PRODOME
Deliverable 5
Evaluation report on training delivery

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EXECUTIVE SUMMARY

This report represents the **Deliverable 5 "Evaluation report on training delivery"** of the European project PRODOME, a European training programme for domestic housekeepers. This report analyses whether the implementation of the training programme in the **2 piloting countries, Italy and Spain**, has met the following objectives, set by the project:

- 20 participants trained per country,
- 40 participants responded to surveys
- 8 interviews per country addressed to trainers, tutors and managers
- Recommendations for future implementations based on the results of the piloting.

The report is structured in **six main sections** and covers the various organisational stages including the difficulties encountered and the strengths that have emerged.

The first section concerning the **results of the training and the characteristics of the participants** identifies the recruitment methods and the channels used to communicate the availability of the training; from employment centers to associations and religious institutions.

The constraints presented in the management of the modules provided by the project led to changes to the path. The comparison between what was **expected and what was achieved** is the subject of a broad description and motivation in the various parts of the report.

Spain and Italy had different constraints in the implementation of the training, and this produced a greater wealth of information.

The importance perceived by the students with respect to the topics of the various modules and the relationship between costs and benefits is also analysed, especially to improve the possibility of finding work.

The second section on **E-learning activities** describes the difficulties encountered by some students in their use and highlights the usefulness that, at various levels, provided the uploading material on the online platform.

E-learning undoubtedly represents an important aspect of education in general; above all it can allow **greater flexibility** in the students' frequency. The PRODOME training target, consisting largely of foreign learners/trainees, highlighted the importance of implementing this method.

It is important to underline that learning pedagogy through E-learning **cannot replace face-to-face** activity and that training for the profile of domestic housekeeper strongly requires a classroom activity rich in simulations, role playing, use of materials and products.

However, the E-learning activity can be very useful for reworking what has been done in the classroom, recovering lost lessons, providing units of competence.

The third section is about **work-based learning**; it is important to say that it has represented a real challenge for the PRODOME project, especially because for various reasons a family training implies several difficulties. The family, in fact, unlike a company where training activities are routine, is not structured to follow and train a trainee. The expectation of the family, to date, is first of all to have a person as independent as possible and ready to solve problems.

The home environment embraces **privacy** and family relationships require respect for this privacy and a **strong relational capacity.**

The report highlights how all these variables must be taken into consideration to understand what steps could be taken to allow students an experience in the context of work.

The **legal constraints** encountered in Spain where family training is not permitted are also highlighted. This report describes what solutions can be adopted both for the Spanish case and for the Italian case, where finding families for the work-based training of the students was as well troublesome).

The range of solutions adopted opens an important reflection on feasible criteria and methods to overcome the difficulties encountered.

Section 4 describes how some students have been able to immediately benefit **from job placement** following the modules attended. This report highlights how some work requirements are urgent both in Italy and in Spain; care of the elderly finds many difficulties as well as care for children of different ages. For these two targets there is a skills gap and families have difficulty finding trained staff.

Section 5 reports both the results of the questionnaires answered by the students and the results of the evaluation sessions carried out with the teachers, tutors and coordinators. The level of satisfaction of both target groups was high both for learning by students and for the use of the materials provided for the teachers, since those last ones allowed to have a rich base to further develop the topics of each module.

The final section on the **conclusions and recommendations** is given step by step as corrective actions can make the proposed training course more effective; the considerations concern all the activities carried out and take into account the needs expressed by both students and families.