible – help to clarify doubts, answer questions etc.

This way of using the tool can be a good balance between the flexibility and cheapness of self-learning and the use of the training tools in class-based curses (see next chapter).

ASPASIA IN BLENDED LEARNING

“**Blended learning** is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace.” (Staker – Horn, 2012)

While ASPASIA (and therefore SET CARE) is a tool developed to be self-consistent, when time and budget allows it can be usefully used in integration with classrooms, in order to boost the acquisition of new skills and also to include the “social aspect” that this kind of workers often long for.

So, how does it work? The standard model we use (that can of course be subjected to changes according to local specificities) is the following:

13 meetings of 4 hours each – every meeting is anticipated by the self-learning of the module(s) that will be discussed in class. In this way, the class lesson can be limited in time (4 hours) but not in spite of the level of in-depth. Also, we encourage teachers to use their time to focus not on merely factual knowledge but on practical examples, illustration of cases and answering to questions of participants.

The standard study plan is the following:

Lesson nr.	To be studied at home...	... content of the class lesson
1	Nothing	Introduction: the profession of domestic care worker (trainer: social worker)
2	Care worker: a profession The local social service system	The local social service system (trainer: social worker)
3	Pathologies of older persons Focus on Alzheimer	The most common pathologies of older persons (trainer: doctor – gerontologist)

4	Nutrition Hygiene of food	Nutrition and feeding (trainer: nutritionist)
5	Personal hygiene & feeding	How to assist an older person in personal hygiene and How to help with feeding (Trainer: experienced care worker / assistant nurse)
6 and 7	Mobilization	How to help with mobilization (trainer: physiotherapist)
8	Environmental hygiene	How to sanitize the living environment, how to work safely in the house (trainer: professional nurse or expert of sanification)
9	Emergencies	First aid (trainer: medical doctor or professional nurse)
10	Communication with the older person and communication with the household	Communication and relation (trainer: psychologist)
11	Rights and duties	The working contract, elder abuse prevention
12	Nothing (review of all modules)	Final test
13	Care worker: a profession	How to look for a job, writing a curriculum, how to do a job interview. Conclusions.

☑ Suggestion for use in GR / BG: since the SET CARE tool has developed new units, this standard curriculum could be adapted, for example dedicating more time to Alzheimer-related issues. As an alternative, two versions can be suggested: a shorter one (not specifically focusing on Alzheimer disease) and a longer one, with an in-depth on Alzheimer.

