

**P R O  
D O M  
E**

**PRODOME  
Deliverable 3  
European  
Training  
Pathway for  
Domestic  
Housekeepers**



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## INTRODUCTION

As explained in deliverable 2 “European Curriculum for Domestic Housekeepers”<sup>1</sup>, **PRODOME project has developed a common competence framework with hard and soft profile-specific skills**, but also transversal skills. Those integrate **green and ICT skills**, whose relevance was already advocated in the application form, and then validated by the research carried out under WP1, as explained in deliverable 1 “State of the art of domestic work in Europe”<sup>2</sup>.

In this sense, the **7 competence areas** identified, including 18 competences and 284 learning outcomes, have been structured into a total of **9 blended training modules**:

1. Household cleaning : Module 1 “Housekeeping”.
2. Laundry care: Module 2 “Laundry care”.
3. Meal preparation: Module 3 “Meal preparation”.
4. Adaptation to different communication situations: Module 4 “Adapting communication to different situations”.
5. Organising social and leisure activities: Module 5 “Organising social and leisure activities for children” and Module 6 “Organising social and leisure activities for adults”.
6. Encouraging independence in hygiene activities: Module 7 “Helping the child to perform personal hygiene activities independently” and Module 8 “Maintaining the elderly person’s independence in personal hygiene activities and contributing to the person’s well-being”.
7. Developing employability: Module 9 “Promoting your own skills and managing your job search”.

Considering that each module has different contents, and therefore learning requirements, the learning materials have been developed so as to effectively cover the relevant learning outcomes through different formats: **for face-to-face training, power points** have been identified as the most relevant learning materials; **for blended training, two types of info sheets have been created** (summary sheets and tool sheets), as well as **quizzes**.

Please find more detailed information on the next section and note that some differences can be found due to cultural adaptation to the different piloting countries.

<sup>1</sup> Available at the project’ website: <https://www.prodome.eu/en/the-results/>.

<sup>2</sup> Idem note 1.

# 1. LEARNING MATERIALS

## FACE-TO-FACE LEARNING

The training materials used in the face-to-face sessions developed are different in Italy and Spain, because **each country has adapted the training contents developed in the project to the profile of its participants, to the reality of the country and to the characteristics of the facilities used during the training.**

In Spain, for the delivery of modules 1 and 2, a real home was used, as well as a small laundry room. For this reason, the training contents of those modules have been taught directly in a practical way and no support material as power points or similar has been used just cleaning tools and products. In Italy, however, a power point presentation has been developed for the contents of module 1, whereas it was not necessary in the case of module 2, because has also been delivery in a practical way.

For the delivery of the other training modules we have used in both countries, in addition to the training contents, materials prepared specifically for the students who were going to participate in the face-to-face classes, mainly power points that in some cases include links to Internet videos related to the training contents.

**8 power points have been elaborated in Italy** (available in Italian) **and 7 in Spain** (available in Spanish) **to support face-to-face classes.** In addition, other support materials in Spanish have been used, such as templates of domestic work contracts, payrolls, etc.

These materials prepared for the face-to-face sessions have not been translated into English or French because they were adapted to the specific group of participants and to the reality of each country, although they have always been elaborated from the training contents that are available in English.

## DISTANCE LEARNING

### SUMMARY SHEETS

A total of **51 summary sheets** have been developed in order to summarize the learning contents developed under WP2 for each module<sup>3</sup>. Therefore, these sheets are a complement of face-to-face sessions where the trainer presents the contents of each module. These sheets give indeed a **synthesis of the key information and messages, in a printable, user-friendly and graphic-intuitive format.** Please find an example in annex I.

### TOOL SHEETS

A total of **70 tool sheets** (including **2 transversal tool sheets** for Modules 1 to 6) have been developed in order to directly address the tools required for each module and to be known and applied for the different housekeeping tasks. As the summary sheets, they have a **printable, user-friendly and graphic-intuitive format.** Please find an example in annex I.

<sup>3</sup> Idem note 1.

## QUIZ

In order to support the trainees during the learning process of the contents included in the face-to-face sessions and distance learning, **51 quizzes including 253 questions have been developed to test the acquired knowledge** during the whole training so that trainees can check their progresses. They have also a **user-friendly and graphic-intuitive format**, and “exam-like” such as “red-colored wrong answer” have been expressly avoided in order to support trainees’ motivation and positive attitude towards the training. This is especially important considering the target group, since domestic housekeepers are mostly low-qualified workers with low education levels, facing strong barriers to access training.

## 2. GUIDELINES AND ADDITIONAL INFORMATION

As already explained in deliverable 2 “European Curriculum for Domestic Housekeepers”, some **pedagogical choices**, as well as a few key **entry requirements**, are to be kept in mind for the training implementation.

### PEDAGOGICAL CHOICES

PRODOME project proposes a “**trainee-centred training**”, meaning that is addressed to adult learners and therefore **andragogy principles** are to be applied, since an adult can learn better if:

- An active role is ensured during the learning process;
- Motivation and interest on training are present;
- Learning includes real-life experiences and they are considered as an asset;
- Learning is linked to real work life’ situations and contexts;
- Learning is implemented in a context of trust, respect and benevolence;
- Learning is implemented in an informal context (not a scholar one), based on peer and trainer exchanges;
- Learning is focused on practice.

In addition to this, and as mentioned above, **the target group faces several obstacles** as regards training, linked to a low education and qualification resulting on lack of confidence and a feeling of being “back to school failures”. In this sense, trainers shall make sure that all the pedagogical, psychological, logistic, and other conditions are favourable and supportive.

### ENTRY REQUIREMENTS

Even if there are not specific entry requirements, some considerations may be taken into account to ensure learners’ success and prevent dropouts during the training. In this sense, trainees shall:

- Carry out simple calculations relevant to domestic work,
- Understand oral and written instructions,
- Have basic ICT skills (using a pc, opening documents, searching on the internet, sending emails, etc).

### MAIN FEATURES OF THE TRAINING

The time allocated for the whole training pathway is 300 hours. This duration includes:

- 180 hours of blended learning, that is, combining online digital media with traditional classroom methods;
- 120 hours of work-based learning.

### WORK-BASED LEARNING

Work-based learning is meant to help trainees to imagine themselves as professionals and to better adapt to different situations. However, **domestic work has its own characteristics** that make the organisation of work-based learning, with the same guarantees for students and families that could be given in other sectors, very complicated today. The obvious difficulty is that the place of work is

the home of a family and not a company, which translates into a series of complications of which we will mention some:

- It is **not easy to find families willing to welcome a student** to do an internship at home, bearing in mind that he would be an unknown person, still in training and therefore not professional, who would spend some time at their homes, taking care of their belongings or some members of their families.
- Most families have only one housekeeper, so students should do the internship alone, without peers.
- It would be complex to establish the figure of the **internship tutor** in the company that usually exists in other sectors, which should be assumed by the person who chooses to host the student in his family, thus assuming this person of a responsibility that might not be willing to accept. In addition, in many cases the person who would have to take on such mentoring might be working away from home when the student is at home.
- It is also complex to organise a mentoring of the training provider visiting the students on the job, because he should have access to a family home for which the family's authorisation would be required, which could place limits on such visits or prohibit them directly, leaving the student without external supervision.

Another problem with organizing the internships is that, as we already foresaw during the development of the contents and confirmed during the delivery of the curriculum, in order to make it easier for the students to follow the training this must be offered in a modular way and would have to be certified in the same way, so that each module should have to include its own work-based learning, which would make even more complex the process of finding families and the tutoring and coordinating of the internships. To these problems should be added the **difficult legal fit of this work-based learning**, since at this moment they are not contemplated in the labour legislation.

The difficulties listed above, together with the impossibility of organising them in a legal way, meant that **in Spain it was decided not to organise work placements for students, whereas in Italy they were only available to a very small number of students** who had participated in the training.

As a conclusion of our experience we can say that at the moment, organising work placements for students who are being trained for domestic work, both the one we propose in PRODOME or any other training programme, is something complex and in practice almost impossible to organise for a significant number of students. In order for work based training in this sector to be carried out with the same guarantees and the same controls as in any other sector, **it would be necessary to develop regulations involving public administrations, training centres and representatives of the workers (trade unions) and families who could host these practices.**

### 3. LEARNING MATERIALS

**All the blended learning materials**, both used for face-to-face and for distance learning, **are available for download at the project website**, at the results' section: <https://www.prodome.eu/en/the-results/>, under different formats: power point, pdf documents and OER. For these last resources, they are compatible with all LMS platforms, such as Moodle.

### 4. TEMPLATE FOR TRAINING CERTIFICATES

In line with the considerations included above as regards the importance of motivation in adult education, especially for trainers who face obstacles for training, the partners of the project have elaborated a training certificate. **Even though it is not an official document, it details the modules completed by the trainee, as well as the number of hours and an equivalence of ECVET credits.**

This document is a powerful motivation tool for trainees, and it can also be **very useful for job seeking purposes**, mainly during the interview with potential employers, since trainees can prove they have completed a specific training for the position they are applying for. The template used by the project can be found in annex II.

### 5. EQAVET PRINCIPLES

The quality assurance arrangements for the delivery of the training have been the following ones, according to EQAVET principles:

- **Planning:** clear, relevant and measurable goals were defined as regards the implementation of the training. A minimum of 20 domestic housekeepers per country was established, as well as the total number of hours - including blended learning (180 hours) and work-based learning (120 hours) -, and 9 modules.
- **Implementation:** in order to ensure the achievement of the goals defined during the planning phase, a larger number of domestic housekeepers was recruited, and the teachers and the facilities were defined in advance, together with the relevant stakeholders involved at local level (VET providers, social partners, trade unions, public employment services, certification authorities, decision and policy makers, etc.) mainly for the practical and the work-based learning part.
- **Assessment and review:** for monitoring and review purposes, pre and post questionnaires, as well as an evaluation session completed with the trainees have made possible to obtain feedback as regards the relevance of both the contents and the format of the training. For more details on the evaluation of the training, please refer to Deliverable 5 Evaluation report on training delivery, available at <https://www.prodome.eu/en/the-results/>.
- **Recognition of learners:** as explained in the previous section, a training certificate has been delivered to each participant. Even if it is not an official, legal document, it is a materialisation of the efforts and learning pathway completed by the trainees, to be used mainly for job seeking purposes.

# ANNEX I

## DESIGNING A PERSONALISED PROJECT FOR YOUR EMPLOYER

In order to best meet my employer's needs, I gather information about her/his **needs and expectations** when we first meet. I then take them into account to **plan the tasks** that need to be performed and design a **personalised project**.

**I ask my employer questions when visiting her/his house**

- How many hours a week do I have to work?
- How do I get into the house? Is there an entry code? Will you give me keys?
- How many people are in the household? Do you have children? How old are they?
- When are people at home?
- Do you have pets?
- Are there objects I am not allowed to touch?

**I gather the necessary information to design a personalised project**

I ask my employer which tasks she/he expects me to perform.  
I report which tasks I have to perform and how often on the **personalised project tool worksheet**.  
I take this opportunity to observe how many rooms there are and how big they are, as well as the type of furniture I will have to clean.

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## PERSONALISED PROJECT

Write a D in each box if the tasks are daily ones, W if they are weekly ones, and M if they are monthly ones.

<p><b>TOILETS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> empty and clean the rubbish bin</li> <li><input type="checkbox"/> clean the toilet bowl</li> <li><input type="checkbox"/> disinfect the floor</li> <li><input type="checkbox"/> replace the toilet paper roll</li> <li><input type="checkbox"/> clean the door knobs, switches and plugs</li> </ul>		<p><b>BEDROOMS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> tidy up the room</li> <li><input type="checkbox"/> dust the furniture</li> <li><input type="checkbox"/> dust the bed frame</li> <li><input type="checkbox"/> dust the paintings</li> <li><input type="checkbox"/> clean the baseboards</li> <li><input type="checkbox"/> make the bed</li> <li><input type="checkbox"/> clean the door knobs, switches and plugs</li> </ul>
<p><b>KITCHEN</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> wash and put away the dishes</li> <li><input type="checkbox"/> tidy up the counter top</li> <li><input type="checkbox"/> empty the dishwasher</li> <li><input type="checkbox"/> clean the cabinet doors</li> <li><input type="checkbox"/> clean the refrigerator doors</li> <li><input type="checkbox"/> clean the refrigerator top</li> <li><input type="checkbox"/> clean the microwave oven</li> <li><input type="checkbox"/> clean the backboard</li> <li><input type="checkbox"/> clean the cooking plates</li> <li><input type="checkbox"/> disinfect the counter top</li> <li><input type="checkbox"/> empty and clean the rubbish bin</li> <li><input type="checkbox"/> disinfect the sink</li> <li><input type="checkbox"/> clean seats</li> <li><input type="checkbox"/> clean door handles, outlets and switches</li> </ul>	<p><b>BATHROOM</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> empty and clean the rubbish bin</li> <li><input type="checkbox"/> clean the bathtub and shower</li> <li><input type="checkbox"/> clean the top of wardrobes</li> <li><input type="checkbox"/> clean furniture doors</li> <li><input type="checkbox"/> dust lamps</li> <li><input type="checkbox"/> clean the soap holder</li> <li><input type="checkbox"/> clean the toothbrush glass</li> <li><input type="checkbox"/> clean the sink</li> <li><input type="checkbox"/> clean the mirror</li> <li><input type="checkbox"/> change towels</li> </ul>	
<p><b>LIVING ROOM</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> tidy up the room</li> <li><input type="checkbox"/> dust the furniture</li> <li><input type="checkbox"/> dust the TV stand</li> <li><input type="checkbox"/> dust the radiators</li> <li><input type="checkbox"/> clean the sofa</li> <li><input type="checkbox"/> shake cushions</li> <li><input type="checkbox"/> clean the coffee table</li> <li><input type="checkbox"/> clean the lamps</li> <li><input type="checkbox"/> clean door handles, outlets and switches</li> </ul>	<p><b>OCCASIONAL TASKS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clean the window panes</li> <li><input type="checkbox"/> sweep the patio/balcony</li> <li><input type="checkbox"/> wash the patio/balcony</li> <li><input type="checkbox"/> organize the inside of closets</li> <li><input type="checkbox"/> dust light bulbs</li> <li><input type="checkbox"/> use steam cleaner to clean mattresses</li> <li><input type="checkbox"/> remove grease on the hood extractor</li> <li><input type="checkbox"/> clean air vents</li> <li><input type="checkbox"/> change sheets</li> </ul>	

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## ANNEX II



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### TRAINING CERTIFICATE

COMPLETED IN THE FRAMEWORK OF THE **ERASMUS+ PROJECT PRODOME**  
(PROFESSIONALISING DOMESTIC HOUSEKEEPERS IN EUROPE)

NAME: Ms ANNE DUPONT

ID number: 1003811011552

HAS PARTICIPATED TO THE TRAINING FROM THE 3/02/2019 TO THE 28/02/2019

Ms Emilie Martin

DIRECTOR OF VET PROVIDER – 01/03/2019

SIGNATURE

THIS PROJECT IS CARRIED OUT IN THE FRAMEWORK OF THE ERASMUS + PROGRAMME BY THE FOLLOWING PARTNERS:



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### MODULES AND UNITS

Modules	Number of hours	ECVET credits
Household cleaning	24	0,80
Laundry care	24	0,80
Meal preparation	28	0,93
Adaptations to different environments	24	0,80
Encourage social interaction – children	20	0,67
Encourage social interaction – older people	16	0,53
Encourage self-care – children	12	0,40
Encourage self-care – older people	8	0,27
Develop a professional identity	24	0,80
Work based learning	120	4

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