

**PRO
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PRODOME

Deliverable 4

Implementing certification pathways for domestic housekeepers



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DOCUMENT SUMMARY

"Implementing certification pathways for domestic housekeepers" represents Deliverable 4 and has been prepared within the framework of the "Work Package (WP) 4 **"Certification and recognition"** of the PRODOME project.

This document collects and analyses all data collected during the **consensus building activities**, describing its results and identifying potential pathways for further development among involved actors. More concretely, this report provides technical recommendations based on the **5 policy visits and 5 national consensus workshops**, organised according to the **three main aims of WP4**:

- **To involve stakeholders**, in the countries of the consortium and outside the consortium, **on the possibility to create a common path for mutual recognition of the professional profile**, on the basis of qualification standards as designed in WP2;
- **To identify common elements and establish links between the countries of the consortium** (as a minimum, further countries can be involved as possible) **on certification processes** to access the training pathway, or to have recognition of prior learning on the basis of established qualification standards;
- **To keep contact with guidance and employment offices** in order to involve them in the professionalization process, which will require also attraction to the profession.

This **report is structured in four parts**, including a technical analysis and proposals concerning:

- domestic work definition,
- competence frameworks compliance with EQF,
- certification procedures,
- and proposals for harmonisation of available curricula.

A **synthesis** of the **policy visits and national consensus workshops**, as well as the respective reports, are included in **annexes**.

EXECUTIVE SUMMARY

The objective of the PRODOME project is to contribute to the professionalisation of domestic workers in Europe by providing a common European curriculum in several countries. **This report aims at providing guidelines for the recognition of domestic work as a profession through certification and its professionalisation in Europe.**

The recognition of housekeeping work, especially of domestic workers, is embedded in a political and technical context, involving multiple challenges. According to Eurostat, **the domestic work sector accounts for 2,6 million workers in Europe¹**. PRODOME's objective is more specifically to promote the certification of domestic workers who perform main housekeeping duties (housecleaning, laundry care, meal preparation) but also care for vulnerable groups such as elderly people or children.

In this sense, the implementation of certification pathways for domestic workers would have multiple benefits. Firstly, the recognition and professionalisation of domestic work are the responsibility of the political institutions whose mission is to provide a legal and regulatory framework: therefore, **the fight against undeclared work**, the simplification of administrative hiring procedures, the initiation of a **social dialogue for the establishment of fundamental rights for domestic workers**, the implementation of an access to employment policy, are all issues that fall within the competence of the member states and public institutions.

Secondly, the recognition of the profession involves technical data and concepts related to certification and training planning and design as its objective is **to professionalise domestic work in compliance with the European Qualifications Framework (EQF)**.

The different WP of the PRODOME project have thus allowed to involved stakeholders to explore this technical aspect, through the WP1, which provides an overview of domestic work in Europe, the WP2 for the design of a domestic worker training course, or the WP3 for the setting up of a training course for domestic workers in Europe.

In line with these technical packages, this deliverable elaborated under WP4 aims to provide technical guidelines regarding the professionalisation and certification of domestic work to help PRODOME's partners to harmonise their working methods and thus work towards the professionalisation of domestic work in each of the participating countries (Italy, France and Spain) and beyond in the EU.

It is therefore important to point out in this introduction that, at this point, there is no Europe-wide certification system. No diploma can be recognised or recorded by a European institution. However, the European Commission encourages its member states, through the creation of various educational and training tools, to harmonise their qualifications or degrees, or equivalences to promote workers' mobility across Europe, such as EQF, European Credit system for Vocational Education and Training (ECVET), Europass, etc.

This is why the guidelines provided in this report will be based on the different available recommendations in terms of adult education and training to help PRODOME's partners to consolidate the technical aspect of their respective qualifications systems, especially through measures linked to the "New skills agenda for Europe", adopted by the Commission on June 10, 2016, where 10 actions were launched to make the right training, skills and support available to people in the EU².

The technical guidelines included in this report will also be based on the ideas generated during the five policy visits and the five national consensus workshops organised by PRODOME's partners, in the three participating countries: France, Italy, and Spain (please see annexes for more information).

¹ According to Eurostat EU-Labour Force Survey 2012.

² <https://ec.europa.eu/social/main.jsp?catId=1223>

In order to encourage the harmonisation of a qualification system and the professionalisation of domestic work in Europe, **the guidelines included in this report will focus on 4 points:**

- Guidelines regarding domestic work (I)
The objective of these guidelines is to perform a comparative analysis of the different existing qualifications or degrees in each country and **compare activities and tasks in order to determine which ones are common for domestic work to all EU countries**, in accordance with the EC's main recommendations;
- Guidelines to provide a structure to the domestic worker' duties and skills in accordance with the EQF (II)
The objective of these guidelines is to **use the basic concepts of the EQF to provide more structure to competence frameworks** in the field of domestic work, so they can be compliant with its requirements;
- Guidelines to promote common certification procedures to assess domestic workers' skills in the EU (III)
The objective of these guidelines is to **identify the major steps needed to build an evaluation system which will help applicants to use their knowledge to work situations and set up a qualification system** to increase domestic workers' employability in the EU;
- Guidelines to integrate the European qualifications ecosystem (IV)
The objective of these guidelines is to **encourage the harmonisation of European curricula and enhance the skills of people having attended a training course in the field of domestic work**. This may be done through the traceability and optimisation of their certified skills.

PART 1 - RECOGNITION AND PROFESSIONALISATION BY DEFINING THE DOMESTIC WORKER ACTIVITIES AND TASKS

In each of the countries involved in the PRODOME project, there are internal qualifications systems as well as certificates or degrees whose aim is to certify and professionalise domestic workers. An overview of existing qualifications in the field of domestic work in France, Spain, and Italy **(A)** demonstrates that each country does not consider domestic work the same way, and the domestic worker duties are different in each country **(B)**.

Also, in an attempt to bring together and harmonise qualification procedures in the 3 countries, a consensus on the main activities common to domestic workers in all 3 countries was reached by the stakeholders in the PRODOME project **(C)**. Several technical guidelines can therefore be issued to continue this harmonisation work in the field of domestic work in order to comply with the European Commission requirements in terms of adult education and training **(D)**.

A. EXISTING QUALIFICATIONS FOR DOMESTIC WORKERS IN FRANCE, SPAIN, AND ITALY.

In France, several qualifications concerning domestic jobs are registered by the National Committee on Vocational Qualifications, named "*France Competences*" since 2018.

Since January 2019, *France Competences*, a public administrative body, created by the law of **September 5, 2018**³, is responsible for the National Register of Vocational Qualifications (RNCP) and the Specific Register (SR). One of *France Competences*' responsibilities is to go over applications for registration using the criteria defined by **the decree of 18 December, 2018**⁴ regarding the registering conditions of professional qualifications, and certifications and accreditations in national registers.

Applications for certification registrations, in compliance with **the order of 4 January 2019**⁵, take into account 5 levels of qualification; level 1 qualifications being the highest, and level 5 qualifications the lowest.

In the French NQF (National Qualification Framework), several certificates or degrees are related to domestic work. The "**employé familial**"⁶ (5NQF – 3EQF) qualification is the certification that is the closest to the domestic tasks as defined in the PRODOME project. IPERIA l'Institut, a professionalisation platform and lead partner of PRODOME, commissioned by the professional branches of childminders and employees of individual employers for the professionalisation of family employment, acts as a certifying body on behalf of professional branches of the professional level 5 qualification for domestic work. This level can be achieved either through training or validation of prior occupational learning. It involves activities linked to household cleaning, child and non-disabled elderly care; it is broken down into 7 competence core units, each of them certifiable separately.

In Spain, professional qualifications are registered with the National Institute of Qualifications (INCUAL – Instituto Nacional de Cualificaciones), created by the **decree 375/1999 of 5 March 1999**⁷. INCUAL, as an organisation of the Department of employment and vocational training, is responsible for defining and updating

³ LOI n° 2018-771 du 5 septembre 2018 pour la liberté de choisir son avenir professionnel.

⁴ Décret n° 2018-1172 du 18 décembre 2018 relatif aux conditions d'enregistrement des certifications professionnelles et des certifications et habilitations dans les répertoires nationaux.

⁵ Arrêté du 4 janvier 2019 fixant les informations permettant l'enregistrement d'une certification professionnelle ou d'une certification ou habilitation dans les répertoires nationaux au titre des procédures prévues aux articles L. 6113-5 et L. 6113-6 du code du travail.

⁶ <http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&fiche=17799>

⁷ Real Decreto 375/1999, de 5 de marzo, por el que se crea el Instituto Nacional de las Cualificaciones.

all the professional certificates, as well as validating prior occupational learning. There are 8 levels of qualifications in Spain: INCUAL manages and delivers level 1 to 5 certificates, whereas level 6 to 8 certificates are managed by universities.

"Empleo doméstico"⁸ (level 1 NQF -3 EQF) certificate is closest to the activities of the domestic worker as described in the PRODOME project. It combines 3 training modules, each of them leading to certification: household cleaning, meal preparation, laundry care. This certificate can be obtained either through training or through validation of prior occupational learning. This certification is not aimed at a specific audience but at all families and includes basic modules to help perform domestic work. The training programme is managed by organisations under the authority of the State and Regional bodies.

For the care of vulnerable groups such as children and elderly people, additional training courses are longer and include more structure and expertise. It corresponds to a level 2 qualification. It also seems like needs in terms of childcare are met by existing childcare institutions.

In Italy, the management of certifications is decentralised. This is why visibility and traceability in terms of certification remain complex. Regions work independently when it comes to training and qualification issues. The State's role only consists of registering existing training programmes and certifications but there is no specific test with prerequisites to receive certification. The **decree of 14 September 2015⁹**, established **ANPAL** (Agenzia Nazionale Politiche Attive Lavoro), a government agency which keeps an up-to-date register of the declared qualifications or titles. This institution, via a platform, provides information allowing for comparative analyses between the different professional tasks of the 18 regions of Italy. The EQF is used for the submission and declaration of training programmes or qualifications to ANPAL.

In Italy, ANPAL has listed several training programmes related to domestic jobs, including many childcare jobs, but they don't include skills linked to household work such as babysitting, home help with children, or housekeeping. Some close profiles that can be mentioned are "Operatore Socio Sanitario"¹⁰ (4 EQF) and "Assistente familiare" (3 EQF) existing in some regions such as Regione Lombardia¹¹, but the first one is too high as regards domestic housekeepers and also includes health-related competences (whereas domestic housekeeper are supposed to perform only social care-related tasks), and the second one has a very time-limited training of about 60 hours. It is therefore difficult to say if in Italy the tasks assigned to domestic workers in a regional training programme or declared degree match the ones described in the PRODOME project.

However, during the policy visit organised in Rome¹², **the organisation EBINCOLF presented the recent creation of a training programme for "domestic assistants,"** which includes basic housekeeping skills, and child and elderly care. A skills assessment procedure is used by a final jury to evaluate applicants' skills. EBINCOLF is the certification body but this training programme is not included in the NQF.

To sum up, the following table compares existing qualifications or degrees available for domestic workers in the 3 participating countries in the European project PRODOME:

	Title of qualification	Level of qualification	Qualification procedures
FRANCE	Domestic worker ("employé familial")	5 NQF – 3 EQF	7 certifying core units

⁸ <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/DetalleEspecialidadFormativa.do?codEspecialidad=SSCI0109>

⁹ Decreto Legislativo 14 settembre 2015, n. 150.

¹⁰ <http://orienter.regione.emilia-romagna.it/orienter/exec/portale.jsessionid=Q22zhaUwP+IK7U+3CboPZzly.undefined?actionRequested=performShowSchedaDettagliQualifica&qualifica=5-41>

¹¹ <http://www.regione.lombardia.it/wps/portal/istituzionale/HP/DettaglioServizio/servizi-e-informazioni/Cittadini/Lavoro-e-formazione-professionale/Formazione-per-il-lavoro/assistente-familiare/assistente-familiare>

¹² Held in Rome on the 21st and 22nd February 2019. For more detailed information, please see annex I.

SPAIN	Domestic work ("empleo doméstico")	1 NQF – 3 EQF	3 certifying training modules
ITALY	Domestic assistants ("assistente familiare")	To be defined	3 training modules including a final certificate

The following table compares the existing qualification bodies in France, Spain and Italy:

FRANCE Employé familial	<p>7 core certifying training units as part of a 437-hour training and assessment program organised as follows</p> <p>CORE UNIT1 - Managing work for multiple employers- 100 hours</p> <p>CORE UNIT 2-Organising one's professional space - 43 hours</p> <p>CORE UNIT 3- Effective relationships and communication - 65 hours</p> <p>CORE UNIT 4- Household cleaning and meal cooking - 58 hours</p> <p>CORE UNIT 5- Maintaining independence in an elderly person- 99 hours</p> <p>CORE UNIT 6-Caring for a 3-years child old and over - 36 hours</p> <p><i>As well as one of the following electives:</i></p> <ul style="list-style-type: none"> - CORE UNIT 14-Helping children with extra-curricular, social, and leisure activities - CORE UNIT 15- Cooking a variety of meals for a family - CORE UNIT 16- Performing small jobs around the house <p>A 105-hour long internship will also be completed.</p>
SPAIN Certificado Empleo Doméstico	<p>4 core certifying training units as part of a 180-hour training and assessment program organised as follows:</p> <p>MF1330_1 Household cleaning- 30 hours</p> <p>MF1331_1 Preparation of meals at home (shopping, organisation, handling, cooking, and storage) - 60 hours</p> <p>MF1332_1 Care of bedding, clothing, and linens. Washing, ironing, and sewing clothes - 10 hours</p> <p>MP0141 Job shadowing- 80 hours</p>

<p>ITALY Domestic assistant training</p>	<p>Three 112-hour core training units, with final certification, organised as follows:</p> <p>Common core training modules- 64 hours Module about elderly care - 24 hours Module about childcare - 24 hours No internship is included.</p>
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B. QUALIFICATION AND DESCRIPTION OF THE DOMESTIC WORKER DUTIES IN EACH COUNTRY.

Throughout the different stages of the PRODOME project, the partners have measured the extent of the differences regarding the duties and tasks of the domestic worker in each country. Similarities emerged as well as noteworthy differences.

a) BASIC TECHNICAL DUTIES

The PRODOME project's partners have found similarities in terms of basic domestic worker duties, such as housekeeping, laundry care, grocery shopping, and meal preparation. The domestic worker performs these tasks at the person's home in every country. These are fundamental technical skills in Italy, France, and Spain.

b) PEOPLE CARE DUTIES

The issue of people care is different from one country to another, depending on the type of people cared for and the level of support provided to them. The issue of support and care has been raised several times during the policy visits and national workshops of the PRODOME project. The goal is to consider the skills of domestic workers in elderly and childcare in general, in addition to fundamental technical skills.

Regarding childcare, each qualification or degree in the 3 countries participating in PRODOME includes the following duties: babysitting and child minding, helping with hygiene practices and meal preparation, organising excursions, etc. A consensus regarding common duties for childcare was easily reached between the participating countries in PRODOME.

Concerning elderly care, each qualification or degree in the 3 countries includes different activities. As an example, in France, in addition to basic duties, the domestic worker helps maintain the elderly person's independence for example: through social connections to help them break out of isolation, relevant activities, by involving them in the household's daily activities, and encouraging them to take care of themselves and especially their image. It is clear and established in France that domestic worker duties are not relevant for the care of dependent elderly people as this requires specific competencies which are not part of the domestic worker duties. In France, when care is provided to an elderly person, other professionals from the medical or paramedical sector must perform very precise procedures that fall within the competence of professionals whose work is strictly regulated (nursing assistants, nurses, physiotherapists, etc.). This is the reason why, in this context, any care-related task is excluded from the scope of the domestic worker's duty. Working with an elderly person consists of social care and not medical or paramedical procedures regulated by the decree 2004-802 of 29 July 2004¹³ about nursing duties.

In Spain and Italy, the issue of dependence is not as regulated as in France. This is why, during policy visits and national workshops, the various participants tried to think about possibilities that would allow domestic workers to provide more care activities to dependent elderly people. However, these activities require very

¹³ Décret n° [2004-802 du 29 juillet 2004](#) relatif aux parties IV et V (dispositions réglementaires) du code de la santé publique et modifiant certaines dispositions de ce code.

specific care skills which are not included in the PRODOME project or the domestic worker job description. Regarding social care for elderly people or children, these activities exist in Italy and Spain, without being really developed.

Given the existing disparities and similarities, the European stakeholders in the PRODOME project had to reach a consensus regarding the domestic worker duties in order to create common experimental training programmes.

c) CONSENSUS REACHED BY THE PRODOME STAKEHOLDERS REGARDING THE JOB DESCRIPTION AND THE DUTIES OF THE DOMESTIC WORKER.

In order to design a common experimental training programme, the consensus about the job and duties of the domestic worker was reached during the PRODOME project's focus groups organised under WP2. The participants agreed to include in the scope of the domestic worker duties not only traditional household tasks (housekeeping, laundry care, grocery shopping, and meal preparation) but also tasks related to elderly and childcare.

7 common training modules, including 18 competencies, have consequently been created:

- UNIT 1** Housekeeping
- UNIT 2** Laundry care
- UNIT 3** Meal preparation
- UNIT 4** Adapting one's communication style to different situations
- UNIT 5** Organisation of social and leisure activities (for children and seniors)
- UNIT 6** Encouraging self-care (for children and seniors)
- UNIT 7** Managing one's schedule and developing skills

Through this 7-unit organisation, the PRODOME project partners were able to harmonise the following modules:

1. **Relationship between employers and employees** (unit 4); basic module on communicating;
2. **Duties related to the management of the relationship with your employer (unit 7):** This module explores the qualities of domestic work, establishes the individual employer expectations, helps organise a job search;
3. **Technical job duties and tasks (units 1/2/3) enhancing the quality of household technical services.** The competencies in these 3 units have been built around professional technical duties such as: daily housekeeping (cleaning, use of adapted materials and products), laundry care (washing, ironing, sewing), shopping and meal preparation. It is important to note that the PRODOME partners have included **"green" skills** to promote sustainability and ecological citizenship with individual employers as well as ergonomics expertise in order to reduce the risk of work-related accidents or diseases.
4. **Duties and tasks involved in people care (units 5 and 6):** These duties are related to daily childcare, encouraging the child's autonomy, or care of able-bodied elderly people, by stimulating their abilities as often as possible.

- Examples of "knowledge, abilities, or responsibilities and autonomy" related to ecological citizenship as described in the competence framework created by PRODOME partners:

Use relevant techniques to sort out waste for the recycling of packaging and cleaning products.

Explain to the employer the benefits of using environmentally friendly professional techniques and green products in terms of health, household budget, and air quality in the house.

List the advantages and disadvantages of drying clothing outdoors or in the tumble-dryer in terms of budget, impact on the environment, laundry care, and time.

Be in charge of presenting and suggesting improvements to the employer for eco-responsible food management.

- Examples of "knowledge, abilities, or responsibilities and autonomy" related to ergonomics as described in the competence framework created by PRODOME partners:

Apply ergonomic principles and safety rules to prevent potential respiratory, dermatological, and musculoskeletal work-related diseases.

Apply basic ergonomic principles when carrying the laundry basket and loading the laundry machine to avoid pain.

- Examples of "knowledge, abilities, or responsibilities and autonomy" related to people care:

Describe methods to promote independence while helping your employer/person cared for.

Distinguish between doing things "for" the person cared for and "with" the person while helping her/him.

Encourage the child to become more independent, according to the child's needs and stage of development.

Be in charge of independently designing and suggesting various fun activities aimed at developing the abilities of the child or teenager cared for.

In view of the work that has been done, some minor technical recommendations can be made to continue this harmonisation work in the field of domestic work in order to comply with the European Commission requirements in terms of adult education and training.

d) GUIDELINES FOR THE DOMESTIC WORKER JOB DESCRIPTION.

These guidelines are based on the EU recommendations in terms of adult education and training. The European Union has indeed made three recommendations for the listing of skills in the competence framework:

1. Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning¹⁴;
2. Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults¹⁵;
3. The AEFA handbook (European Agenda for Adult Training) regarding transferable skills¹⁶.

Firstly, the recommendation of 18 December 2006 regarding key competencies for lifelong training has created **8 skills** necessary for people's personal growth and development, active citizenship, social integration, and work: 1 Communicating in the native language; 2 Communicating in a foreign language; 3 Mathematical skills and basic science and technological skills; 4 Digital skills; 5 Learning how to learn; 6 Social and civic skills; 7 Initiative and Entrepreneurship; and 8 Cultural sensitivity and expression.

These main fields of competence have recently been included in the Recommendation "Upskilling Pathways". The idea is to help low-skilled adults acquire a minimum level in reading, writing, calculating, and digital skills, and/or to acquire a wider range of skills by moving towards a higher education degree. In this respect, the

¹⁴ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32006H0962>.

¹⁵ https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AJOC_2016_484_R_0001

¹⁶ http://www.agence-erasmus.fr/docs/2496_2496_aefa-guide-competences-juin-2017.pdf.

PRODOME partners have included in the competence framework key competencies targeted by these recommendations.

The PRODOME partners have based the creation of its competence framework on the key-competency-related EU recommendations. The only issue which has not been explored is **language skills**, since it has been considered as an entry requirement (otherwise the training would have been too long). On this issue, 2 suggestions can be made:

1. **First proposal:** prerequisites to access the domestic worker qualification have been defined, as the entry requirement agreed for PRODOME piloting; for example: a minimum level of understanding in the language of the country where the employee lives has been defined and the structures organising the course can perform a preliminary test to make sure the applicant meets the language requirements;
2. **Second proposal:** the knowledge and competencies linked to the acquisition of language skills are described in the competence framework. The listing of learning outcomes in terms of minimum language skills is then necessary for each of the countries.

According to the hypothesis chosen, it can be relevant to use the technical guidelines of the Common European Framework of Reference for Languages - Learning, teaching, Assessment (CEFR), a document issued by the Council of Europe in 2001, which defines language proficiency levels through “can-do” descriptors in various domains¹⁷.

- Examples of “knowledge, abilities, or responsibilities and independence” in terms of minimum level of arithmetic, included in the competence framework designed by the PRODOME partners

Does basic arithmetic calculations to be able to measure ingredients, adjust recipes, convert weight and volumes. Calculates the right quantities and proportions of food according to the number of servings.

- Examples of “knowledge, abilities, or responsibilities and independence” in terms of minimum level of reading, included in the competence framework designed by the PRODOME partners

Defines the right cooking time and temperature for each ingredient according to a recipe - from a cookbook, a blog, or a website- while also following the manufacturer’s instructions for the appliance used. She/he is in charge of correctly understanding oral and written information given by the employer and reporting clearly about the activities performed.

- Examples of “knowledge, abilities, or responsibilities and independence” in terms of minimum level of writing, included in the competence framework designed by the PRODOME partners

She/he is in charge of correctly understanding oral and written information given by the employer and reporting clearly about the activities performed. Sets up, in agreement with the employer, a communication method to transmit relevant oral or written information regarding the child’s behaviour and progress in terms of physical, emotional, and mental abilities.

- Examples of “knowledge, abilities, or responsibilities and independence” in terms of minimum level of digital skills, included in the competence framework designed by the PRODOME partners

To facilitate the relationship with the people cared for

Advises/warns the parents regarding the use of social media by children so they can adopt a responsible attitude and limit the risk of negative experiences. Selects, on one of the identified websites, several simple recipes adapted to the employer’s needs and tastes. Searches online to efficiently identify hobbies and social activities available near the home of the employer or the person cared for. Uses the main features of the most common connected objects, such as a Smartphone, a computer, a tablet to send an email or make a video call.

To facilitate employability

¹⁷ <https://rm.coe.int/1680459f97>

Browns and uses several simple features of a word processor in order to create a clear and concise professional document describing professional experiences and achievements.
Applies online searching techniques to browse and select relevant job ads for you.
Explores and uses available services on job search sites to look for job opportunities, applying, uploading your resume, or creating alerts.

Secondly, the AEFA handbook was also initiated so member states could include in their competence framework 12 “transferable” skills on 5 dimensions: • Dimension linked to organisation • Dimension linked to adaptability and autonomy • Dimension linked to social skills • Dimension linked to communication • Dimension linked to initiative and participation.

These **12 transferable skills** are defined as follows: *Oral communication in the professional world: Communicating orally in the professional world/ Managing information/ Getting organised in your work/Lifelong learning and training/ Building your career path/ Using mathematical reasoning/ Using digital tools and IT/ Using work-related social codes / Working within a group and team/ Performing your job in compliance with the established regulatory frameworks/ Adjusting your actions in case of setbacks.*

Therefore, within the framework of the PRODOME experience about the professionalisation of domestic work, the partners have taken into account some transferable skills as described in the AEFA handbook. Here is an example in unit 7:

- Identify the interpersonal skills required by the employer when she/he recruits a domestic worker and necessary for a high-quality service.
- List the personal qualities and character traits of a domestic worker to ensure it's a good fit with the employer and efficient and high-quality work.

The writing of further competence frameworks could go further and include other transferable skills related to the following 3 transferable skills:

1. Getting organised in your work
2. Using social codes related to the professional environment
3. Adjusting your actions in case of setbacks.

PART 2 - RECOGNITION AND PROFESSIONALISATION OF THE DOMESTIC WORKER DUTIES THROUGH A MORE ORGANISED STRUCTURE AND IN COMPLIANCE WITH THE EQF AND ECVET

The differences between the teaching and training systems within the European Union are such that it is difficult to gauge what a person knows, understands, and is able to do in an educational or professional context, based on the qualification she/he holds from a different country. In order to solve this problem, it is necessary to set up a mechanism that helps to compare the different countries' qualification systems and ensure clarity and comparability of the skills acquired via each certification.

Indeed, the EQF was created in 2008 following a recommendation of the Council of the EU¹⁸. Its objective is to improve transparency, comparability, and portability of qualifications delivered in the EU. It calls on the member states to harmonise their professional qualifications on three levels: harmonisation of qualification levels **(A)**, listing of learning outcomes and "knowledge/skills/responsibility and autonomy" **(B)**, implementation of the ECVET system **(C)**.

In this sense, it is recommended to use the EQF to facilitate the harmonisation of professionalised domestic work in Europe, since it provides a framework for the duties, tasks, and skills in compliance with the relevant recommendations and guidelines.

Therefore, the present technical guidelines are based on the different concepts and tools designed by the European Union in terms of training and qualification but also on considerations and experiments issued by the PRODOM partners.

A. HARMONISATION OF QUALIFICATION LEVELS

The EQF is composed of 8 levels of generic levels of learning achieved, which serves as a translation device between the different NQFs.

Level 1 defines the most basic skills while level 8 defines the most advanced. All possible ways of learning are supposed to lead to learning outcomes referenced according to 8 levels, including non-formal and informal learning.

Firstly, the comparison between the NQF levels and the 8 EQF levels goes through a process called "referencing". To this end, the qualification certificates are first registered in an NQF (classification of national certifications and their levels), and then the EFQ referencing framework enables the comparison of the different levels in the whole EU. As a matter of fact, each member state has its own NQF.

In France, the levels of qualifications are defined on a 5-level scale and the domestic work title corresponds to level 5. The levels are classified depending on the degree obtained or required for a particular job. The qualifications level 5 means a lower level of qualification than level 1.

¹⁸ [Council recommendation of 22 May 2017](#) on the European Qualifications Framework for lifelong learning.

French national qualifications framework (NQF/RNCP) (*)

French Nomenclature	Qualification types	EQF levels
I-Doctorat	Doctoral programmes (<i>Doctorats</i>)	8
I-Master	Master degrees (<i>Master</i>) Degrees in engineering (<i>titre d'ingénieur</i>) Qualifications on demand level I	7
II-Grade de Licence	Bachelor programmes (<i>Licences</i>) Vocational bachelor (<i>Licence professionnelle</i>) Qualifications on demand level II	6
III	Undergraduate technician certificates (<i>Brevet de technicien supérieur – BTS</i>) Undergraduate technician certificates in agriculture (<i>Brevet de technicien supérieur agricole – BTSA</i>) Undergraduate certificates in technology (<i>Diplôme universitaire de technologie – DUT</i>) Master qualifications issued by the chambers of trades (<i>Brevets de maîtrise – Chambre des métiers</i>) Qualifications on demand level III	5
IV	Vocational baccalaureates (<i>Baccalauréats professionnels</i>) Technological baccalaureates (<i>Baccalauréats technologiques</i>) Professional certificates (<i>Brevet professionnels</i>) Applied arts certificates (<i>Brevet des métiers d'art</i>) Technician certificates (<i>Brevet de technicien</i>) Qualifications on demand level IV	4
V	Secondary vocational certificates (<i>Certificat d'aptitude professionnelle – CAP; Brevet d'études professionnelles – BEP (**)</i>) Secondary vocational certificates in agriculture (<i>Certificat d'aptitude professionnelle agricole – CAPA; Brevet d'études professionnelles agricoles – BEPA (**)</i>) Qualifications on demand level V	3
	No French qualifications and certificates at these levels	2 1

Source: France, European inventory on NQF 2018 (CEDEFOP 2019)¹⁹.

In Spain, the levels of qualifications are defined on an 8-level scale and the domestic work certificate corresponds to level 1. Unlike France, the qualifications level 1 means a lower level of qualification than level 8.

Spanish qualifications framework for higher education (MECES) and draft Spanish qualifications framework for lifelong learning (MECU) levels

Draft MECU levels	MECES levels	Higher education qualifications	QF-EHEA
8	4	Doctoral degree (<i>Doctorado</i>)	Third cycle
7	3	Master degree (<i>Master</i>)	Second cycle
6	2	Bachelor degree (<i>Grado</i>)	First cycle
5	1	Advanced technician (<i>Técnico superior</i>)	First cycle
4			
3			
2			
1			

Source: Adapted from the Royal Decree 1027/2011 of 15 July 2011 establishing the Spanish qualifications framework of higher education. <http://www.boe.es/boe/dias/2011/08/03/pdfs/BOE-A-2011-13317.pdf>

Source: Spain, European inventory on NQF 2018 (CEDEFOP 2019)²⁰.

¹⁹ https://www.cedefop.europa.eu/files/france_-_european_inventory_on_nqf_2018.pdf

²⁰ https://www.cedefop.europa.eu/files/spain_-_european_inventory_on_nqf_2018.pdf

In Italy, the NQF is not established yet for all qualifications, but it is also defined on an 8-level scale

Italian qualifications referenced to the EQF

EQF levels	Italian formal qualifications
8	Research doctorate <i>Dottorato di ricerca</i> Academic diploma for research training <i>Diploma accademico di formazione alla ricerca</i> Specialisation diploma <i>Diploma di specializzazione</i> Second level university master <i>Master universitario di secondo livello</i> Academic specialisation diploma (II) <i>Diploma accademico di specializzazione (II)</i> Higher specialisation diploma or master (II) <i>Diploma di perfezionamento o Master (II)</i>
7	Master degree <i>Laurea magistrale</i> Second level academic diploma <i>Diploma accademico di secondo livello</i> First level university master <i>Master universitario di primo livello</i> Academic specialisation diploma (I) <i>Diploma accademico di specializzazione</i> Higher specialisation diploma or master (I) <i>Diploma di perfezionamento o Master (I)</i>
6	Bachelor degree <i>Laurea</i> First level academic diploma <i>Diploma accademico di primo livello</i>
5	Higher technical education diploma <i>Diploma di tecnico superiore</i>
4	Professional technician diploma <i>Diploma professionale di tecnico (*)</i> Upper secondary education diploma <i>Licei diploma liceale</i> Upper secondary education diploma – technical schools <i>Diploma di istruzione tecnica</i> Upper secondary education diploma – vocational schools <i>Diploma di istruzione professionale</i> Higher technical specialisation certificate <i>Certificato di specializzazione tecnica superiore</i>
3	Professional operator certificate <i>Attestato di qualifica di operatore professionale (*)</i>
2	Compulsory education certificate <i>Certificato delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione (**)</i>
1	Lower secondary school-leaving diploma <i>Diploma di licenza conclusiva del primo ciclo di istruzione</i>

Source: Italy, European inventory on NQF 2018 (CEDEFOP 2019)²¹.

Secondly, it is important to understand how the 8 levels are defined. Member states are recommended to put in place NQFs based on this 8-level scale, according to the duties performed, the level of responsibility involved in daily tasks, and not the skills achieved or duties. To do so, it is defined very precisely what each of the 8 levels of responsibility means in terms of actual level of responsibility involved in daily tasks.

For the harmonisation of different NQF, partners in the same certification project must first reflect on this actual level of responsibility in daily tasks. This is why the PRODOME partners have complied with the EQF by defining the domestic worker qualification as a level 3.

Level 3 corresponds to the following knowledge:

²¹ https://www.cedefop.europa.eu/files/italy_-_european_inventory_on_nqf_2018.pdf

1. Knowledge of facts, principles, processes and general concepts, in a field of work or study
2. Range of cognitive and practical competencies which help perform tasks and solve problems by selecting basic methods, tools, materials, and information.
3. Take on responsibilities to perform tasks in a field of work or study.
4. Adjust to circumstances in order to solve issues.

Extract from the competence framework designed by the PRODOME partners about the EQF level 3 description²²:

UNIT 1		
HOUSEHOLD CLEANING		
QUALIFICATION	EQF LEVEL	NQF LEVEL
Domestic housekeeper	Level 3	France: "Employé familial", level 5 Italy: no comparable certification Spain: "Empleo doméstico", level 1

²² Please note that the Italian training "Domestic assistant", as well as other Italian "diplomas" are not included in PRODOME competence framework since they are not included in the Italian NQF (which is operational since January 2018 - [Decreto 8 gennaio 2018](#)).

B. WRITING OF THE COMPETENCE FRAMEWORKS BASED ON THE LEARNING OUTCOMES AND “KNOWLEDGE/SKILLS/RESPONSIBILITY AND AUTONOMY.”

EQF is composed of 8 levels of generic levels of learning achieved and serves as a translation tool between the different NQF, each level being described in terms of knowledge, skills, responsibility and autonomy (2) in a general format based on the description of learning outcomes (1).

a) WRITING LEARNING OUTCOMES

Each of the 8 levels of qualifications are defined in the EQF by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications; learning outcomes are therefore based on the individual’s knowledge - which is the first level of learning outcome - and then on the individual’s responsibility and autonomy - 3rd and last level of learning outcome. In the EQF, skills constitute an intermediary level of learning outcome.

“Learning outcomes” **means statements of what a learner knows, understands and is able to do on completion of a learning process.**

a) WRITING OF “KNOWLEDGE/SKILLS/RESPONSIBILITY AND AUTONOMY.”

The EQF also suggests establishing and organising competence frameworks using a “knowledge/skills/responsibility and autonomy” template. This template is not very familiar to some member states, where the basic concepts of training course design have led them to use “knowledge, social skills, and know-how” instead in their reference frameworks.

For the EU level, the breakdown into “knowledge/skills/responsibility and autonomy” is relevant for the description of learning outcomes.

In the context of EQF, **knowledge** is described as theoretical and/or factual; **skills** are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments); and competence is described in terms of **responsibility and autonomy**.

The PRODOME partners have included in their common reference frameworks the “knowledge/skills/responsibility and autonomy” model of the EQF, defining each time the learning outcomes as follows, for instance:

LEARNING OUTCOMES			
General learning outcome 1: He/she is able to organise and plan multiple cleaning tasks before performing them within the household taking into account the employer’s needs and the main characteristics of the workplace.			
Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	Identify several methods allowing to gather the employer’s requirements.	Use appropriate questions and active listening to collect relevant information on the employer’s habits, wishes and expectations.	He/she is responsible for autonomously assessing cleaning requirements.

C. IMPLEMENTATION OF THE ECVET SYSTEM.

The credit point systems facilitate learners' credit transfer throughout their learning pathways between different educational and training systems and levels, as well as from one country to another. These systems serve as tools during the learning path design and delivery to the learners, and assessment tools of learning outcomes as part of full or partial qualifications. They allow learners to combine learning outcomes from different learning contexts, such as digital learning, or non-formal and informal learning.

Most of the existing national and European unit systems operate in institutional settings such as higher education or vocational education and training. There is in fact a growing need of greater permeability between teaching and training systems. The answer is to have better synergies between qualifications frameworks and credit point systems.

At EU level, ECVET was proposed by a **recommendation of the European Parliament and of the Council in 2009²³**. Each member state has appointed national experts and a national contact point for ECVET, in charge of informing and assisting training organisations and institutions. Within the PRODOME project, each of the partner countries has contacted its State delegation in order to know the conditions to set up the ECVET system. The general recommendations issued from these exchanges pointed out that ECVET:

1. Shall cover a numbered representation of the global weight of learning outcomes making up a qualification, and the relative weight of each unit of this qualification;
2. Shall not be confused with the term "learning credits", which covers "a set of learning outcomes that have been achieved by a person and assessed;"
3. Provide, thanks to a numbered format, additional information regarding qualifications and units;
4. By convention, 60 points are awarded to learning outcomes accomplished within a year of formal full time VET. This can be used as a comparison for vocational training.

The competence framework proposed for **PRODOME included a total of 10 ECVET points**, approved by the involved stakeholders, distributed as follows:

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

²³ [Recommendation of the European Parliament and of the Council of 18 June 2009](#) on the establishment of a European Credit System for a Vocational Education and Training (ECVET), 2009, C155/16.

PART 3- RECOGNITION AND PROFESSIONALISATION THROUGH COMMON CERTIFYING ASSESSMENT PROCEDURES FOR DOMESTIC WORK

Domestic work qualification procedures, as part of a debate common to several countries, go through the harmonisation of assessment methods in order to set up a well-designed and established certifying assessment system.

In most member states, as regards vocational training, access to qualification can be achieved in two ways: through a training programme and through the validation of prior learning (VPL) achieved during professional experience.

In the PRODOME project, the partners have defined the assessment methods for the access to qualification through training. Access to qualifications through the validation of learning outcomes achieved during practical experience was not explored.

For the access to qualification through training, the PRODOME partners have built a formative assessment method, i.e. assessment performed during or after the training programme, so the trainers can address the learning gaps or evaluate the applicants' knowledge. The chosen assessment method consists of **digital questionnaires for the different training all modules and contents**. It is ludic, simple, and easy to access. It was designed with the support of professionals knowledgeable in multimedia education. This assessment method chosen by the PRODOME partners is interesting in the sense that it enables applicants to try out a digital tool at the same time.

In line with this, several technical guidelines about assessment methods can be made through access to professional qualification via training (A) whereas access to professional qualification through the validation of learning outcomes achieved during practical experience could still be explored.

A. DESIGNING AN ASSESSMENT SYSTEM TO ACCESS DOMESTIC WORKER QUALIFICATION THROUGH TRAINING

In order to complete the work initiated by the project PRODOME, it may be possible to move from a system which evaluates knowledge during the training programme to a well-designed and established system leading to qualification through a training programme common to several countries.

From a technical point of view, this would mean creating a template and an evaluation system which would:

1. Evaluate observable skills in daily domestic work situations;
2. Perform a summative evaluation, at the end of the training programme or a training module. The aim would be to check how well the domestic worker applies her/his skills in work situations.
3. Perform a certifying evaluation: registered in the NQF of each country, it would have a legal value for the domestic worker and would facilitate the domestic worker's integration into the labour market.

Therefore, **the technical guidelines provided in this report are issued in order to promote the creation of a certifying evaluation system through training**. The work required could focus on 4 points: establishing evaluation procedures and conditions, creating guidelines, establishing assessors and the terms and conditions for internships. Please see the details below.

a) ESTABLISHING EVALUATION PROCEDURES AND CONDITIONS

Using a digital questionnaire for assessment is a good choice as defined by the PRODOME partners. In order to observe transferable skills in work situations, additional evaluation procedures can however be defined, such as: simulation games, written and oral case studies, report to present before a jury, reconstruction of a work situation, etc. Note that the choice of the evaluation method is made depending on the skill to be evaluated and the observation method and is linked to professional realities (transferability of skills in work situations).

b) CREATION OF GUIDELINES REGARDING THE DOMESTIC WORKER QUALIFICATION IN EUROPE.

Creating these evaluation procedures would help the PRODOME partners define rules regarding evaluation procedures which would include several common determinants such as: the length of each test, monitoring and correction of each test, announcement of the results to the candidates, traceability of these results, the possibilities of passing again failed tests, organisation and purchase of the material required for simulation games, and recourse available to the candidates, etc.

In order to standardise evaluations and make sure they are performed in an identical way in France, Spain, or Italy, the partners will be required to write guidelines regarding key expectations in terms of qualification, which then should be the same in each country. This would mean creating a kind of charter of good practices for the professionalisation - through qualification - of domestic work in Europe.

c) ESTABLISHING ASSESSORS

In terms of recommendation, it would also be relevant for the PRODOME partners to start thinking about the objectivity of evaluations when setting up qualifications and evaluations. If other evaluation methods, other than digital questionnaires, were to be selected, a common evaluation procedure should be defined to choose who will be the assessors during tests. Recruitment, like any evaluation procedure, must ensure objective but also unbiased evaluations. Also, for it to be fair, the evaluation procedure including the criteria to evaluate candidates should be identical in France, Spain, and Italy.

d) ESTABLISHING THE TERMS AND CONDITIONS OF INTERNSHIPS

The stakes are high when it comes to internships in a professional environment. The challenge is to help the intern envision her/himself in the work environment and get to know potential types of people s/he may have to care for in addition to a hands-on application. To this end, partnerships with groups of employers or organisations specialised in personal and household services may be created. The length of the internship must also be defined by partners.

B. DESIGNING AN EVALUATION SYSTEM FOR THE ACCESS TO DOMESTIC WORKER QUALIFICATION THROUGH VPL.

The **Council recommendation of 20 December 2012 on the validation of non-formal and informal learning**²⁴ encourages member states to take several measures regarding the validation of learning outcomes acquired by experience.

The objective of this recommendation is to include the following elements in arrangements for the validation of non-formal and informal learning, whilst allowing each individual to take advantage of any of these, either separately or in combination, in accordance with his/her needs: identification, documentation, assessment and certification of the results of the assessment of an individual's learning outcomes acquired through non-formal

²⁴ [Council Recommendation of 20 December 2012](#) on the validation of non-formal and informal learning.

and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.

The recommendation is **specially addressed for disadvantaged groups**, including individuals who are unemployed and those at risk of unemployment, who are particularly likely to benefit from the validation arrangements, since validation can increase their participation in lifelong learning and their access to the labour market. As part of a further research project on access to the domestic worker qualifications through the validation of learning outcomes achieved during practical experience, the main stakeholders could define common orientations regarding:

1. Eligibility of people who could have access to the domestic worker qualifications and **especially the number of hours and quality of work/personal experience required** in domestic work to be eligible for VPL towards the domestic worker qualification;
2. **Acceptance criteria** to become qualified as a domestic worker by defining relevant evaluation procedures (written report, simulation, case study, jury, etc.)
3. **Assistance** with obtaining the domestic worker qualification through the validation of acquired experience (**information, re-orientation**, help with preparing for evaluations and understanding activities, tasks, skills and competencies needed for the job, etc.).

PART 4 - RECOGNITION AND PROFESSIONALISATION OF THE DOMESTIC WORKER THROUGH AN INTEGRATION INTO THE EU QUALIFICATIONS ECOSYSTEM

In line with the work started within the PRODOME project, two additional tools can also help achieve the harmonisation of professionalisation procedures in each country towards common qualifications. The European qualifications ecosystem encourages member states to promote mobility among lifelong learners **(A)** as well as mobility among workers in Europe with the Europass portfolio **(B)**. These two procedures could officialise and establish a common domestic worker qualification.

A. CREATING A COMMON QUALIFICATION THROUGH LEARNERS' COOPERATION AND WORKERS' MOBILITY IN EUROPE.

Several EU programmes, financed by ERASMUS+, facilitate the creation of links between learners in the same programme. This may happen through internships abroad or shared good practices. With a view to sharing experiences or good practices about domestic workers attending the same training programme set up by the PRODOME partners, it would for example be possible to share culinary expertise (sharing typical recipes from each country), housekeeping practices (sharing green cleaning practice tips), or for attendees to debate remotely about ergonomics or safety issues in the workplace for example.

These participative and collaborative exchanges strengthen the sense of belonging in terms of recognised work, while it promotes learning about professional practices in other countries and thus motivates attendees.

B. PROMOTING A COMMON QUALIFICATION WITH THE CREATION OF A EUROPEAN SKILLS PASSPORT (EUROPASS).

Europass²⁵ is also one of the tools provided by the European Union to promote cooperation between member states in terms of training and qualifications. It could be an extension of the PRODOME project as it may help promote the skills portfolios of attendees - trained and qualified in Europe - who would like to become domestic workers.

The objective of this proposal was to provide people through Europass better quality and more user-friendly tools to promote their skills and obtain useful real-time information regarding the needs in terms of skills, and thus help them choose a career and a training programme.

The Europass system is perfectly transferable to the PRODOME experience. As things stand, the PRODOME partners have made the attendance to training traceable thanks for a certificate including the different modules completed by each trainee. Please see the template here below.

²⁵ [Decision \(EU\) 2018/646](#) of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass) and repealing Decision No 2241/2004/EC.

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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CONCLUSIONS

In general terms, beyond the implementation by the PRODOME partners of the main elements included in the EQF, several technical recommendations can be made about language-related skills, social skills, ECVET points, evaluation procedures, setting up a certifying, coherent, and coordinated system, the Europass portfolio, as previously suggested in this report. It is also important for the domestic worker job description to be well defined in order to avoid including the notion of care.

This general conclusion is focused on three points to further explored and developed, as follows:

1. **The training and qualifications engineering approach** adopted by the PRODOME partners was to create a competence framework based on a consensus on the key duties of the domestic worker, mainly built on the comparative analysis of existing jobs in each country, visible gaps, and the PRODOME partners' thoughts on the job description.

Another approach suggests **defining the tasks and duties of a job based on a starting point (prerequisites) and a finish point (minimum skills to acquire)**. This could facilitate the transfer of skills in a work situation and thus employability and attractiveness for this type of job. To analyse the job description, direct needs in terms of labour and skills must be defined beforehand by surveying employers or groups of employers. This procedure involves conducting a prior "job survey" as a starting point to define the needs in terms of employment and finish with the minimum skills to achieve.

This is an approach with a prospective dimension. In this context, it will be necessary to know what the **individual employers' needs** will be in the future, for example in ten years, and define jointly the skills that need to be acquired within ten years, based on the demographic evolutions and employers' common needs in different countries. Criteria and key expectations concerning common qualifications shall be also explored so the work performed by domestic workers will have the same quality and expectations whether it be in Spain, France or Italy. In this sense, with this **prospective approach, common duties and tasks can first be defined as well as common reference criteria**. These sometimes help identifying skills that may not appear in each country's current reference frameworks but may help candidates include skills enabling them to meet common needs, or work in another partner country with the same skills and expectations in terms of domestic work quality.

2. **The learning model chosen by the PRODOME partners** has been a "classical one, including both face-to-face sessions and distance learning, an internship, and evaluations. With a view to professionalisation, other learning methods are possible if the available resources and capabilities allow it: learning contracts, training in the field, blended learning, tutoring, mentoring, flipped classrooms, etc.
3. **The different steps or an action plan draft** for the implementation of a qualification common to the different countries of the EU. Through this approach, the main stakeholders could follow a road map in 3 steps, summarising the technical guidelines of this final report:

STEP 1- LISTING THE NEEDS FOR DOMESTIC WORKERS IN EUROPE

Survey of employer's needs (analysis of job demand and expectations in terms of quality)

Definition of the quality service expected

Definition of minimum skills expected, threshold

STEP 2: SET UP OF THE CERTIFICATION PROCESS

Common qualification procedures for training and VPL

Design of reference frameworks in units (ECVET)

Establishing minimum thresholds and results expected

Establishing qualifications procedures through training

Establishing the learning model

Establishing evaluation procedures and conditions

Defining implementation and qualification guidelines

Definition of assessors (who/name/objectivity)

Establishing the terms and conditions of internships if necessary

Determination of training modules (content, duration, etc.)

Establishing qualifications procedures through VPL

Number of hours

Eligibility

Admission, jury

Support via VPL

Traceability and skills passport

STEP 3 - SET UP OF THE PROFESSIONALISATION PROCESS IN EUROPE

Applications submitted with the NQF for each country

Explaining the domestic worker duties and benefits of professionalisation

Observation and inclusion of the country's needs

Contacting companies/employers

Identification of training/qualification funding institutions such as public employment services

Selecting training organisations with criteria concerning facilities/trainers experience/training module content.

The implementation of a common EU qualification system is not an easy task. It essentially relies on the partners' motivation and agreement regarding different methodological approaches. It also relies on the representation and promotion of a job, as well as professionalisation efforts.

The domestic worker job can eminently become a promising job in the future and a movement initiated in the EU can contribute to it. This way, each member state could set up common principles in terms of flexible, adjustable, and consensus-based qualifications and training for the establishment of a recognition and professionalisation in this field.

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ANNEX I – SYNTHESIS OF POLICY VISITS AND CONSENSUS WORKSHOPS

A. POLICY VISITS

According to the application form, **5 policy visits** were to be organised in order to **promote peer learning, exchange of good practices and sharing of visions and objectives** on the PRODOM topics. Indeed, these visits enabled, on the one hand, to **put in contact stakeholders** and key players and **favour understanding** on a common issue and finding of common solutions. On the other hand, they made possible to **create a framework** for European level **cooperation and formulate recommendations** so as to **raise awareness and build consensus** regarding the **professionalisation of domestic housekeepers**.

The **topics covered** by these policy visits were the following ones:

1. **Situation of domestic housekeepers:**
 - Legal and contractual frameworks (working conditions, wages, security, etc.).
 - Social dialogue and key stakeholders (trade unions, federations of employers, associations, etc.).
 - Direct employment and public financial support
 - Undeclared work.
2. **Recognition of the professional profile:**
 - Existent frameworks and competence repertoires for the profile across Europe (e.g. NQF, where available, regional standards, etc.);
3. **VET, validation and certification:**
 - VET system (public, private, mixed, etc.)
 - Existent training provision for the profile (length, contents, funding, etc.).
 - Existent qualification at NQF, and/or certification processes for the profile, including VPL (length, contents, funding, etc.).

The policy visits, with a **two-days format**, took place in:

- Paris (24-25/09/2018),
- Madrid (22-23/11/2018),
- Bologna (28-29/01/2019),
- Roma (21-22/02/2019)
- and Bilbao (26-27/03/2019).

The idea was to have **one visit per “participating city”**, since IPERIA and FEPEM are both based (mostly) in Paris, FOREM and CCOO in Madrid and it made sense to make two in Italy due to the regional system on certification, and one in Bilbao as Grupo SSI, second associated partner of the project is based there and could also contribute with a **regional perspective**.

A total of 112 stakeholders were involved, 31 as visiting and 81 as hosting ones, of which:

- 23 Policy makers
- 9 Social partners
- 9 Public employment services
- 6 VET providers
- 10 National Qualifications Framework representatives
- 6 National agencies for certification and recognition paths
- 49 Others (academia, associations, service providers, sectoral organisations, etc.).

The **main conclusions of the policy visits** were the following ones:

1. **The first obstacle for the professionalisation of domestic workers is undeclared work**, since it results into worst working conditions, no social rights and lower quality of the services provided
2. **The best practice identified** to fight against undeclared work **is supporting the employers** (individuals or families) through **tax deduction** and **administrative simplification** (i.e. vouchers like CESU²⁶) so as the cost of declared and undeclared work is practically the same (like in France).
3. Once declared work is predominant, it is possible to **have funds for training and certification**.
4. Training and certification make possible to raise both the **quality of the services provided** and the **working conditions of workers**.

B. NATIONAL CONSENSUS WORKSHOPS

As a complement of policy visits, **5 national workshops** have been organised in order to promote as well peer learning, exchange of good practices and sharing of visions and objectives on the same PRODOME topics (situation of domestic workers, recognition of the professional profile and VET, validation and certification), but **at a different level** and by using a different format, **more focused on local issues** (number of workers, availability of training, recruitment channels, etc.).

These visits have enabled to put in contact stakeholders and key players, as well as to favor understanding and common solutions. They have taken place, with a half-day-format, as follows:

- Paris: 2 workshops combined, one dealing with the situation of the domestic housekeepers and the recognition of the profile, and one specific for VET and certification (16/04/2019).
- Italy: 1 national workshop in Rome (11/04/2019) and 1 regional workshop in Bologna (16/04/2019).
- Spain: 1 national workshop in Madrid (23/04/2019).

A total of 29 stakeholders were involved, 31 as visiting and 81 as hosting ones, of which:

- 8 Policy makers
- 2 Social partners
- 2 Public employment services
- 5 VET providers
- 4 National Qualifications Framework representatives
- 1 National agencies for certification and recognition paths
- 7 Others (academia, associations, service providers, sectoral organisations, etc.).

The **main conclusions of the policy visits** were the following ones:

- The proposals made in the policy visit **in France** were focused on the **enrichment of the professional profile** including new tasks and missions, enabling to enhance available training and certification and the **recognition of the profession**. Also, the **attractivity of the sector, especially for male workers** (since it is a highly feminised sector), should be promoted.
- In **Italy and Spain**, instead, the main concerns are still **undeclared work, employment cost and working conditions** (specially in Spain and for undocumented immigrants), as well as **the absence of certifications** (in Italy, where NQF remains problematic because of decentralisation) **and training** (specially in Spain, where a certification exists but no training seems to be available, and in Italy, where some training is available, but it is variable and not officially recognised).
- In Italy, there was a concrete proposal for setting up an **offer/demand-matching process** at regional level so as to facilitate the connection between employers and employees.
- In Spain, it was proposed that workers should **get organised, via trade unions**, so as to be able to get their rights recognised, and to fight **isolation** (because of the working place).

²⁶ Chèque emploi service universel (<https://www.cesu.urssaf.fr/info/accueil.html>). For more information, please check deliverable 1 "State of the art of domestic work in Europe" (available at <https://www.prodome.eu/en/the-results/>).

ANNEX II – POLICY VISITS AND CONSENSUS WORKSHOPS REPORTS



Co-funded by the
Erasmus+ Programme
of the European Union

Report - PRODOME policy visit

Paris, France

Date and time: 24th and 25th September 2018

Venue: IPERIA, 66 avenue du Maine, PARIS, FRANCE

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)
- **Presentations** and relevant documents and information (in ppt or pdf format)
- **Some photos** of meetings and / or visits.
- **Glossary**

How far could the policy visit fulfil AIM 1?

AIM 1: To involve stakeholders, in the countries of the consortium and outside the consortium, on the possibility to create a common path for mutual recognition of the professional profile, on the basis of qualification standards as designed in WP2.

Global vision of the sector and its structural actors:

Home employment is a **direct or intermediated labour relationship between two individuals**: the individual-employer and his employee. In France, this sector represents more than **3.4 million employers** and nearly **1.4 million employees** for about 8.7 billion euro¹ of net payroll paid in 2015. The policy visit of PRODOME in Paris brought together the major partners which are implementing public policies for the past twenty years, in order to structure and recognize domestic housekeeper's employment: CNESU (Centre National du Chèque emploi-Service Universel)², IRCEM (Institution de Retraite Complémentaire des Employés particuliers)³, DGEFP (Délégation Générale à l'Emploi et à la Formation Professionnelle)⁴, FEPEM (Fédération des Particuliers Employeurs de France)⁵, and CNPDS (Conseil national paritaire du Dialogue social)⁶.

In France, the tax system and several social measures for deducting taxes for certain categories of employers direct hired by families or individuals, have helped to bring home employment into the "formal", declared labour market. There is indeed an ecosystem that relies on these socio-fiscal incentives and a protective legal framework to support both employees, or future employees of the sector, and employers (two national collective agreements⁷, a professional classification⁸, a training agreement and a social protection and welfare system).

Given that there is no professionalization without funding from employer contributions, the first day was introduced by Marie-Béatrice LEVAUX, President of **FEPEM** (Fédération des Particuliers Employeurs) and led by Jean-Rémy ACAR, General Manager of the Domestic Employment Sector.

Then, Hélène CARNAT-LAHURE, Communication Manager of **CNCESU**, explained what is the CESU scheme and how it's encouraging citizens to declare their employees. Indeed, the individual-employer benefits from tax cuts and deductions from charges that reduce the cost of employment. For both the employee as the employer, this legal framework means simplicity and security.

¹ Rapport de la branche Salariés du particulier employeur et Rapport de la branche des Assistants maternels du particulier employeur. FEPEM, l'Observatoire, Édition 2017.

² <https://www.cesu.urssaf.fr/info/accueil.html>

³ <https://www.ircem.com/es/>

⁴ <https://travail-emploi.gouv.fr/ministere/organisation/article/dgefp-delegation-generale-a-l-emploi-et-a-la-formation-professionnelle>

⁵ <http://www.fepem.fr/>

⁶ <https://www.cesu.urssaf.fr/info/accueil.html>; <https://www.ircem.com/>; <https://travail-emploi.gouv.fr/ministere/organisation/article/dgefp-delegation-generale-a-l-emploi-et-a-la-formation-professionnelle>; <http://www.fepem.fr/>;

⁷ <https://www.legifrance.gouv.fr/affichIDCC.do?idConvention=KALICONT000005635792>; <https://www.legifrance.gouv.fr/affichIDCC.do?idConvention=KALICONT000005635807>

⁸ <http://www.simulateur-emploisalarieduparticulieremployeur.fr/classification/informations/accord-classification-1>

On the contrary, social taxes enable to ensure social protection for the sector (sickness, unemployment, welfare, retirement, etc.), provided by **IRCEM**, the social protection group for domestic sector. Social taxes also allow the professionalization of employees through lifelong trainings and VAE (Validation des Acquis de l'Expérience), for example. More concretely, all domestic employees can benefit from 58 hours of training if they work for a particular employer.

After CNSU and IRCEM, the presentation from a **European expert** in the field of domestic employment, Mr Lebrun, a former European Commission official, brought a European perspective.

The Federation of Individuals Employers of France (FEPEM) is the representative body of employers within the CNPDS (Conseil national paritaire du Dialogue social), a bilateral entity that structures and professionalises the sector through social dialogue. The **CNPDS** was represented during the policy visit by its President Marie-Béatrice LEVAUX, employer representative, and its Vice-President Stéphane FUSTEC, employee representative (CGT trade union).

Finally, the **DGEFP** (Délégation Générale à l'Emploi et à la Formation Professionnelle) explained how the State supports the different professional sectors through the « Engagement et Développement de l'Emploi et des Compétences » (EDEC⁹) and « Gestion Prévisionnelle de l'Emploi et des Compétences » (GPEC¹⁰). These two national programmes try to anticipate future changes having and impact on professions and skills, to propose the relevant training and professionalisation support measures.

Funders and regional policy makers:

The **Conseil Régional Nouvelle-Aquitaine**¹¹ and **Pôle Emploi**¹² are decision-makers in charge of funding and/or promoting training and certification on their territories. They presented how institutional partners are committed to the training and the profession of domestic employees. They are indeed significantly contributing to the development of qualifications and responding to local economic issues. National programs, such as **Plan Investissement dans les Compétences**¹³ 2018, carried out by the national services in cooperation with the regions, illustrate the link between national and regional actors to support skills and qualifications development of unemployed people and job seekers.

Experts on training:

The specialized speakers (IPERIA and **Fondation INFA**¹⁴) presented the professionalization as a way for secure professional pathways and to recognise competences. IPERIA presented the procedure leading to the inclusion of the French professional diploma "employé familial" (domestic housekeeper) at the French NQF

⁹ <https://travail-emploi.gouv.fr/emploi/accompagnement-des-mutations-economiques/appui-aux-mutations-economiques/edec>

¹⁰ <https://travail-emploi.gouv.fr/emploi/accompagnement-des-mutations-economiques/appui-aux-mutations-economiques/article/gestion-previsionnelle-de-l-emploi-et-des-competences-gpec>

¹¹ <https://www.nouvelle-aquitaine.fr/#gref>

¹² <https://www.pole-emploi.fr/accueil/>

¹³ <https://travail-emploi.gouv.fr/grands-dossiers/plan-d-investissement-competences/>

¹⁴ <https://www.infa-formation.com/>

(RNCP, Répertoire National des Certifications Professionnelles) and the VET provider presented des certified pathways available (for more details, please see next section).

These stakeholders could be part of a future network for the professionalization of the domestic employee:

The domestic housekeeper operates in complex situations because of a **singular workplace (the private sphere)** and performs an activity directly linked to one or several people. In this sense, the stakeholders mentioned above participate in the recognition of the profession and provide a stimulating and securing framework for the activity developed by of millions of people in France.

A major player in this ecosystem, **the professional branches of the private employers**, are strongly committed to professionalization. With the help of IPERIA, the national platform for the professionalization of home employment, it has been possible to develop a qualifying training, offering a tangible recognition of the related professional profiles and its associated competences.

Italian and Spanish participants :

The Italian delegation has been composed by 7 representatives:

- 2 from Emilia-Romagna Region¹⁵, from the "Servizio programmazione delle politiche dell'istruzione, della formazione, del lavoro e della conoscenza" and the Agenzia Regionale per il Lavoro
- 1 from ANPAL (Agenzia Nazionale per le Politiche Attive del Lavoro¹⁶), the organisation in charge of the coordination of national policies for job seekers.
- 1 from an informal carers association (Caregiver familiari dell'Emilia Romagna)
- 2 from INPS (Istituto Nazionale della Previdenza Sociale), the organisation in charge of social security and pension contributions
- 1 from A.N.C.L.-S.U. (Associazione sindacale unitarie dei Consulenti del lavoro), a professional association of experts dealing with labour law and consultancy).

The Spanish delegation has been composed by 7 representatives:

- 1 from SEPE (Servicio Público de Empleo¹⁷), public employment service, in charge of labour and training policies at national level, as well as unemployment allowances.
- 1 from the national trade union Confederación de CCOO (Comisiones Obreras¹⁸), an organisation participating in the negotiation of different collective agreements.

These profiles have enabled to cover both national and regional dimensions, as well as different sectors linked to employment, training and direct home employment.

¹⁵ <https://www.regione.emilia-romagna.it/>

¹⁶ <http://www.anpal.gov.it/>

¹⁷ <https://www.sepe.es/>

¹⁸ <http://www.ccoo.es/>

How far could the policy visit fulfil AIM 2?

AIM 2: To identify common elements and establish links between the countries of the consortium (as a minimum, further countries can be involved as possible) on certification processes to access the training pathway, or to have recognition of prior learning on the basis of established qualification standards.

This policy visit has enabled to present the framework for the certification of the professional profile “domestic housekeeper” existing in France.

As regards certification in France, **the diploma “employé familial” (domestic housekeeper) is officially included at the French NQF¹⁹** (RNCP, Répertoire National des Certifications Professionnelles). This diploma has been included on the demand of IPERIA, certifying authority appointed by the professional branches of the private employers.

Several options are available to access this certification:

- **The validation of experience (VAE):**

To be eligible to this option, the candidate shall prove to have 1900 hours of experience, continuous or not, as a declared employed or as a volunteer. This experience shall have a direct link with the diploma. Then, the candidate shall create a portfolio for eligibility and a portfolio for validation, that will be presented to a jury. This option is available, and can be funded, for both job seekers and workers.

- **Training:**

A person interested in obtaining the diploma can complete a training programme at one of the VET providers “labelled” by IPERIA. The training is composed by 7 modules with a total of 437 hours. A period of work-based learning (stage) shall be completed with a minimum length of 105 hours. This training is also available, and can be funded, for both job seekers and workers.

These 7 modules are the following ones:

Module 1: Management of the multi-employer activity – 100 hours

Module 2: Organisation of the working space – 43 hours

Module 3: Effective communication and relationship – 65 hours

Module 4: Homework and cooking – 58 hours

Module 5: Prevention of the autonomy loss for older people – 99 hours

Module 6: Assistance to day-to-day activities for children under 3 – 36 hours

Plus, one option to be chosen among:

Module 14: Assistance for children to extra-curricular, social and leisure activities – 36 hours

Module 15: Preparation of different family meals – 37 hours

Module 16: Handiwork and small repairs – 37 hours

¹⁹ <http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&fiche=17799>

The technical competences are then evaluated via simulations, case studies and e-questionnaires, making possible to verify the knowledge, hard and soft skills included in the standards (certification framework). A **final jury** evaluates transversal competences, to verify that the candidate has the proper professional approach enabling to meet the expectations of the employers, at their households.

Each module is evaluated and certified separately, as established by the entity in charge of the French NQF (Commission Nationale des Certifications Professionnelles, CNCF). This modular certification makes possible for the candidates to acquire and certify competences according to their availability, via a long classical training (long pathway) or per module, for instance while working (short pathway).

During the policy visit, the Director of the department of enginery for professional profiles and competences, Michel FOURMEAUX and Camille SAVRE, head of the certification enginery service, presented the different options for this certification.

As a matter of fact, domestic housekeepers deal mainly with homework, cleaning of house and clothes, and preparation of meals. They can also take care of children of more than 3 years as regards extra-curricular activities and support adults in other day-to-day tasks. For instance, even if they are not supposed to take care of private dependent employers, they can anyway support and help to prevent the loss of autonomy of an older person thanks to day-to-day activities. They can also get specialized in supporting children in social and leisure activities, family meals (for birthdays or any special occasion), gardening or small repairs. Valérie GABILLARD, territorial officer for certification at IPERIA, presented these competences.

Magali CAZENEUVE, CEO of the VET provider Fondation INFA Bourgogne Franche Comté Grand Est, has explained how the training was delivered. In this sense, the certifying evaluations are very useful and make possible for candidate to get more confident. The **modular approach** enables to complete the training step by step, by verifying the competences of each candidate. She explained that it can be difficult to find interested people on this training, since this professional profile is not enough well-known and therefore it is necessary to keep on working for its recognition. Indeed, job perspectives are available after the training within families living in urban areas, in need of day-to-day support, or for older not-dependent people who needs specific support for homework, shopping or gardening.

How far could the policy visit fulfil AIM 3?

AIM 3: To keep contact with guidance and employment offices in order to involve them in the professionalization process, which will require also attraction to the profession.

In France, "Pôle Emploi" has a **national DG** which defines objectives as regards the national employment context and the allowances delivered by the State and Unédic²⁰ (the organisation in charge of the assurance for unemployment). The deployment of its

²⁰ <https://www.unedic.org/>.

strategy is then based on regional, departmental and local agency representations. During the policy visit organized in Paris, Corine CHARBONNEL, from the national DG of "Pôle Emploi", presented the organization and the **"Plan d'Investissement dans les Compétences"**²¹.

In accordance with the recent evolution of the relevant regulations, and by anticipating at the same time a paradigm's change in the lifelong learning and VET in France, IPERIA has re-examined competencies and training standards for the diploma "employé familial" (domestic housekeeper). As explained above, it has nowadays a modular structure, allowing to jobseekers to follow long training pathways or to choose short qualifying pathways, which combine **technical upskilling** with a **consolidation of a proper professional approach** in order to ensure a faster integration into the labour market. "Pôle Emploi" is indeed in charge of a public mission to support jobseekers towards a stable and sustainable job according to their professional project. The regional stake is to support long-term unemployed workers through targeted training allowing a rapid employability and in line with local needs. The training of job seekers towards the profession of domestic housekeeper is a path of insertion in the sector of home employment. In addition, it's in accordance with the "Plan d'Investissement dans les Compétences"²² concerning youth and low-skilled long-term jobseekers.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The logistics of the visit have not been problematic, except for **interpretation services** in Spanish. According to some Spanish participants, they were not fully satisfying. Therefore, it will be convenient for the next policy visits to make sure that interpreters know the terms and the context of the project, for instance by sending in advance information documents or via discussions with the organizers, if needed.

According to the questionnaires and the feedback form participants, some of them have expressed their interest on having **a more structured time for exchanges with the speakers and the other participants**. In this sense, the Spanish partners have pointed out their intention of reinforcing this part for the next policy visit planned in Madrid.

Was there any divergence of the original plans both in content or technical circumstances? If yes, how could you handle, solve these problems?

None.

²¹ Please see note 13.

²² Please see note 13.



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- **Some photos** of meetings and / or visits.
- **Glossary.**



Co-funded by the
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Report - PRODOME policy visit

Madrid, Spain

Date and time: 22nd and 23th November 2018-9

Venue: Federaciones Estatales CCOO

C/ Ramírez de Arellano, 19, Madrid, Spain.

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)
- **Presentations** and relevant documents and information (in ppt or pdf format)
- **Some photos** of meetings and / or visits.

How far could the policy visit fulfil AIM 1?

AIM 1: To involve stakeholders, in the countries of the consortium and outside the consortium, on the possibility to create a common path for mutual recognition of the professional profile, on the basis of qualification standards as designed in WP2.

During the policy visit, organized in the Federation of Construction and Services of CCOO, we had representatives from both national and European level. They gave us a global and complete vision at various levels. These speakers were chosen for their ability to propose and develop measures that affect this objective.

The presentations of a university expert (UC3M) and a member of the Cabinet of Legal Studies of CCOO allowed us to know the legal framework of domestic work in Spain. Subsequently, the State Public Employment Service (SEPE) and the National Institute of Qualifications (INCUAL), made an extensive explanation of the certification and qualification mechanisms available in Spain and the situation of them. The State Foundation for Employment Training was also present. This vision was completed by representatives of self-employed workers, employment agencies and domestic service companies (UATAE, ANAC and AESPD).

In addition, the trade unions' perspective was reflected in the presentations by Lola Santillana (Secretary of Employment, Professional Qualification and Migrations, CCOO) and Juan José Montoya (Coordinator of Legal Affairs, CCOO - Construction and Services). Montserrat López (ISTAS-CCOO) presented the Study on Occupational Hazards and Domestic Workers.

Finally, we must highlight the presence of the ILO and a representative of CCOO before the European Economic and Social Council and a MEP of GUE-NGL. They gave us the perspective of European institutions.

Besides that, Institutions from the French and Italian fields were present. From France came representatives from IPERIA, FEPEM, EFFE, CFDT, Pôle Emploi, FFP, DGEFP and the European Commission. From Italy, representatives of ASSINDATCOLF, INPS, ANPAL-Servizi and ANCL-SU. Thanks to this, the situations of different countries entered into dialogue and we were able to compare the common elements and the differences, in addition to the European perspective.

How far could the policy visit fulfil AIM 2?

AIM 2: To identify common elements and establish links between the countries of the consortium (as a minimum, further countries can be involved as possible) on certification processes to access the training pathway, or to have recognition of prior learning on the basis of established qualification standards.

As it was pointed out by the participants in the questionnaires, the sessions gave us a greater knowledge of the Spanish case in order to identify common elements and

differences with the rest of the participating countries.

The presentations of the representatives of SEPE and INCUAL, referents in the field, allowed to know the catalogue of certifications and the different access roads to the certification of domestic workers.

In Spain, the classification of professional families includes 26 different. Domestic employment would be part of the professional family of Sociocultural Services and the Community (SSC). In relation to the activities of cleaning and domestic service there are 3 qualifications: SSC319_1 (Cleaning of surfaces and furniture in buildings and premises), SSC413_1 (Domestic employment) and SSC089_2 (social assistance to people at home). The professional qualification of "domestic employment" has four modules:

- MF1330_1: Domestic cleaning. Perform the cleaning of private homes, in private homes
- MF1331_1: Domestic kitchen. Perform the process of food preparation in its phases of purchase, organization, handling, cooking and conservation, in private homes.
- MF1332_1: Conditioning of beds, clothing and household linen. Carry out the process of washing, ironing and sewing basic manual garments and household ripa, and preparing beds, at home.
- MP0141: Non-work professional practices module (80 hours).

In addition to the overcoming of these modules, with the consequent obtaining of the certificate of professionalism, there is the procedure of accreditation of competences through experience (by call of the Autonomous Communities).

How far could the policy visit fulfil AIM 3?

AIM 3: To keep contact with guidance and employment offices in order to involve them in the professionalization process, which will require also attraction to the profession.

During the policy visit, Elena Martín, representing the State Public Employment Service (SEPE) made a useful presentation of the problem. She gave an overview of the National System of Qualifications and the Professional Education. She explained the different ways to accredit skills. And she referred more extensively to the professional certificate of domestic employment available in Spain. After her presentation and the debate, we could conclude that there are some important challenges in this field. It is necessary to show the number of people who have chosen the qualification. There is also a need to look for some strategies to increase the knowledge and interest in the qualification. And it is essential to provide funds for training and accreditation in the Autonomous Communities.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The location of the political visit was appropriate. It was next to the hotels and not far from the airport. In addition, there was a varied hotel offer.

The event was developed in a wide and diaphanous room with natural light. There was internet connection and a good technical equipment. But some attendees reported some problems with the Wi-Fi connection.

Regarding the translation, it was correct. All the languages of the attendees were covered. The translators were present throughout the day.

On the other hand, the structure of the agenda with "presentation + questions / debate" allowed the exchange of ideas. There was enough time to address the issues and to provide understandable explanations. The attendees have stated that the presentations in general were clear and precise.

Was there any divergence of the original plans both in content or technical circumstances? If yes, how could you handle, solve these problems?

Due to availability problems of some of the speakers of the first scheduled agenda, they had to be replaced by other professionals from the same organization. One of the roundtables had to be changed too, with different speakers and perspective of the topic.

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)
- **Presentations** and relevant documents and information (in ppt or pdf format)
- **Some photos** of meetings and / or visits.



Co-funded by the
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Report - PRODOME policy visit

Bologna, Italy

Date and time: 28th January 2019 / 15h00-18h00

Venue: Regione Emilia Romagna – Via Aldo Moro, 30 Bologna

Date and time: 29th January 2019 / 10h00-13h00

Venue: Town Hall Palazzo D'Accursio – Piazza Maggiore, 6 Bologna

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
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How far could the policy visit fulfil AIM 1?

AIM 1: To involve stakeholders, in the countries of the consortium and outside the consortium, on the possibility to create a common path for mutual recognition of the professional profile, on the basis of qualification standards as designed in WP2.

The regional perspective

The Bologna Policy Visit took place at the end of January and involved the two main local government institutions with strong competencies in the labour sector area: the Regione Emilia Romagna and the Bologna Municipality.

Beside them, several entities have been involved representing the Professional Training suppliers, Public and private placement agencies, Research Institute, National Labour Accountants Association, Health Local Department, Labour Inspector Office for the irregular jobs.

It could be the starting point of a new local network around the Prodome Project – said Andrea Zini, Assindatcolf Vice President - who brings together actors, experts, events in order to share the main goals and to give value and recognition to professional profile of domestic housekeeper.

Andrea Panzavolta, from Regione Emilia Romagna, in particular, deeply explained the Regional Labour Agency role and purposes, in order to give a Services Standards frame to the professional training and placement activities. With 37 job centres, Regione Emilia Romagna realized more than 46.000 people matched with vacancies and received vacancies from more than 9.000 employers. The domestic sector has a quite relevant place in the job centre activities.

However, Regione Emilia Romagna doesn't have any specific Professional Qualification and *Diploma for Domestic Housekeeper and Family assistant (caring elderly end/or disables people)*. It only exists for OSS (Operatore Socio Sanitario Profile), recognized at national and regional level but it is more like a nurse profile and well specialized.

In Italy only 5 Regions on 20 have their own professional profile and qualification for *Domestic Housekeepers and Family Assistant*. Most of the regions do not have it and neither exist at national level. This spotty situation among regions and between governance levels do not help in the recognition the path of domestic housekeeper caring elderly people.

Moreover, it has direct technical impacts on the professional competence's certification process.

However, the local government policies and goals intend to make any effort to give strong recognition to the housekeeper's professional profile according to the demographic forecast in the next 20 years, the ageing process and the increasing of caring jobs demand at domestic level.

The recognition of professional profile is one of the efforts made indirectly by the Labour Inspector Office in Bologna which is in charge of control regularity of the working relationship also in the domestic sector as well as in all the other economic sectors. A specific process is made for inspections in private houses, but irregularity can come to surface any way.

From the private services point of view, Leonardo Bonzi, from the Job Agency **Lavoro Più**, pointed out the strategic relevance of the *white professions* today and specially tomorrow meaning the increasing need of caring jobs and the strong demand of qualified workers on the Labour Market. So that every effort will be made at regulatory level, political level, European level to create pathways, instruments and network to achieve this goal will be welcome and supported.

This vision has been shared also by Representatives of the **National Association Labour Accountants** who help employers in managing the payroll and the work relationship.

French and Spanish participants:

The French delegation has been composed by 4 representatives:

- 1 representative of CPNEFP-Commission paritaire nationale emploi formation professionnelle
- 1 representative of Home employment sector
- 2 representatives from EFFE European Family Federation Employers

The Spanish delegation has been composed by 2 representatives:

- 1 from FUNDAE (Fundación Estatal para la Formación en el Empleo)
- 1 from the national trade union Confederación de CCOO (Comisiones Obreras), an organisation participating in the negotiation of different collective agreements.

These profiles have enabled to cover both national and regional dimensions, as well as different sectors linked to employment, training and direct home employment.

How far could the policy visit fulfil AIM 2?

AIM 2: To identify common elements and establish links between the countries of the consortium (as a minimum, further countries can be involved as possible) on certification processes to access the training pathway, or to have recognition of prior learning on the basis of established qualification standards.

This policy visit has enabled to present the framework for qualification standards and certification system in Regione Emilia Romagna since 2001 when Vocational Training became exclusive competence of Regional Government.

The Regional Qualification Standard are based on a two main parts:

1. Professional profiles identified at National Level whose training is under the only responsibility of Education Ministry
2. Professional profiles identified nationwide whose training, however, is left to individual Regions.

At national level, the Repertory of Education and Training Certificates and Professional Qualification (so called *Atlante delle Profesion*) has clustered together similar qualifications based on similar set of competences. The path started from a series of common and essential descriptors allowing the comparison among qualification and the link between them.

In Emilia Romagna Region the available instruments are the following:

- Regional Qualification System (SQR) is the Regional Repertory of Qualification
- Certification of Competences System (SRFC) is the process of assessment and certification of competences acquired by people "anyway anywhere".
- Training standards System for gaining a qualification is the essential and structural training

standards necessary for planning a course who end with a qualification.

- Accreditation System for Training Providers is the Government recognition of public or private training providers in order to carry on a training programme in the name and on behalf of Regione Emilia Romagna.

Moreover, SRQ is the Regional Professional System linked to EQF Framework who identify and define Professional Qualification in response to the Labour Market requests and local economic and needs.

SQR have been described in terms of **professional standards** which:

- Represent the essential and peculiar elements of a professional profile
- Describe the main skills to implement the work activities
- They are composed by **competence unit** who gather **skills and knowledge** elements.

At the moment, in Regione Emilia Romagna exist n.154 qualifications organized into 42 areas.

Among them, there are 1 qualification for **Social-Health Operator** well trained and specialized in domestic assistance. The **Family Assistant** profile is close to it but it is not a qualified profile, not trained and not specialized. It is a more generic professional profile supporting home and family at the same time.

Regione Emilia Romagna is already operating in order to integrate the family assistant inside the Service Network providing also training programme carried out by social-health operators.

The analytic description of the Qualification and Certification System has been deeply discussed by the Spain Education Agency Representative who compared their own national system with the regional one, finding many similarities. It could be interested keep the dialogue open in order to stimulate common paths.

Moreover, the strong necessity of recognition of the **family assistant** professional profile has been clearly underlined by the **Vocational Training Providers**. Representative of Home Staff, of Curami, of Anziani e Non solo, expressed the need to recognize the professional profile at national and regional level, to organize and finance the training programme for domestic employees and to structure the process of competences certification. This public policy would respond to the social change in the Italian family frame and demographic pyramid, facing the increasing request of trained and empowered family assistants.

How far could the policy visit fulfil AIM 3?

AIM 3: To keep contact with guidance and employment offices in order to involve them in the professionalization process, which will require also attraction to the profession.

In Italy, the legislative and operative competences on employment services are at regional level. Emilia Romagna Region has the governance of 37 Job Centres and give guidance and standards services to them, according with ANPAL Servizi, the Governmental Agency in house of the Labour Ministry.

Besides the public services, is very well established the private employment services like Lavoro Più, specialized in matching employees and employers according to the Social-Health area labour market.

The family assistant placement is a very delicate matter because of the characteristic of the working relationship based on trust and loyalty to the family and taking place in a private house.

In order to increase quality and volumes of people matched and family satisfied, it would be important to create a **database of certified professional profiles** who collect, for instance, all participants to training course or to certification paths, in order to operate in a more reliable environment.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The logistics of the visit have not been problematic. According to the questionnaires and the feedback form participants, a general satisfaction has been expressed for the quality of contents shared and the easy way to talk to speakers during the meeting.

Was there any divergence of the original plans both in content or technical circumstances? If yes, how could you handle, solve these problems?

None.

ANNEXES

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Co-funded by the
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Report - PRODOME policy visit

Rome, Italy

Date and time: 21th and 22th February 2019

Venue: CNEL, Consiglio Nazionale dell'Economia e del Lavoro (CNEL) Villa Lubin -
Viale David Lubin n.2 ROME, ITALY

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
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How far could the policy visit fulfil AIM 1?

AIM 1: To involve stakeholders, in the countries of the consortium and outside the consortium, on the possibility to create a common path for mutual recognition of the professional profile, on the basis of qualification standards as designed in WP2.

The domestic work sector in Italy and its main actors

In Italy the domestic employment sector has 800.000 employees with a regular contract on a total amount of 24 million families and more than 60 million inhabitants. The total amount of payroll paid in 2018 in Italy is about 8,8 billion.

However, at least 1,2 million of persons in Italy work without a regular contract, so the general payroll could be even higher.

The **working relation** between employer and employee can be direct or indirect. In the first situation, the family hires the person and manage directly the person. In the second situation the worker is hired by an employment agency or service enterprise and sent to the family, which becomes the user.

The PRODOME policy visit took place in the CNEL Head Quarter (Consiglio Nazionale per l'Economia e il Lavoro) with more than 50 participants and a several speakers during the two days. In particular, took part to the events both the Unions and the National Union Association in domestic sector who gave birth to the National Collective Agreement in 1983; both the main Institutions like INPS, (Istituto Nazionale Protezione Sociale), ANPAL Servizi (Agenzia Nazionale per le Politiche attive del Lavoro) e il CNEL (Comitato Economico e Sociale Lavoro) which design, organized and regulate public policies with reference to social security, fiscal contribution and legal. In Italy, the labour cost for domestic housekeepers can be deducted for taxes. In particular, 19% of total amount of social security can be deducted for employer's up to €2.100 per year.

About the payroll instruments, in Italy the **Family Voucher** has been recently reviewed and used for the hour wage of a domestic housekeeper. The voucher is registered to the employers and paid to the employees for : domestic work, kids and elders' assistance, homework assistance. The cost includes also the social security rate. The Family voucher don't give access to unemployment indemnity but it gives access to residence permit.

Labour cost: € 8 per hour of which €1,65 for social security INPS; €0,25 INAIL safe and security; € 0,10 transaction cost. Each worker can be paid up to € 5.000 by every single employer.

The speakers

Evolution of the legal frame

After President Renzo Gardella welcome and Vice President Andrea Zini introduction, Professor Pellacani gave a detailed picture of the normative evolution in the domestic sector in relation with the Italian family and society changes since 1950 to our days. Since 1940 the domestic work is proper of medium and quite big families, very often in cohabitation and a very stable setting of the families, as the divorce will be allowed in the '70. The domestic relation is

characterized by high level of trust and loyalty between employee and employer. The domestic housekeepers were considered a privilege and taxed (like a yacht today).

In the last 40 years the family frame has changed deeply and the work relation for domestic housekeepers has been recognized as a standard contract as declared by the Code of Civil law (art. 2240-2246) and by Law 2/4/1958. Since '80, with the first National Collective Agreement a new time started with new rights and duties.

The public declaring of the new job

Two managers from INPS Lucilla Cotronea e Marisa Buccino well explained the importance and the process of the public communication of the domestic working relation. In order to give public evidence to the new contract, the employer has to send a specific form to INPS not after the first day of work giving all the information requested.

Financial instruments for professional Training

The session on professional training gave a deep view on two main financial instruments: the **Formatemp Found** open to temporary workers and **Fondo Professioni** used for the lifelong learning.

Employee medical insurance:

Ebincolf Representatives presented the main instruments built up by the sector in the last 30 years. First of all, Cas.sa Colf, a sort of integrative medical insurance for employees; secondly, the professional training free programme realized since 2015 for 3 professional profile:

- Domestic housekeeper
- Elderly Carer in domestic environment
- Kids Carer in domestic environment.

Lastly, the professional competence recognition process draft, since 2017.

Global vision of the sector and its structural actors

In general, home employment is **a direct or intermediated labour relationship between two individuals**: the individual-employer and his employee. **In Italy**, this sector represents more than **800.000 employers** and nearly **800.000 regular employees** for about 8 billion euro¹ of payroll paid in 2018.

The policy visit of PRODOME in Rome brought together the major partners involved in the Sector:

- INPS first of all which are implementing public policies for the past twenty years, in order to structure and recognize domestic housekeeper's employment:
- Anpal Servizi, the Governmental Agency in house of Labour Ministry for Training and

Placement national policies, designed the standards services and the main public policies to be adopted by the national network of employment services.

Experts on training

The specialized speakers (**Università Cattolica del Sacro Cuore-Policlinico Gemelli**) presented the professionalization as a way for professional pathways and competence recognition. Dott.ssa Caretta runs the Center for Geriatric studies and practices and presented the training activity and methodology designed and adopted.

These stakeholders could be part of a future network for the professionalization of the domestic employee

The domestic housekeeper operates in complex situations because of a **singular workplace (the private sphere)** and performs an activity directly linked to one or several people. In this sense, the stakeholders mentioned above participate in the recognition of the profession and provide a stimulating and securing framework for the activity developed by of millions of people in Italy.

In Italy, Ebincolf is **the National Union Association of the domestic sector**, and it is strongly committed to professionalization. With the help of all the social partners, Ebincolf has succeeded in developing the professional training for domestic housekeepers and qualifying the standards and contents for the main professional profiles and its associated competences.

French and Spanish participants:

The French delegation has been composed by

- 1 representative, Mme Mireille Volpato Nouvelle Aquitaine Regional Council
- 2 representatives from EFFE European Family Federation Employers

The Spanish delegation has been composed by 7 representatives:

- 1 from Izquierda Unida, a Spanish left national party with European values.
- 1 from UC3M a Spanish University of international recognition
- 1 from FUNDAE: Fundación Estatal para la Formación en el Empleo
- 1 from the national trade union Confederación de CCOO (Comisiones Obreras), an organisation participating in the negotiation of different collective agreements.

These profiles have enabled to cover both national and regional dimensions, as well as different sectors linked to employment, training and direct home employment.

How far could the policy visit fulfil AIM 2?

AIM 2: To identify common elements and establish links between the countries of the consortium (as a minimum, further countries can be involved as possible) on certification processes to access the training pathway, or to have recognition of prior learning on the basis of established qualification standards.

This policy visit has enabled to present the framework for the certification system that could be applied by the professional profile "domestic housekeeper" who will be soon introduced in Italy.

The **Ministry of Labour presented the National Competence Certification System** and its impact on professionalization and qualification. In particular, it aims to:

- Increase the qualification and employability levels for people
- Put in the central position the competences and professionalization
- Reinforce effectiveness and integration network of education, training and work services
- Increase performance and competitiveness of enterprises.

The national certification system has direct impacts on labour markets with reference to:

- Mobility of employees in Europe, between Countries;
- Permeability among Education, Training, Life, Job
- Matching and effective procedures.

In Italy the competence certification system has been introduced by national law n. 92 in 2012 and it has been implemented since 2013 at regional level. In 2015 the Labour Ministry worked to give a national recognition to the several regional qualifications clustered in the *Atlante delle Professioni*.

How far could the policy visit fulfil AIM 3?

AIM 3: To keep contact with guidance and employment offices in order to involve them in the professionalization process, which will require also attraction to the profession.

In Italy, ANPAL Servizi is the Governmental Agency in house of the Labour Ministry. It provides standards services and objectives to the national network of public employment services. The deployment of this organizational and development plan has been presented by the two ANPAL Representatives Antonella Marsala and Andrea Simonini who explained the Italian Qualification Book and professional competences recognition.

Moreover, the National Professional Union Association Representatives (Ebincolf) explained the certification process Draft for domestic housekeeper according to the UNI Law approved for NON organized Workers, as domestic housekeepers. People must hold an exam and evaluated by a jury of 2 experts. The exam is articulated in 1 written test and 2 oral interviews. All participants must have at least 12 month working experience and must have attended a training course for domestic housekeepers in the last 3 years.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The logistics of the visit have not been problematic. According to the questionnaires and the feedback form participants, a general satisfaction has been expressed for the quality of contents shared and the easy way to talk to speakers during the meeting.



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Was there any divergence of the original plans both in content or technical circumstances? If yes, how could you handle, solve these problems?

None.

ANNEXES

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Co-funded by the
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Report - PRODOME policy visit

Bilbao, Spain

Date and time: 26 & 27, March 2019

Venue: Sabino Arana, nº 8, 48013, Bilbao, Bizkaia, Spain

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)
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How far could the policy visit fulfil AIM 1?

AIM 1: To involve stakeholders, in the countries of the consortium and outside the consortium, on the possibility to create a common path for mutual recognition of the professional profile, on the basis of qualification standards as designed in WP2.

The **stakeholders invited** to the policy visit held in Bilbao on March 26 and 27, are people who occupy **leadership positions in both public or private sectors**, the tripartite FUNDAE, and the trade union CCOO, who share common interests with the objectives pursued by the PRODOME project. Speakers were selected to give a broad view of the difficulties in training, employment, business and social environments that exist in the Basque Country as in Spain, and which explain that **part of care-giving is not professionalized**; we refer to care-giving provided by the private sector. They were also chosen to meet another objective, which is to involve them in the results of the PRODOME project. These people can promote from their areas of responsibility the professionalization of the domestic employment sector. The **academia was also present**, given the repercussion of its message within the field of knowledge.

How far could the policy visit fulfil AIM 2?

AIM 2: To identify common elements and establish links between the countries of the consortium (as a minimum, further countries can be involved as possible) on certification processes to access the training pathway, or to have recognition of prior learning on the basis of established qualification standards.

The Director of Training, Juan Ibarretxe, for the **Basque Employment System of the Basque Government (Lanbide)**, detailed the Basque Country's investment in relation to the certificates of professionalism connected to the professional network that concerns us in the PRODOME project, as well as the ongoing innovative projects to advance in the improvement of current certificates and in the design of new certificates. Participants were able to see first-hand an experience supported by the territorial government, and developed by Grupo Servicios Sociales Integrados, very much in line with the objectives of PRODOME: MENTSA. The aim of this project is for people who work as interns and who cannot access any type of training to earn their qualification, and it is thanks to this project with the design of a mixed methodology (face-to-face and self-learning), that these people can obtain a certificate of professionalism.

How far could the policy visit fulfil AIM 3?

AIM 3: To keep contact with guidance and employment offices in order to involve them in the professionalization process, which will require also attraction to the profession.

The Basque Government, the Provincial Government of Bizkaia and various city councils were represented through the following people:

Emilio Sola Director of Social Services for the Employment and Social Policies Department BASQUE GOVERNMENT.

María Guijarro Director of Equality, Cooperation and Diversity Diputación Foral de Bizkaia.

Irene Muguriuza. Adviser, Department of Family Policy and Diversity BASQUE GOVERNMENT

Iñigo Zubizarreta. Social Action Director Bilbao CITY COUNCIL

Sergio Murillo, General Manager for the Promotion of Personal Autonomy Diputación Foral de Bizkaia.

Isabel Román, Social Action Director Muskiz CITY COUNCIL

Juan Ibarretxe, Director of Training for Employment and Income Guarantee, Lanbide

Kepa Ansotegi, Adviser Telecare Program, BASQUE GOVERNMENT.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The meeting was held in a venue offered by the **Provincial Government of Bizkaia** (BEAZ) with adequate facilities for arranging simultaneous translation to two languages (French, Italian). We also had the support during the duration of the event of an English translator in person for any specific needs. Grupo SSI organized a Welcome Dinner the evening previous to the Policy Visit, as well as the catering offered on day 26 and 27 and a dinner organised on day 26. All participants booked their own accommodation after receiving helpful information covering options for hotels, transportation, transfer times as well as tourist information of interest, all which was provided by the department of tourism at the Bilbao city council and send out to each of the attending participants.



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Was there any divergence of the original plans both in content or technical circumstances? If yes, how could you handle, solve these problems?

Since the policy visit was held during the state and **local elections period**, and the attending speakers were in public positions, many of them had difficulties participating of public events, careful managing of the situation was necessary so they could participate, finally it was resolved by avoiding any public visibility of their interventions.

ANNEXES

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Co-funded by the
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Report - PRODOME national workshop

Paris, France

Date and time: 16th April 2019

Venue: FEPEM, 79 rue de Monceau, 75008 Paris

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)

What were the concrete proposals defined regarding the issue A) the situation of domestic housekeepers?

The first part of the focus group aimed to define and imagine **the domestic workers of tomorrow**. The first discussions highlighted different representations that are related to this profession.

Then, participants addressed what a domestic worker does not represent, drawing the professional boundaries. The domestic worker is not a professional that is oriented towards a specific category of "clients". He/she is neither a carer that takes care of a disabled or dependent person, nor a childminder that takes care of children.

Nevertheless, this distinction does not mean that the domestic worker does not have to deal with tasks related to this kind of work. That is why, the **domestic worker must be "multi-skilled and flexible"**. These words chosen with precision by the group, underline the complexity of defining the domestic worker's job.

These first exchanges reveal the need to define a specific and integrated identity for the professional. The professional knows his professional limits and promotes his ability to manage his environment and his "client" which is the family in its diversity of composition.

What were the concrete proposals defined regarding the issue B) recognition of the professional profile?

The second session of exchanges was focused on imagining the domestic worker in the near future. The participants addressed the following questions:

- What would be his/her tasks?
- Who would benefit from the provided services?
- What would be the social context in which the domestic worker would evolve?

Below are the main points that emerged in terms of recognition of the profession of domestic worker:

- The recognition of the domestic worker and the tasks he or she performs will necessarily require a professional training.
- It should be mentioned that the **domestic workers are not recognising themselves as being professionals**. This is due, on the one hand, to the lack of knowledge of the extent of their own activity and on the other hand to the **isolation** caused by their specific professional environment.
In fact, because the employer's home is the workplace, one of the key competences of the domestic worker is autonomy. However, at the same time this kind of workplace leads to isolation of the domestic worker.
- Working on the definition of the profession that would bring together the domestic workers as professionals, would help promote this profession along with its specificities.
- Representations of the profession are often tinged with the **predominance of female workers**. In a context where women spend less time maintaining the home than before, the use of an external service is becoming an increasingly feasible

solution to manage not only household tasks but also family life. However, this external help has always been and will continue to be provided mostly by women. Family life management becomes a commercial service without changing its representations.

- In this context, it can be assumed that the **integration of a male workforce** into the profession would be a way to bring some changes. This integration could be promoted by strengthening the notion of "services". The family consumes a market service and takes an expert advice on the management of the daily life.
- Finally, the integration of **new digital tools and automatic domestic equipment** in the home could lead to the development of specific skills and in this way enhance the specific expertise of the domestic worker.

What were the concrete proposals defined regarding the issue C) VET, validation and certification?

Furthermore, the discussions at the national workshop highlighted two points:

1. The domestic worker could increasingly **support families in their everyday life**. Indeed, families, faced with the constraints of daily life, may be looking for new services that would be closer to concierge activities, such as: collecting registered mail or parcels from the Post Office because the employer cannot do it during his own working hours, welcome energy services (gas, water, electricity) at home when the employer does not have time to take care of them, manage the reception of a rented apartment, remind an overwhelmed family that it is the time to declare their income, take care of the daily administrative management, etc. This set of new services could be further integrated into training to meet the needs of the families.
2. **The title of the "Family Employee" qualification seems reductive**. Indeed, for many people, it appears that the **family/domestic employment is not very evocative**. The general public does not easily associate these terms with all the multifunctional activities that can be carried out at home by the employee. Therefore, the focus group participants propose to initiate a reflection on a more "appealing" term in order to promote the recognition of the profession and to make it more understandable by the general public.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The workshop was held at the premises of FEPEM in Paris. The general overview of the proceedings is positive. The participants took actively part in the discussions.

The agenda and the timing were respected, the needed equipment was available and fully functioning.



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Was there any divergence of the original plans both in content and technical circumstances? If yes, how could you handle, solve these problems?

There were no divergences of the original plans.

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)



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PRODOME National workshop REPORT

Bologna

16th April 2019

Lavoro Più - Via Indipendenza, 74 - Bologna

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)
- **Some photos.**

What were the concrete proposals defined regarding the issue A) the situation of domestic housekeepers ?

The second PRODOME National Workshop was held in Bologna on Tuesday 16 April at the Lavoro Più headquarters (Gruppo Margotta).

Participants. In continuity with the Policy visits organized by the Prodome Project, two representatives of the Emilia Romagna Region took part, who had intervened in Paris and Bologna policy visits; a representative of the Territorial Labor Inspection Office and the representative of the Home Staff work agency that had already participated in the Bologna policy visit; the representative of the Red Cross of Treviso, as training partner of ASSINDATCOLF.

The discussion of the topics on the agenda was thorough and concrete, allowing us to formulate some operational proposals to work on in the coming months, above all on the issues of training and certification.

The situation of domestic work

At the regional level, the domestic work situation reflects the Italian one. As it will be illustrated during the presentation of the White Paper in Rome on 7 May next, on ten key points of the sector's development, the strategic ones are the three following:

1. Training and skill certification
2. Professionalization and ability to improve work performance
3. The figures: add the analyzes of the domestic sector in the EURES statistics also by virtue of the presence in Italy, as in France, of the National Collective Contract.

In Italy, unlike France, there is a lack of concrete support for public finance, downloading the entire cost of family work. In some regions including Veneto, Sardinia and Lombardy, the local government partially finances the cost of domestic assistance and care work. The participation of public finance would also bring to the surface the reports in black today still very common in Italy. The PRODOME project is quoted in the White Book of EFFE (European Federation for Family Employment) as a good European practice for the recognition and enhancement of domestic work.

The Representative of the Territorial Labor Inspection Office, which conducts inspections in the workplace, intervened in depth on this issue. On the one hand, the fragility of some employer who, despite having the need for domestic assistance, cannot afford to pay a regular salary is highlighted in the articulated exposition. On the other hand, the existence of fraudulent brokerage companies and websites that do not clarify the need for a regular work contract. All in a situation of silence and absence of public welfare, both in terms of services provided and of tax relief on labor costs. The territorial office emphasizes, at least on the territory of Bologna, an increase in complaints of irregular work on the part of the workers and an increase in the collective conciliations of the employment relationship.

CONCRETE PROPOSAL: networking between the subjects present at the table who track and monitor the entire chain of services to which the domestic housekeepers' access, and can intervene with corrective measures: from training, certification to intermediation on the labour market up to the regularity of employment relationship. This can be achieved with a periodic update and exchange contact between all the subjects present.

What were the concrete proposals defined regarding the issue B) recognition of the professional profile?

All the subjects present at the workshop have confirmed and supported the importance of recognizing the professionalism of domestic work and the need to attribute value to the same level as any other work.

The first PRODOME training course carried out in Bologna expresses in itself the importance of enhancing domestic work, providing participants with all the knowledge and technical skills that the activity requires.

Even the kitchen, the wardrobe, the cleaning rise to real disciplinary areas, to which unfortunately the common sense does not recognize any professional value but that instead enclose it.

It is no coincidence that some employers had also expressed the desire to follow a training course for family collaborators, precisely to acquire those home management skills that are gradually disappearing and that will over time be transferred to family assistants through training and the enhancement of the professional role.

CONCRETE PROPOSAL In order to give recognition and professional role to the family assistant, it is appropriate that every public and private actor does his part in promoting domestic work as a work of equal importance and dignity with respect to other jobs.

From the policy point of view, there are two the most effective tools to achieve the goal:

1. The deductibility of labor costs
2. Specific welfare incentives and public policies targeted at the targets. In this regard, reference can be made to past interventions including incentives for the reintegration of women into work or to support the reconciliation of life / work time.

What were the concrete proposals defined regarding the issue C) VET, validation and certification?

The ultimate goal of the training is to give value and depth to the work of family assistant, improving employability and employment.

CONCRETE PROPOSAL To carry out the 120 hours of practice of the PRODOME training course, the curricular internship at the family is available, which is available to welcome the student for the number of hours and the contents of the training plan. This is an interesting innovation that for the first time extends the internship also to private families.

On this point, even the Emilia Romagna Region reiterated its willingness to make available the already consolidated practice of the curricular internship of formalized paths. It also recommends taking some precautionary measures including, for example, not leaving the trainee alone at home for a matter of safety and learning support (which is perfected together with the tutor and the family in which he / she is inserted).

Furthermore, the need to explain the mechanism of the internship to families has also emerged and in general what it means to become an employer of a family worker.

CONCRETE PROPOSAL: organize information sessions for employer families who are preparing to host a trainee or hire a family worker.

CERTIFICATION OF SKILLS. On this point, the Emilia Romagna Region illustrated its path of certification of the skills acquired in the formal sphere (training course to achieve the qualification) both in informal and non-formal (i.e. on the field), a process based on the units of competences detected through the evidence file.

CONCRETE PROPOSAL The Emilia Romagna Region provides its own certification process even though it does not have a specific qualification for domestic housekeeper.

The Region therefore proposed to draw from the related profiles of «Assistants to the elderly and the sick», «Social Animator», «Educator of autonomy for the visually impaired» and to identify the units of competence in common with the domestic housekeeper and fill out the file on this of the evidence with which to request certification. All through a training institution accredited by the Region.

THE MATCHING. In the chain of training-employment services, matching is an important and at the same time delicate phase in the case of private employers such as the family.

Emilia Romagna Region has 37 Employment Centers that carry out this activity throughout the territory but see the sending of an employee to a family in a private house as critical and excessive responsibility.

In this case the characteristic side of domestic work centered on the strong relationship of trust and loyalty with the family and the employer emerges clearly.

The network of private services at work, including administration agencies, suffer less than this element and rather easily divide this profile.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The logistics of the workshop has quite easy and quick. According to the questionnaires and the feedback form, general satisfaction has been expressed for the quality of shared and informal way to talk to speakers during the meeting.

Was there any divergence of the original plans both in content or technical circumstances? If yes, how could you handle, solve these problems?

None



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Report - PRODOME national workshop

Rome, Italy

Wednesday 11th April 2019 15h00-18h00

Venue: Hotel Borgognoni Via del Bufalo, 126

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)
- **Some photos.**



Co-funded by the
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What were the concrete proposals defined regarding the issue A) the situation of domestic housekeepers ?

The PRODOME National Workshop took place in Rome on Thursday 11 April in the hall of the Hotel Borgognoni.

Participants. In continuity with the policy visits organized by PRODOME during the year, two representatives of INPS (National Social Security Institute) participated, having attended Paris, Madrid and Rome; the representative of the Catholic University Geriatric Center - Policlinico Gemelli who had participated in the Policy visit of Rome; a representative of a training and placement institution that unfortunately could not attend in Rome. Unfortunately, the representative of ANPAL Servizi, National Agency for Active Labor Policies, an in-house company of the Ministry of Labor, was absent.

The discussion of the topics on the agenda was thorough and concrete, allowing us to formulate some operational proposals on which to work in the coming months in the wake of the PRODOME Project.

The domestic work situation in Italy the improvement of the context

In our country the rate of aging of the population is increasing. Against 60 million inhabitants, 33.849.041 are under 50 years, 22.427.932 are between 50 and 80 years old and no less than 4.207.000 are more than 80 years old, the so-called "great elders".

Precisely on the importance and urgency of domestic work in an aging country, Assindatcolf next May will present the **European White Paper** at the CNEL headquarters inviting all political parties to participate and take a position on key issues concerning the domestic sector in Italy and the measures of support of public welfare: the deductibility of labor costs, the status of caregivers, the support of public finance to support families engaged in the home assistance of a person with reduced autonomy.

In the light of the increase in the aging rate, the reduction in public spending on social services and welfare, the domestic work sector is destined to grow in the number of workers and volumes.

On the subject of family support, Cas.sa Colf also intervenes in Italy, the national bilateral body, aware of the need to support the family for the indirect benefit of the worker as well. One of the recently issued PROPOSALS is the payment by the bilateral body of the INPS contributions of the family assistant in replacement (eg for holidays, maternity, etc.). Long Term Care interventions were also examined for the purchase of a supplementary insurance policy in the event of long-term assistance in which Cas.sa Colf could play the role of Purchasing Center at more advantageous conditions.

The second point of interest for the improvement of the domestic sector is the dialogue with INPS in terms of ways of collecting contributions and collecting more information on the pool of workers and families they hire.

PROPOSALS AND AVAILABILITY. On this topic the Institute has expressed openness in the willingness to improve the collection of data in the Complaint of the Domestic Labor Report: INPS has the data on the Worker and the data of the employers. It does not have the data of the family in which the worker operates.

CONCRETE PROPOSAL to make a census on the 800,000 regular active reports to detect them. In collaboration with between INPS and ISTAT for which the first could give access to the

Employers' DB. It would be useful to know the number of members in the household and the number of persons requesting assistance and care (elderly, children, disabled, etc). Furthermore, collaboration with Tax Agencies could be activated starting from the employers who deduct 19% of the contributions to know the data of the household.

CONCRETE PROPOSAL: Statistical Observatory INPS on domestic work: in order to improve the quality and quantity of data collected by the Observatory, INPS invites ASSINDATCOLF and the social partners to formalize a request to insert new indicators to be monitored.

What were the concrete proposals defined regarding the issue B) recognition of the professional profile?

On this issue, a clear will emerged to give even professional names greater continuity to professional names.

CONCRETE PROPOSAL: to improve continuity in all phases of the recruitment process up to training and certification, it would be advisable to include the BABYSITTER item among the duties of the employment relationship reporting format next to BADANTE and COLF.

All this to make the INPS system more homogeneous with the CCNL nomenclature (all those present), the training profile, etc., the modification hypothesis could be:

- Housekeeper (Family Worker)
- Babysitter
- Self-sufficient assistant (elderly, children, disabled, etc.)
- Assistant to a non-self-sufficient person (elderly, children, disabled, etc.).

It would be advisable to replace the term BADANTE which, for Mrs. Caretta, means a person without education, a role that for the most part is acted passively and devalued. To date - the doctor from the Policlinico Gemelli relates - the proposal to create a unique professional profile that is uniquely named throughout Italy is still at the State and Regions Conference Table.

With regards to improving the quality of the employment relationship and the emergence of the black, it is necessary to find a system at country level that makes it convenient to report and declare the employment relationship, for example the deductibility of labor costs. To date, the State seems to be going in the opposite direction, if it is true that the Citizenship Income, as a public policy against poverty, does not make the emergence of undeclared work convenient.

What were the concrete proposals defined regarding the issue C) VET, validation and certification?

The ultimate goal of the training is to give value and depth to the work and professional identity of family assistant, improving employability and employment.

CONCRETE PROPOSAL. In this regard, with the PRODOM project we are experimenting with the novelty of curricular internship in the family. As a practical training relationship, the training in the family is complementary to the theoretical training in the classroom. It assumes a family willing to welcome a trainee and support him in learning by acting as a tutor.

Icare representatives show that in the past they have experienced the curricular internship as part of a private training project that took place in a protected residence for 30 guests.

To do so in a successful family, an informational course should also be prepared for employers who often find themselves managing an employee from one day to the other due to need and without sufficient knowledge and information. Alternatively, for the practice hours, it is conceivable to set up an educational apartment, although expensive.

ASSINDATCOLF intends to complete the experimentation of the internship in the family in order to evaluate its replicability on a large scale.

Certification of skills and competences. In France, IPERIA is a certification body with a specific delegation from the State. Exams with commission formed by 1 employer, 1 former worker, 1 member of IPERIA/ training institution.

In Italy, the process of certification of competences is the regional prerogative for professional qualifications, including the "Family Assistant" where it exists.

At national level, the Bilateral Ebincolf Body was mobilized, which started the UNI standardization process for the professional profile of domestic staff and on which it will also initiate the certification of the professional skills acquired following a training course for domestic staff, to front of the work experience gained in the job.

There are still many steps to be taken in the direction of making the path of certification of competences at national level homogeneous and easy to access, also making it possible to recognize the skills acquired in the field "anywhere, anyway".

Employability and Employment of Domestic Personnel. In this context, there are multiple instruments to increase employment levels and make the matching process more effective.

In the first place, the structuring of a network is being evaluated to enhance the Demand-Supply intersection in a supply chain consisting of: TRAINING> CERTIFICATION> EMPLOYMENT through INFORMAL NETWORKS through PLATFORMS AND FORMAL ES. NETWORKS ACCREDITED INSTITUTIONS. In this regard, the Gemelli Polyclinic supports **a helpdesk that puts the family in contact with the worker** and secondly starts the trained person in the network of local services.

CONCRETE PROPOSAL In the near future, it would be desirable to put the generated heritage into a system and create a **database powered by the profiles of workers trained and certified** so as to work on the intermediation of quality professional profiles.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The logistics of the workshop has quite easy and quick. According to the questionnaires and the feedback form, general satisfaction has been expressed for the quality of shared and informal way to talk to speakers during the meeting.

Was there any divergence of the original plans both in content or technical circumstances? If yes, how could you handle, solve these problems?

None



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PRODOME National workshop REPORT

Madrid, Spain

Date and time: 23rd 2019

Venue: FOREM, Calle Arenal, 11, 1ª planta, Madrid, Spain

ANNEXES

- **Questionnaires** filled by each participant (scanned in pdf)
- **Attendance lists signed** by all participants (scanned in pdf)
- **Some photos.**

What were the concrete proposals defined regarding the issue A) the situation of domestic housekeepers?

With the aim of having an interdisciplinary overview of the situation of domestic housekeepers, from the current perspectives, CCOO of Construction and Services, has counted with the participation of representatives from FUNDAE, INCUAL, FOREM, a professor and researcher of Labour Relationships Carlos III University of Madrid, also representatives from the entities "AD Los Molinos" and "Senda de Cuidados", and two domestic housekeepers, who have given us the vision in first person of the main subject to whom the project refers.

The group has addressed the situation of the sector at a national level and its problems. We have discussed about the precariousness of the workers, the lack of social value that is given to the work they perform, the feminization of the sector, the problem of undeclared work and the abuses of payment in kind, among other irregularities in working conditions.

Likewise, the often "feudal" conditions of domestic employment have been highlighted, in which women workers are often not considered qualified workers, their work is scarcely valued and their working hours usually exceed 8 hours (up to 24 hours in the case of internal people) and without scheduled breaks. As a result, we have concluded the need to find ways for the demands of the domestic employment sector to stop being individual and to start having a collective character, highlighting the absence of the sector collective negotiation framework as a fundamental axis for the regulation. On the other hand, the lack of definition of the functions and the range of work and knowledge has been confirmed, as there is often a situation where tasks encompass everything that happens inside the home. Therefore, as a conclusion, we insist on the need to define domestic work and delimit the tasks to which it refers and the conditions in which it is carried out, taking into account that the data bring to light around 30 % undeclared work in the sector.

What were the concrete proposals defined regarding the issue B) recognition of the professional profile?

We have concluded that the accreditation and training are the keys of a way to professionalize the sector. But, in addition to these training needs, it has been emphasized the importance of this training and accreditation being recognized contractually and in a salary manner, and that it be identified as an essential job with the same rights as the rest of the productive sectors, highlighting the right to collective negotiation.

What were the concrete proposals defined regarding the issue C) VET, validation and certification?

It has been stated that in Spain there is a certificate of professionalism level 1 of domestic work of the family of sociocultural services and the community, which is recognized by INCUAL and SEPE. This includes three modules: cleaning, cooking and ironing. But no training has been delivered, nor is it has been sued. As reported by the INCUAL, no person has been certified and no call has been made. On the other hand, no certification is required in the employment.

As a conclusion, we have considered the need to structure sectoral collective negotiation as a fundamental element to make domestic work a regulated profession and to promote the value of accreditation and allow recognition through work experience or competences with a card of the sector, where the formations carried out and the experience during the entire working life are registered. As examples to take into account, the European professional card and the professional construction card were mentioned. In this sense, the problem of collective negotiation has been identified as the absence of employer interlocution or employers' associations, like in the other two project partner countries, France and Italy.

The possibility of converting the training modules into professional competences was also raised, since there is a tendency to go from a complete qualifications system to a system in which competences are acquired throughout the working life. Therefore, it has been proposed to transfer the areas of competences developed in the itinerary designed within the framework of the European project PRODOME to INCUAL to assess the possibility of incorporating it into the professional family professional certificate.

Regarding work-based training, with the absence of a regulatory framework that allows recognizing some spaces to carry it out, we have talked about the possibility of negotiating to recognize as practical training the one developed in another place, to avoid the problems generated by practical training in the workplace of this specific sector, which would be the homes of families.

Finally, it was concluded with the need to transfer the conclusions of the European project PRODOME to the political parties and also work from the state and autonomous administrations so that the sector is framed within the framework of the Workers' Statute.

Please, give an overview about the technical circumstances (timing, equipment, travelling, translation, hotels, etc.)

The workshop was held in the building of FOREM, since it is well located and easily accessible. There was enough space to use a round table for all participants and access to Wi-Fi. Regarding the time, the development of the workshop took a little more time than expected, due to the debate generated. We believe that on another occasion, it would be interesting to schedule more time.

Was there any divergence of the original plans both in content or technical circumstances? If yes, how could you handle, solve these problems?

There were no divergences respect of the original plans