

**PRO
DOM
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PRODOME
Deliverable 5
Evaluation report
on training delivery



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DOCUMENT SUMMARY

This report presents **deliverable 5 “Evaluation report on the training”** of the European project PRODOM, 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, tutor and managers
- Recommendations for future implementations based on the results of the piloting.

The report is structured in six main sections.

- 1) Results in training participants
- 2) E-learning activities
- 3) Work base training
- 4) Placement
- 5) Results of questionnaire
- 6) Conclusions and recommendations

PRESENTATION OF THE TRAINING

MODULES AND CONTENTS

The initial training structure included 7 modules; the data collected in the research desk led to a 9 modules review.

In detail, modules 5 and 6 respectively relating to "socialization" and "personal care" initially common to the elderly and children were specifically focused on both children and the elderly. The needs expressed by the families both in Italy and in Spain required specific training for these two categories.

For this reason, the modules have grown to 9 and the training activity has had a specific focus on the two targets identified with consequent specific lessons and specialized teachers.

Below is the final structure of the training:

MODULE 1 - Household cleaning

MODULE 2 - Laundry care

MODULE 3 - Meal preparation

MODULE 4 - Adaptation to different environment

MODULE 5 - Encourage social interaction-children

MODULE 6 - Encourage social interaction-older people

MODULE 7 - Encourage self-care-children

MODULE 8 - Encourage self-care-older people

MODULE 9 - Develop a professional identity

Below is the competence framework.



The specific skills to be acquired are listed below for each module.

MODULE 1 - Household cleaning

- C1 Organising cleaning duties
- C2 Perform cleaning tasks
- C3 Prevent domestic accidents and occupational diseases

MODULE 2 – Laundry care

- C4 Wash clothes, linen and fabrics
- C5 Dry clothes, linen and fabrics
- C6 Iron clothes, linen and fabrics
- C7 Practice hand sewing

MODULE 3 – Meal preparation

- C8 Organise meals and grocery shopping
- C9 Prepare and serve meals
- C10 Ensure safe and Hygienic practices

MODULE 4 – Adaptation to different communication situation

- C11 Communicate effectively
- C12 Analyse the employer’s environment

MODULE 5 – Encourage social interaction – children

- C13 Encourage social development in children

MODULE 6 – Encourage social interaction – older people

- C14 Encourage social development in older people

MODULE 7 – Encourage self-care – children

- C15 Help children to develop healthy habits and body care

MODULE 8 – Encourage self-care – older people

- C 16 Help elderly with grooming and dressing

MODULE 9 – Developing a professional identity

- C 17 Implement efficient job search techniques
- C 18 Promote the profession of domestic housekeeper

TRAINING PATH: MODULES AND CONTENTS

The hours provided for the 9 modules, including face to face and e-learning are shown in the following scheme.

MODULE	NAME	LENGHT
MODULE 1	HOUSEHOLD CLEANING	24h
MODULE 2	LAUNDRY CARE	24h
MODULE 3	MEAL PREPARATION	28h
MODULE 4	ADAPTATION TO DIFFERENT ENVIRONMENTS	24h
MODULE 5	ENCOURAGE SOCIAL INTERACTION - CHILDREN	20h
MODULE 6	ENCOURAGE SOCIAL INTERACTION - OLDER PEOPLE	16h
MODULE 7	ENCOURAGE SELF-CARE - CHILDREN	12h
MODULE 8	ENCOURAGE SELF-CARE - OLDER PEOPLE	8h
MODULE 9	DEVELOP A PROFESSIONAL IDENTITY	24h
		180h

1. RESULTS ON TRAINING AND PARTICIPANTS

CANDIDATES RECRUITING

For candidate's recruitment the two countries have activated the following channels:

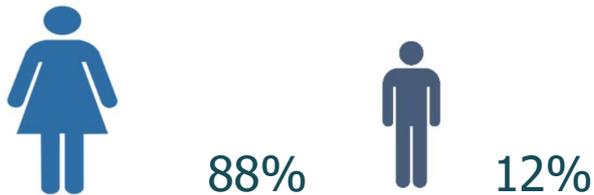
- **ITALY** - institutional channels: employment centres, public bodies, aggregation points for foreign people, associations, religious centres.
- **SPAIN** - has collaborated directly with a religious association that supports women in search of work in the domestic sector: The Sisters of Mary Immaculate.

In both Spain and Italy religious institutions that traditionally are a meeting point for migrants, have been the primary channel for both countries.

The recruitment was based on an interview about the motivation and the fulfilment of the preconditions: basic language knowledge and basic use of smartphone and computer.

CANDIDATES: CHARACTERISTICS AND ATTENDED MODULES

In **Italy** the total number of selected candidates was **25**: 3 men and 22 women.



Below are the nationalities and average age of the candidates.

22 women: 9 - Italians
7 - Africans
1 - Peruvian
2 - Iranians
1 - Albanian
2 - Moroccans

3 men: 2 - African and one Argentine

Average age: 42 years old among non-African foreigners

Africans average age: 25

Italians average age: 49

In **Spain** the total number of selected candidates was **33** women.



Below are the nationalities. The average age of the candidates is 45.

33 women: 16 - Hondurans
10 - Peruvians
7 - Other countries

The following table shows the data relating to:

- number of students attending each module in Italy and Spain
- number of students who have completed the module

Module	Students Italy	Students Spain	Students Total	Module Completed Italy	Module completed Spain
MODULE 1	10	13	23	8	12
MODULE 2	8	12	20	8	11
MODULE 3	9	12	21	9	12
MODULE 4	5	no	5	5	no
MODULE 5	10	14	24	9	14
MODULE 6	10	13	23	9	13
MODULE 7	9	14	23	9	14
MODULE 8	9	13	22	9	13

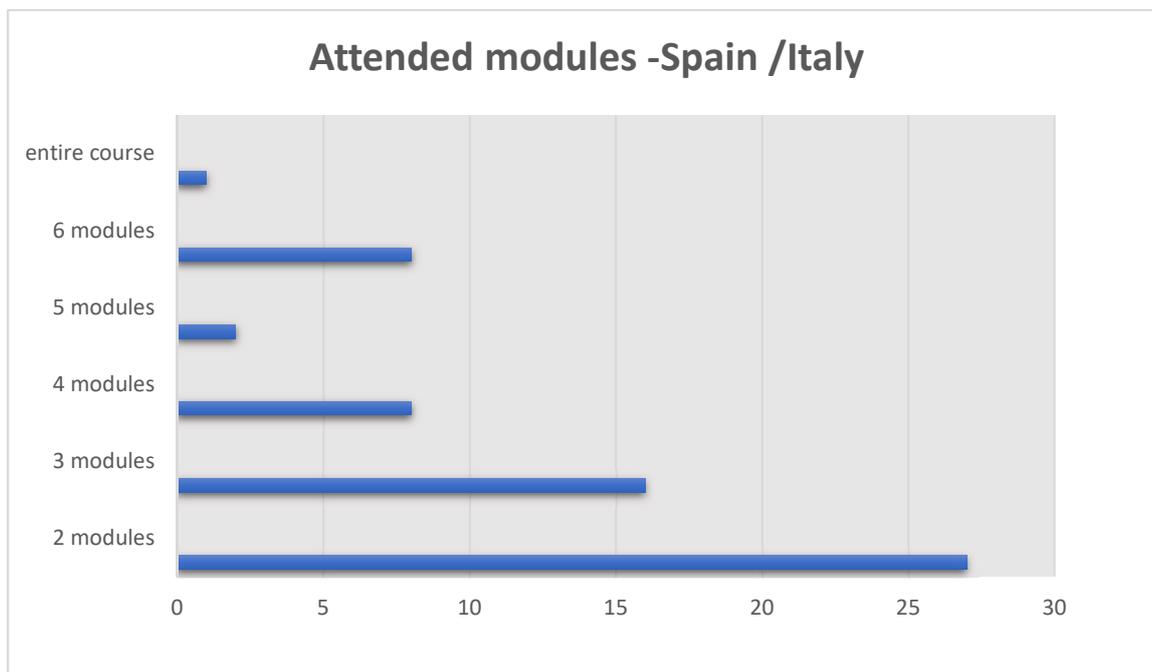
The students attended regularly, and the **drop-out rate was 3%**.

The attendance of the participants was very high for module 9, for reasons that will be explained later in this report. On average each modules was followed by **31%** of the students.

It should also be noted that the modules **5,6,7,8 relating to children and elderly people are those that have had the greatest turnout.**

As can be seen from the following graphic, which combines the results collected in Italy and Spain, only one student attended the entire course (in Italy). Most of the students **attended two modules**; followed by students who attended 3 modules and then 4 and 6 modules.

Most of the students have attended just some modules both for limited time availability (some of them are working) and for interests of specific subjects for which they believe it is useful to have a certificate.



Especially with regards to Italian female students, the interest was in the modules for children and the elderly as already mentioned.

In Italy, following the economic crisis and the consequent loss of jobs, many women have approached the domestic sector and the areas that mostly concern the balancing of lifetimes and work times of families: care of children and care of the elderly.

In this context, especially for the children's area the certificate of a course can make the difference to find a job.

Regarding the elderly, it is mostly foreign women who have an advantage in finding a job after having attended a specific training.

In summary, the tendency in both countries was to attend a **restricted** number of modules that were chosen according to the following criteria:

- time availability
- usefulness in increasing the possibility of finding a job
- understanding of the subject and language skills possessed.

TRAINING: ORGANISATION AND DURATION

The training took place in different months in the two countries: in March - April 2019 in Italy and in June - July 2019 in Spain.

In both countries, a timetable was chosen for the lessons in accordance with the **needs of the students** (mostly women) dictated above all by the need for conciliation with the family or with other work activities in progress.

On average, one module was delivered every week with a duration of **6-8 hours maximum per day** (in the case of 8 hours they were agreed with the students once the classroom was formed) and this led to an average length of training in the classroom of about **two months in both countries**.

MODULES: DURATION

In Italy the lessons for each module have been planned as defined by the initial project including:

- **Teacher's lessons**
- **Practice**
- **E- learning**

In Spain, female students **have since the beginning shown difficulties** in following not only the entire course but also completing a single module because they had to work if they had the opportunity. The other aspect that had an impact on the changes made was the **impossibility of doing work-based learning** within a household, according to the Spanish legislation, that does not allow it. For these two reasons the time schedule has been changed.

In summary, there were three elements that required changes to the training structure in Spain from the beginning:

- 1) the urgency of finding jobs by trainees
- 2) the usefulness of obtaining a certificate in Spain in a short time (even for a single module) in order to increase the working possibilities
- 3) the impossibility by law of doing family training.

MODULES: SEQUENCE

In both countries the sequence of modules has been modified according to common aspects that have occurred. **Module 5** - Encourage social interaction-children - was **followed by module 7** - Encourage self-care children - both by request of students interested in joining the units related to the theme of children and to allow a better organization for teachers.

Module 6 - Encourage social interaction module - older people - is **followed by module 8** - Encourage self-care - elderly people - for the same reasons mentioned above. Module 9- Develop a professional identity- in both countries was anticipated.

In Italy, module 9 was carried out **in small groups** as students finished the chosen module.

In Spain, after the course was presented, students did not understand the importance of the following modules:

- **MODULE 4 Adaptation to different environment**
- **MODULE 9 Developing a professional identity**

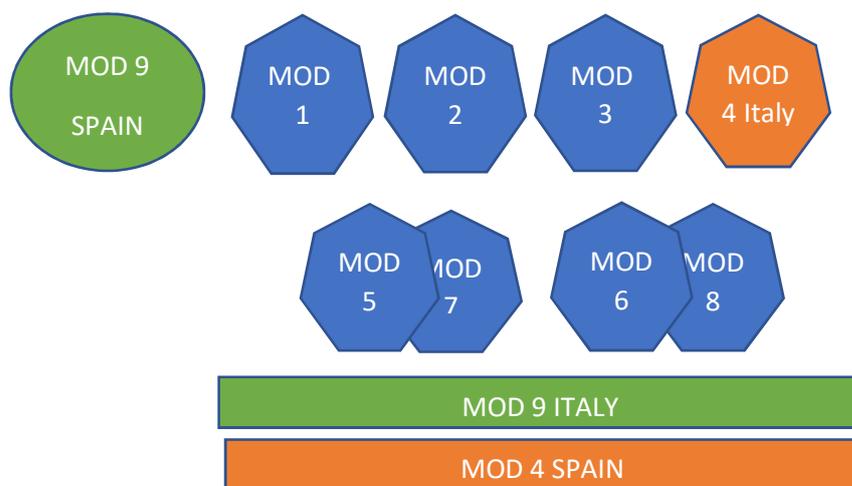
The problem is related to the urgency of finding a job; modules with technical content are more useful for finding work. For these modules, however very important, it is not immediate to understand the practical utility.

To overcome this aspect, the coordinator defined together with the religious structure to **anticipate module 9** – Developing a professional identity - joining it to the presentation of the course.

The choice was positive and contributed to a strong turnout (44 participants); the perception of utility was immediate.

Module 4 -Adaptation to different environment- has been **disseminated on all 8 modules**, raising awareness among students of the importance of communicative-relational aspects in domestic work.

Below is a diagram showing the different sequences of modules in Italy and Spain.



THE 9 MODULES IN DETAIL

To get an **overall picture of the strengths and critical points or weaknesses** of the training, we report below what emerged in the two countries module by module, talking to the students about the lecturers and classroom tutors.

As a general premise it must be emphasized that, in both countries, the relevant learning material was successfully used for each module.

The learning material and the level of detail of the topics, allowed each expert teacher to plan the lessons and, in some cases, to prepare other material such as slides, related products or work.

For both countries, the learning material has been adapted to habits and culture by eliminating and adding especially specific cleaning products in use and identifiable in the stores of the reference country.

In addition, for each module were used by all teachers:

- **Info sheets**
- **Summary sheets**

The material is available online for autonomous consultation by students but, once presented to the teachers, unanimously it was decided to use it in the classroom as it is very useful to summarize the salient concepts of the modules and conduct exercises with the students.

Below is an in-depth analysis of the module concerning the most important aspects.

MODULE 1 - Household cleaning

Classroom activities - 24 hours in Italy (6 hours a day)

18 hours in Spain (6 hours per day) - from 8 to 15 hours of work-based training in the facility (in addition)

In both countries, teachers brought products and work tools that they could use for brief demonstrations into the classroom according to the established program.

In Italy foreign students (Africans) have shown **difficulties** from the beginning to follow part of the topics for three reasons: **technicality of the topics and use of a specific language, cultural gap on hygiene.** Since their prevalent presence (only one Italian student) the use of images and practical examples was crucial to foster understanding.

In Spain, work-based training **was preceded by observation** and then moved on to a practical phase in which the students tested themselves in the field. Overall it was a practice included in the initial scheduled duration of the 24-hour module. The teaching method can be defined **with a strong theoretical / practical content** where the practical application has been predominant. **The possibility of practicing contextually was very relevant.**

MODULE 2 – Laundry care

Classroom activities - 24 hours in Italy (6 hours a day)
15-21 hours in Spain - work based training in the facility (included)

In both countries, teachers brought products and work tools that they could use for brief demonstrations into the classroom according to the established program. Wash basins and clothes were used to learn to recognize their characteristics (cotton, linen, synthetics ...) and to understand how to wash them. Iron, thread and cotton have been used for practical tests following the theoretical part.

In Italy, foreign students (Africans) have found it difficult to follow some part of the lessons for the same reasons already mentioned.

Since their prevalent presence (only one Italian student) the use of images and practical examples was crucial to foster understanding.

In Spain the module has had a strong practical component always using the opportunity offered by the context.

MODULE 3 – Meal preparation

Classroom activities - 28 hours in Italy (6 hours a day) + 10 hours of outdoor practice
7 hours in Spain - 16 hours of practice on site

In Spain the theoretical part in the classroom was considerably shorter to the advantage of the practice which, as for the other modules, was carried out directly in the host religious structure.

In Italy the practical part was carried out externally at a private centre owned by the teacher.

MODULE 4 – Adaptation to different environments

Classroom activities - 24 hours in Italy (8 hours a day)
Topic taught in the various modules

In Italy it was necessary for this module to separate Italian students from foreign students.

For Italians it was possible to use the complete learning material of all the theoretical aspects of communication mechanisms with role playing on the topic.

For foreign students the activity required **more basic topics** concerning the habits of Italian families and adaptation to the context.

The most used behavioural codes do not have common points with African countries. In the classroom it was important to explain punctuality in the workplace, the use of mobile phones, constant presence at work, preventing possible personal problems (school closures, transportation strikes, etc.)

MODULE 5 – MODULE 7 – Encourage social interaction / Encourage self-care - Children

Classroom Activities - 20 plus 12, 32 hours in Italy (6 to 8 hours a day)
24 hours total in Spain

Both in Italy and in Spain the practical activities in the classroom have been widely used for the ludic and socialization part.

In Italy, it was decided not to let foreign female students (particularly African women), who do not have an advanced knowledge of the Italian language, attend the module. Given the considerable interest of Italian female students, the risk would have been to lower the level of content.

In Spain, it was not possible to practice. To fill this difficulty, the part of simulations and practice in the classroom was very important.

MODULE 6 – MODULE 8 Encourage social interaction / Encourage self-care – older people

Classroom Activities – 16 hours plus 8 hours, 24 hours in Italy (6 to 8 hours a day)
18 hours in Spain

In Spain the course was shorter and included practical activities directly in the classroom.

In Italy the course has respected the duration and lessons have been for the most part theoretical (even if they include some related simulations to the relationship with the elderly) followed by the work-based training provided in private hospitals.

MODULE 9 – Developing a professional identity

Classroom activities - 24 hours in Italy
16-20 hours in Spain

In Spain, the module was the first to be carried out to aggregate the possible students on a primary need.

In Italy, the module 9 was done at the end even though many students, having attended few modules, felt the need to anticipate the drafting of the CV. It was decided to play a part in a group and an individual part. The goal was to make a correct and updated CV for all students. For foreign students, more than one individual interview was necessary for language comprehension problems.

MODULE	NAME	EXPECTED LENGHT	ITALY EFFECTIVE LENGHT	SPAIN EFFECTIVE LENGHT
MODULE 1	Household cleaning	24h	24h	26h ppi (practical part included)
MODULE 2	Laundry care	24h	24h	21h ppi
MODULE 3	Meal preparation	28h	28h	23h ppi
MODULE 4	Adaptation to different environment	24h	24h	Included module by module
MODULE 5	Encourage social interaction children	20h	20h	24h MOD 5 + MOD 7
MODULE 7	Encourage self-care children	12h	12h	

MODULE 6	Encourage social interaction-older people	16h	16h	18h MOD 6 + MOD 8
MODULE 8	Encourage self-care – older people	8h	8h	
MODULE 9	Develop professional identity	24h	24h	16-20h

A comparison of the expected duration and the actual duration shows a decrease of hours in Spain for the reasons mentioned above concerning job constraints; duration which, it must be remembered, also includes the work-based training.

2. E-LEARNING ACTIVITIES

The activity in e-learning has been set in two languages: Italian and Spanish.
Access to the platform was allowed with a password combined with an email address.
Three types of material were available for each module:

- Tool sheets
- Summary sheets
- Quiz

In Italy, all Italian students carried out the e-learning activity in relation to the modules they attended.

Foreign students have had difficulties related to:

- language
- familiarity with the use of the PC.

In this case it was preferred to make a group with a video connection to the platform and examine together the available material.

The following table shows the number of students who have followed the different modules independently or in groups.

MODULE	NAME	Individual E-learning n° students	Successfully completed	Group
MODULE 1	Household cleaning	1	1	5
MODULE 2	Laundry care	1	1	5
MODULE 3	Meal preparation	2	2	/
MODULE 4	Adaptation to different environment	3	3	/

MODULE 5	Encourage social interaction children	4	4	/
MODULE 7	Encourage self-care children	4	4	/
MODULE 6	Encourage social interaction-older people	5	5	/
MODULE 8	Encourage self-care – older people	5	5	/

From the data collected it emerges that **once again the modules for children and the elderly are those with greater connection to the platform**. These are Italian students with linguistic skills and good computer skills. The students **who connected to the platform successfully completed** the modules in e-learning. In Spain, none of the students connected to the platform due to the low level of computer skills they had.

3. WORK BASED TRAINING: THE DIFFICULTIES OF A FAMILY TRAINING COURSE

The organisation of work-based training has presented critical issues in both countries. For Spain the work-based training in the family is not allowed by law; in Italy the activation of a work-based training follows the rules of a training internship as for other vocational courses.

The difficulties presented in Italy were the following:

- **a training in a private home requires the presence of a family member** and this represents a constraint that considerably reduces the number of families available
- the students interested in the modules for children and the elderly **wanted to do a specific training with one of the two targets**.
- the preparation of the students leaving the classroom training is of a good standard but **requires practice with accurate supervision** in the work-based training phase. Even more so for the care of children and the elderly.

To these aspects it is added that, the flexibility of participation offered has led to reschedule the work-based training hours in proportion to the attended modules.

WORK BASED TRAINING: ADOPTED SOLUTIONS

In Spain, given the impossibility of doing family training, the choice was to have a location where it was possible to also practice on the field.

This was possible particularly for the following modules:

- MODULE 1 Household cleaning
- MODULE 3 Meal preparation

For the other modules the classrooms **have been equipped with products, tools and practical simulations**. The practical part is part of the training hours.

In Italy the 120 hours envisaged by the project were divided into package (following table) **proportionally to the modules** attended. The modules 4 (Adaptation to different environment) and module 9 (Developing a professional identity) have been considered, due to their specific contents, as exceptional and transversal to the classroom activities.

The following table summarizes the duration of the work-based training for each module and the location used.

MODULE	NAME	ITALY TRAINING LENGHT	ITALY WORK-BASED TRAINING LENGHT	WORK-BASED TRAINING LOCATIONS
MODULE 1	Household cleaning	24h	16h	Office and/or family
MODULE 2	Laundry care	24h	16h	Classroom
MODULE 3	Meal preparation	28h	18h	Kitchen
MODULE 4	Adaptation to different environment	24h	/	Transversal
MODULE 5	Encourage social interaction children	20h	20h	Private schools
MODULE 7	Encourage self-care children	12h	/	Private schools
MODULE 6	Encourage social interaction-older people	16h	16h	Private hospital
MODULE 8	Encourage self-care – older people	16h	16h	Private hospital
MODULE 9	Developing a professional identity	24h	/	Transversal
TOTAL		180h	102 h	

In Italy, as anticipated, different locations were chosen to carry out the work-based training. The various options adopted are described below.

Family

The search for host families was the first step to look for consistency with what was defined by the project. Families have shown **mistrust** in receiving an unknown person at home and, as anticipated, difficulty in being present at home during work-based training.

Two families, part of the personal network, have made themselves available to host the students of the cleaning and laundry modules; a total of three trainees performed family training.

A **timely supervision by the family** member was necessary; the numerous needs of the students hosted (all young African foreigners) have been reported.

Particularly, the following aspects were crucial:

- adaptation to the context
- an understanding of family habits regarding cleaning needs
- female students complained that they were not paid for this activity (not to families directly but to Margotta's tutor).

The work-based training in the family proved to be of great use for the students but very difficult to pursue for the families.

Kindergartens (with children from 3 to 6 years).

The solution was given by the Labour Consultants who have some kindergartens among their clients.

The students were placed in classes of children of different ages in rotation.

The activity was carried out partly in observations of the activities and partly with a direct involvement with great satisfaction on both sides.

Privat Hospitals - direct customers of Margotta.

Students, according to the security rules, could only observe the activities carried out during the different hours of the day without being able to operate directly.

They were able to keep old people company at certain times of the day. On both sides the solution adopted was very satisfactory.

Kitchen at a rotisserie / shop

Students were involved in the basic preparation of the main dishes of Italian cuisine. An activity not only for observation but also for practice was therefore possible. Learning was more than satisfactory.

4. PLACEMENT

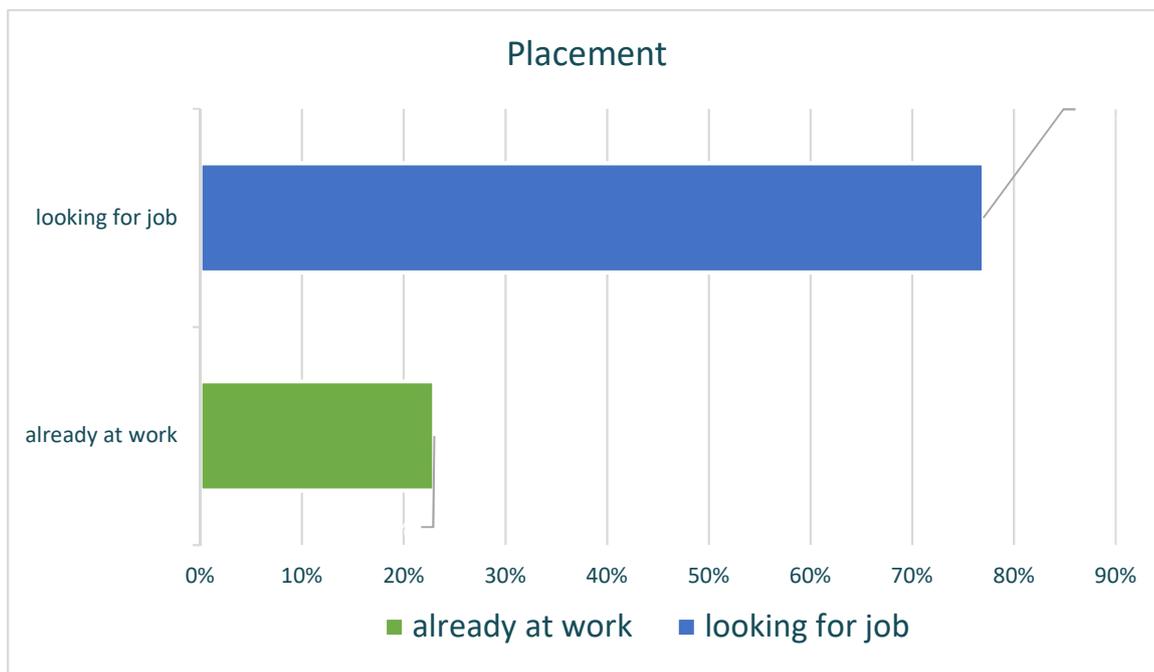
In Italy 7 students out of 25 students found a job, equal to 28% of the class.

In particular:

- 3 Italian students have found work in the family as a nanny
- 2 students (1 Italian woman and 1 Argentine man) found work in the family for the elderly
- 2 African female students, through caresses of Caritas (charity for vulnerable groups) were included with the paid internship formula. In Emilia Romagna the internship is paid 400€/month.

An initiative to match demand and supply by Margotta is in progress; indeed, during the training, two candidates were requested as laundry ironers.

The activity of module 9 - Develop a professional identity - is bearing fruit above all with regards to the correct drafting of a CV and the method of presentation of the candidate to interview.



In Spain students are not in possession of a legal permit and therefore cannot legally access a job at the end of the training. Probably some of them work undeclared but unfortunately the data available is not significant and relevant to give a percentage value to the placement.

5. RESULTS OF QUESTIONNAIRES

The project includes among the **performance indicators** the survey of:

- 40 student satisfaction questionnaires - structured methodology with questions closed the total satisfaction questionnaires were **48**, 25 in Spain and 23 in Italy
- 16 interviews with trainers / teachers / tutors and managers in Italy - focus group methodology There were **16** tutors and teachers, 8 in Italy and 8 in Spain.

STUDENT'S SURVEY

The questionnaires administered both in Spain and in Italy revealed a **high level of satisfaction** on the part of the students.

The aspects for which the students expressed themselves with satisfaction but in a less clear way are:

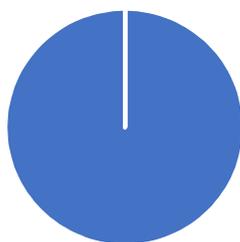
- the activity in e-learning
- the duration of the course

Are you **satisfied** with the course?



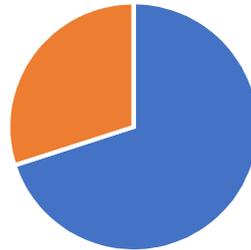
- absolutly
- quite satisfied
- not entierly satisfied
- absolutly not satisfied

Did you learn what you expected?



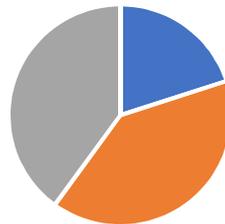
- absolutly
- quite satisfied
- not entierly satisfied
- absolutly not satisfied

Was practical exercise useful?



- absolutely
- quite satisfied
- not entierly satisfied
- absolutly not satisfied

Was the e-learning part useful?



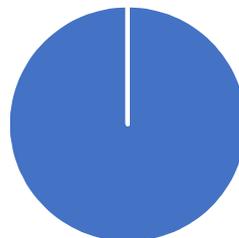
- absolutely
- quite satisfied
- not entierly satisfied
- absolutly not satisfied

Did the teachers support your learning?



- absolutly
- quite satisfied
- not entierly satisfied
- absolutly not satisfied

Did the tutor support you?



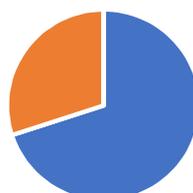
- absolutly
- quite satisfied
- not entierly satisfied
- absolutly not satisfied

Was the overall duration of the training right?



- absolutely
- quite satisfied
- not entirely satisfied
- absolutely not satisfied

Did you have a useful documentation?



- absolutely
- quite satisfied
- not entirely satisfied
- absolutely not satisfied

TRAINEES FOCUS GROUP

The evaluation of the teaching experience was carried out by holding evaluation meetings with the teachers at the end of the modules they taught both in Spain and in Italy.

All teachers were **very satisfied with the experience**. The motivation of the students and their interest in the subject taught is indicated as very enriching.

They agree that the **duration of the classes** in the classroom was enough because they had adapted the contents to the needs of the group and to the available hours.

They consider that the **duration of the face-to-face training should be flexible** according to the needs of the students and their possibilities to access the online training.

They believe that in the case of students who are familiar with the country's customs, with ICT skills and easy access to computers with internet connection, face to face training could be shorter because they **are able to access to the e-learning contents**. However, they believe that in the case of foreign students who need to learn the customs of the country and who also have difficulties to carry out the e-learning part of the course, the face-to-face training should be more extensive.

They believe that the way in which the classes have been organised has made it possible to achieve the objectives set on this occasion, but, as indicated above, two main points should be considered:

- according to the profile of the students, it is advisable to **reinforce the face-to-face part**
- blending-learning system is not the most suitable for some people.

The training contents elaborated in the project are considered by everyone very useful as starting material to adapt them to the needs of each group. The training content is considered:

- complete and detailed,
- technically professionalising
- good start to elaborate common material (slides, exercises).

In Italy where the student group was mixed, Italians and foreigners of different backgrounds, the teachers, the tutor and the coordinator found difficulties in the modules attended by all.

In fact, it was a question of linguistic difficulties and cultural differences that according to the interviewees require:

- **simplification of the learning material** to make it more usable for everyone through the **increased use of images** and the increase of the face-to-face part
- simplification of the e-learning part, **enriching it with animation and photos**

This simplification was especially necessary for those students coming from other countries.

Some suggestions are made as follows:

- provide **separate courses** for different targets
- provide an **introductory course** to align with foreign students.

6. CONCLUSIONS AND RECOMMENDATIONS

According to the evaluation of this project, a list of **strengths and weaknesses** can be drawn in order to ensure a proper implementation of the training program for Domestic Housekeeper.

SELECTION OF CANDIDATES

- Plan to set up an **initial test** to evaluate the skills required during the whole length of the training programs
- Define whether a **pre-training** for foreign students is necessary – In this case MODULE 4 Adaptation to different environment - will be adapted to the target.

TRAINING

- Maintain **modularity and flexibility** in the frequency of the modules
- Offer **career development advice** to all students, even those who only attend one module
- **Adjust the training** program organisation to the audience's needs and availability
- **Adapt exercise** to the audience's level and expectations
- **Keep the elderly and children modules together and evaluate the possibility of doing more hours.** The modules were in great demand because they can improve the chances of finding work based on the most urgent needs of families
- Simplify e-learning for foreigners by enriching with images and photographs in a specially designed learning path
- **Improve e-learning** not only to resume and make a self-assessment but to allow a larger part of distance learning
- Offer **multimedia resources** to provide total autonomy in the training program organisation.

WORK BASED TRAINING

- Have a **location available** for training that allows practical exercises on the spot
- Do a **practical pre-training** especially for foreign students before entering them in any context of work-based training
- Provide work-based training **payment** especially in the case of family activities
- Enter in work-based training in families looking **for candidates to hire**
- Establish the figure of the **insertion tutor** who supervises the activities of work-based training.

FINAL STEP

- Plan to set up a final test to evaluate the skills acquired during the whole length of the training program.

ANNEX 1

SATISFACTION QUESTIONNAIRE

MODULES:

Questions	Completely	Quite good	Not entirely	Absolutely no
Are you satisfied with the course?				
Did you learn what you expected?				
Did the lesson satisfy you?				
Did the classroom part last just right?				
Was the E learning part useful?				
Were e-learning content exhaustive?				
Has the teacher helped you learn?				
Did the classroom tutor help you?				

Is the documentation you had interesting?				
Was the overall duration of the training, right?				
Were the exercises useful?				
Have you been sufficiently informed of the course?				