

**P R O
D O M
E**

PRODOME
Deliverable 2
European
Curriculum for
Domestic
Housekeepers



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

LICENSE AND COPYRIGHT



"All published materials described in intellectual outputs section will be licensed under Creative Common Attribution-NonCommercial-ShareAlike 4.0 International, allowing to remix, tweak, and build upon the work non-commercially, and to distribute derivative works only under the same license".

© IPERIA, 2018

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TABLE OF CONTENTS

1.	Introduction.....	3
	WP1 Conclusions	3
	Relevant EU initiatives.....	4
	European sector skills councils	4
	EU Skills Panorama	4
	ESCO (European Skills, Competences, Qualifications and Occupations).....	4
	Relevant national certifications available	5
	France	5
	Spain	5
	Italy	6
	Pedagogical choices.....	6
	A trainee-centred training	6
	Pedagogical methods.....	7
	Trainer’ role	8
2.	Focus group	9
	General conclusions.....	9
3.	Competence areas and learning architecture	13
	Key conclusions	13
	Main features of the training	13
	Entry requirements	14
	Principles for creating deliverables 2	14
	Domestic worker’s job description.....	16
	Description of the work tasks performed by a domestic worker.....	16
	Competence framework.....	17
	Learning architecture	17
4.	Learning contents	19
5.	References.....	21

1. INTRODUCTION

Considering that

1) "Sector Skills Alliances aims at tackling skills gaps, by identifying sector specific labour market needs and demand for new skills with regard to one or more occupational profiles, and/or enhancing the responsiveness of initial and continuing VET systems to sector-specific labour market needs", and that 2) in the EU, only a few member states have developed general certifications related to domestic work, not necessarily similar or correspondent to the specific profile of domestic housekeeper, the first objective of PRODOME has been to define the **state of the art of competence definition**, VET provision and legal frameworks (WP1 "Reference framework definition") in order not only to identify the related gaps and needs, but also to address the challenge of a lack of European view of the profile, linked to the abovementioned insufficient regulation and recognition of the profile.

WP1 CONCLUSIONS

In this sense, the **main findings** of the desk and field research, included in deliverable 1 "The state of the art of domestic work in Europe: housekeepers and related profiles", were the following ones:

- Desk research: although there are some significant differences between the three countries, the reality of domestic work and the **needs of the workers are largely comparable**, and it is therefore possible to achieve the objectives of the project since the results obtained can be used in France, Italy, Spain and in the EU, carrying out if necessary small adaptations to the situation in each country (for instance as regards language and cultural adaptation, cooking or environmental habits and organisation, etc.). Then, there is a large consensus on the workplace for this profile: it is only the household, not a community or an establishment.
- Delphi exercise with 24 experts (8 experts per country):
 - **The need of professional domestic workers will increase** in the next years especially because of the population ageing and the increasing role of women in the labour market, which reinforces the importance of training and recognition for this professional profile.
 - The most important competences according to the expert's views will be: **care competences, soft skills, IT skills, green skills and occupational safety and health skills to reduce hazards** and accidents for the workers and the family members.
 - A common training pathway shall include both housework and caring, excluding the specialized care for dependent people, more linked to health profiles.
 - Due to the large proportion of foreign workers in some countries, it is also very important to ensure the knowledge of the **language, culture and customs of the host country**.
- Semi-structured interviews with 30 experts (10 experts per country):
 - An **appropriated legal framework** is the best way to reduce undeclared work and define professional limits.
 - The workplace of domestic housekeepers, a household, requires **specific competencies** (privacy, respect, profession's limits, etc.).
 - The **diploma, if available**, for this profile are **not well-known** by the public or by potential workers.
 - In all the three countries, it is **necessary to advance in the professionalization** of domestic work and in the recognition of the skills of workers, so it can be acknowledged as a "real profession".

- Questionnaires with 109 domestic housekeepers (around 35 per country):
 - It is a **highly feminised** profile and seems **not attractive to young**: only 4 male workers in France and 1 in Italy participated in the survey; only 10 workers were less than 35 years-old, the majority were between 45 and 55.
 - **Soft skills** are very relevant to domestic housekeepers, as well as training in general.
 - **Barriers for training** are important: no diploma available (not in all regions in Italia, in Spain it exists only in the NQF at formal level) or not well-known or recognised by employers despite all (in France, just a few workers in France had a diploma).

RELEVANT EU INITIATIVES

EUROPEAN SECTOR SKILLS COUNCILS

As regards **European sector skills councils**¹, no relevant applicable evidence to the project has been found among the 5 sectors set up, or the 14 sectors benefiting for feasibility studies (nowadays discontinued as such and succeed actually by SSA). Indeed, during the kick-off coordinators meeting held on the 26/01/2017 PRODOME was classified under "other sectors", which shows the general lack of visibility affecting this sector.

EU SKILLS PANORAMA

In addition to this, the available data at the **EU Skills Panorama** hosted by CEDEFOP unfortunately does not bring more relevant information, since the profile of domestic housekeeper could be include both in the occupations listed under "Personal service workers"², which gathers very different professional profiles and services such as the ones "related to travel, housekeeping, catering and hospitality, hairdressing and beauty treatment, animal care grooming and training, etc.", or under "Cleaners and helpers"³, who can "perform various tasks in private households, hotels, offices, hospitals and other establishments, as well as in aircraft, trains, coaches, trams and similar vehicles, in order to keep the interiors and fixtures clean, and launder and press garments and textiles by hand".

ESCO (EUROPEAN SKILLS, COMPETENCES, QUALIFICATIONS AND OCCUPATIONS)

Lastly, as regards the identified ESCO profile 5152 "Domestic housekeepers"⁴, **some adjustments were required** to meet the actual needs of the target groups, mainly:

- The definition of the workplace: only the household, not a community nor an establishment
- No evidence was found by our project about the relevance of a supervision of workers (domestic housekeepers work rather alone)
- Healthcare activities are not possible (such as giving medicines) due to legal and professional limitations established in some countries (mainly France and Spain).

¹ <http://ec.europa.eu/social/main.jsp?catId=1415&intPageId=5062>

² <http://skills Panorama.cedefop.europa.eu/en/occupations/personal-service-workers>

³ <http://skills Panorama.cedefop.europa.eu/en/occupations/cleaners-and-helpers>

⁴ <https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Fisco%2FC5152&conceptLanguage=en&full=true>

RELEVANT NATIONAL CERTIFICATIONS AVAILABLE

FRANCE

In France, the main equivalent diploma to the ESCO profile 5152 "Domestic housekeepers" is "**employé familial**"⁵. It is a "branche certificate" ("*titre de branche*"), a singularity of the French NQF (level 5 – 3 EQF), which includes a specific type of certificates that are labour market-oriented and focused in employability, usually shorter and with lower NQF/EQF levels and costs than other certificates.

This certificate 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. 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.

Each module is evaluated and certified separately, as established by the entity in charge of the French NQF (*Commission Nationale des Certifications Professionnelles*, CNCP). 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).

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.

SPAIN

The equivalent diploma in Spain is "empleo doméstico"⁶ (level 1 NQF -3 EQF).

This certificate is composed by 3 modules with a total of 200 hours:

- Module 1: Cleaning of a private household – 30 hours
- Module 2: Shopping, cooking and manipulating food and products – 60 hours
- Module 3: Cleaning of clothing – 30 hours
- Practical training: 80 hours.

The profile is very similar to the French one, except for the fact that these professionals are not supposed to take care of children or older people living in the household they work.

⁵ <http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&fiche=17799>

⁶ <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/DetalleEspecialidadFormativa.do?codEspecialidad=SSCIO109>

ITALY

Considering that the Italian NQF has just been launched in January 2018⁷, as well as the competences transferred to the regions as regards training and certification, it has not been possible to find an equivalent to the profile of domestic housekeeper. In this sense, some close profiles that can be mentioned are "Operatore Socio Sanitario"⁸ (4 EQF) and "Assistente familiare" (3 EQF) existing in some regions such as Regione Lombardia⁹, 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.

PEDAGOGICAL CHOICES

A TRAINEE-CENTRED TRAINING

Some principles of andragogy (adult learning)

Andragogy is defined as adult learning. It is based on the premise that the adult needs, as trainees, are different from those of children, and therefore it is focused on the related specificities¹⁰.

According to the main andragogy principles, an adult can learn better if:

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

The target group

The approach of addressing actual or future domestic housekeepers has not been relevant considering the heterogeneity of profiles.

However, the French experience as regards the certification of "employé familial" and the shared conclusions among the different countries involved in the project confirm the learning difficulties of the targeted professionals, among which the following ones can be highlighted:

- Low educational level
- Very often outside the labour market
- With local language difficulties

⁷ National qualifications framework developments in Europe 2017, CEDEFOP.
(http://www.cedefop.europa.eu/files/4163_en.pdf).

⁸ <http://orienter.regione.emilia-romagna.it/orienter/exec/portale;jsessionid=Q22zhaUwP+IK7U+3CboPZzly.undefined?actionRequested=performShowSchedaDettagliQualifica&qualifica=5-41>

⁹ <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>

¹⁰ Some of the main references found in the French context: Jean-Yves Arrivé, Bruno Barjou, Lionel Bellenger et al., Ingénierie de la formation, Montrouge, Ed. Législatives, 2015, p. 491-50; about the difference between pedagogy and andragogy: <http://sydologie.com/2013/10/pedagogie-et-andragogie-soyons-precis/>; as regards andragogy theory: <http://infed.org/mobi/andragogy-what-is-it-and-does-it-help-thinking-about-adult-learning/>

- With a precarious situation (social, financial, psychological, etc.).

These factors can cause resistance towards training, before but also during it because of:

- Lack of self-confidence / self-underestimation caused by previous failures, difficult life conditions, social discredit of the professional profile, etc.;
- Fear of feeling « back to school » caused by a difficult scholar pathway, scholar failure, lack of access to education;
- Fear of failure.

In such a context, the important thing is that training is conceived to create the propitious conditions (pedagogical, psychological, logistic, etc.) and is adapted to trainees so they can trust themselves and overcome the obstacles detailed here above.

PEDAGOGICAL METHODS

There is no classification of pedagogical methods widely accepted by all the experts on the field. Indeed, the trends, classification criteria, definitions and practices are multiple and diversified.

In line with this, the partners of PRODOMÉ project have decided to not use a fix classification, but rather a general principle according to which the key point is to ensure the involvement and participation of the trainees during all the learning process. This principle covers a wide range of the existing methods and places the trainee at the very hearth of the pedagogical process.

In this sense, the partners of the projet propose to define some alerts for trainers as defined in the main andragogy principles mentioned here above¹¹. These alerts include recommendations that take into account the learning difficulties of the targeted group in order to facilitate it as much as possible.

Good practices to be adopted

- Several elements to be considered:
 - The profile of trainees, meaning their educational level and professional experience, as well as their needs; they can have a previous experience on the sector and so a need of credibility, of personal and social recognition, a wish to complete their experience and up-skill, or to perfectionate their professional performance; or maybe they want to acquire new professional techniques, be reinsured in the framework of a professional project, or discover the profile or test it.
 - The training objective: to acquire, perfectionate skills
 - The complexity of the knowledge to be acquired
 - The available learning material resources
 - The number of trainees
 - The motivation of trainees
- **There is no a “best” pedagogical method.**
It is advisable to use different ones and to adapt them to the objective of each pedagogical sequence.

¹¹Jean-Yves Arrivé, Bruno Barjou, Lionel Bellenger et al., Ingénierie de la formation, Montrouge, Ed. Législatives, 2015;
http://www.cedip.developpement-durable.gouv.fr/IMG/pdf/Fiche_En_Lignes_no_43_cle6faf92-1.pdf;
<http://www.hugueslenoir.fr/de-la-pedagogie-a-landragogie/>

For instance, the “magistral” approach, based on knowledge and presentation of information can be problematic: because there is too many information, not enough interaction with the trainees, risk of getting bored, not convenient for memorization, etc. This does not mean that this method is not be used at all, because theoretical approach is essential, but it would be relevant to propose short sequences and to articulate them with pedagogical methods involving interaction with trainees, such as brainstorming, quiz, case studies, etc.

- **Give preference to the methods giving an active role to trainees.**

Case studies and role playing are essential tools for the professionalisation of domestic housekeepers since they are based on practice: they facilitate not only autonomy and self confidence but also, thanks to work-based learning, they also help trainees to imagine themselves as professionals and to better adapt to different situations.

- **Promote interaction and take into account the experience of trainees.**

The participative approaches – via a quiz, brainstorming, a discussion about a subject, etc. – enable to the trainees to build up on their knowledge, experiences and opinions in order to develop their competences and therefore upskill.

- **Combining pedagogical methods with different tools and available formats.**

Using different formats – presentation, technical equipment, videos, technical sheets, websites, publications and articles, “technical apartments”, etc. - and varied pedagogical methods and activities contribute to create a “rhythm” for the training. This enables to keep the attention and focus of trainees, making the learning contents more concrete and facilitating the memorization.

TRAINER’ ROLE

The trainer is a professional with technical expertise and pedagogical expertise. As regards this last one, the trainer does not only transfer knowledge, but proposes activities linked to the activities that require the competences to be acquired and which are essential to perform the professional tasks. Indeed, the fact that a training is addressed to adults, requires different animation techniques: the trainer is therefore animator, mediator, supporter and facilitator¹².

- **As animator**, the trainer creates a positive group dynamic, valorizing the knowledge from all the trainees. Thanks to the contributions at the request of the trainees and the facilitation of exchanges (via activities involving all the trainees), the trainer creates a welcoming atmosphere and a trust ambiance, based on supporting and valorizing the trainees. In this sense, the activities in small groups are relevant since they enable to all the trainees to discuss, they create a proximity and facilitate cooperation.
- **As mediator**, the trainer takes into account the interactions of the group (possible tensions, conflicts, dissatisfactions, etc.) while trying to remain objective and neutral and keeping control of the situation in order to propose adequate solutions and recreate a trust ambiance.
- **As supporter**, the trainer gives a sense to the training and helps the trainees to make progresses by providing tools, reference points (with technical sheets, for instance), guidance and availability. This support contributes to create favorable conditions to promote self-reflection of the trainees based on their experience, so they can reach their own solutions. This approach facilitates the autonomy of trainees and the transposition of skills to different situations, so they can adapt their practices, their communication and attitude to different contexts. The trainer puts also in place formative evaluations in order to measure the progresses

¹² About techniques for the trainees: cf. Jean-Yves Arrivé, Bruno Barjou, Lionel Bellenger et al., *Ingénierie de la formation*, Montrouge, Ed. Législatives, 2015, p. 249-259.

and the ownership of competences, as well as to identify weak points and possible remedial actions.

- **As facilitator**, the trainer promotes the access to resources and tools that will enable to the trainees to learn by themselves. Indeed, the idea is to guide the trainees while keeping their autonomy thanks to clear indications and guidelines, essential information for the resolution of a problem with a concrete activity and general guidance without identifying the solution. The role of the trainer is also to prepare the space and prepare the adequate equipment and material.

2. FOCUS GROUP

GENERAL CONCLUSIONS

How much is the competence framework proposed by PRODOME consistent with the workers and the employers needs and rights?

The 7 competence areas as presented to the participants in the 3 countries seemed interesting, relevant and consistent to the needs and rights of both workers and employers. Besides, they were considered well-structured and developed.

In Italy, there was a consensus on the fact that domestic housekeeping is a more and more a multiskilled professional profile built up by several hard skills and by some relevant soft skills, all very well mentioned in the competence framework. In France, this was expressed in a similar way, since the participants agreed with the distinction between hard and soft skills, both equally important for the day-to-day tasks of a domestic housekeeper giving the fact they need to be multi-skilled and polyvalent (adapting to the family needs and members) and that they work at a particular setting, which is a private household (and so soft skills, such as communication, are very important and not only technical applied skills).

In addition, in France, as regards ITC and green skills applied to the household, there was a debate as regards the real level of such skills among workers. Indeed, it was explained that the project considered basic ICT and also language skills as a pre-condition to enrol to the training. Otherwise, it was not possible to fit all within the allocated framework of 300 hours, which is in any case a rather long training period considering the difficulties of the profile addressed to find the time for training. In this sense, language skills were specially discussed in Italy, where it seems to be a high percentage of migrant workers with a very different national language (Eastern Europe, Philippines, etc.).

In this sense, in Italy, participants agreed that it would be unrealistic to expect domestic workers to have the necessary digital competences to use the web in the work environment. It happens that innovative employers are teaching their housekeepers how to use tablets to shop on line at the supermarket web site. However, these are still exceptions.

In line with this, as regards the proficiency levels, some Italian participants stated that the defined profile was a bit too ambitious comparing with the average profile of the domestic housekeeper: low skilled, low education level, middle age and professionally isolated. More concretely, a too high proficiency level was identified by some participants in the safety and security competence area, in the meal preparation, in the interpersonal relations and a review was suggested.

However, Italian partners of PRODOME explained that the project aims to design a professional path for domestic housekeepers with target competences and proficiency levels higher than the average ones in order to promote the recognition and professionalisation of this professional profile.

A similar conclusion was reached in the focus group in France, where some participants pointed out that by definition a training is aimed at acquiring and/or consolidating relevant skills for professional purposes. And as the Italian and Spanish participants said, it is also essential for better working conditions and salaries, as well as the quality of the service delivered to the employers. Therefore, in the opinion of French participants, the objective of PRODOME should be to define an accessible level, considering the mentioned limitations of domestic housekeepers, but also to propose career perspectives and professional development options, leading to better working conditions, enhanced recognition and improved salaries. This was indeed a reason for them to include competences that are not usually mastered by an “average domestic housekeeper”, and that the proposed 3 EQF level shall be kept. Indeed, those participants believed that if lower levels were considered, the potentiality for the professionalisation of domestic housekeepers would be not sufficient, specially within the household and direct employment, where workers shall be more autonomous and flexible to adapt to different households, families, employers and the evolution of their needs. This mention to the relevance or not of the identified EQF level was not analysed in Italy, since the housekeeper professional profile is not yet structured in EQF levels, so it was hard for participants to express their opinion on this subject.

In Spain, even if the initial consideration was the same (the competence framework was “extensive and ambitious”) for the participants, they reached some interesting additional conclusions as regards the testing phase: considering the total length of 300 hours, it can be difficult for the workers to follow the full training pathway, even if it is key to advance towards the recognition of the profession. In this sense, Spanish participants thought that the pathway could be structured in a modular way, so the domestic housekeepers can complete it step by step. In addition, in view of a possible certification, another idea was to recognise previous experience acquired in their professional experience, so they do not need to pass the whole training pathway to obtain the final accreditation.

About the structure of the competence areas, a few suggestions were made during the focus group in Spain. Firstly, it was proposed to change the name of Competence area 4 by “Communication Skills”, and secondly, to change the structure of Competence areas 5 and 6 and focus one of them in give support to children and the other one in give support to elderly people. Both suggestions have been integrated in the final version of the competence areas, with a total of 9 instead of the initial 7.

How much is the learning architecture proposed by PRODOME consistent with the workers and the employers needs and rights?

As a general remark, the French participants found the unit descriptions and learning outcomes quite technical and structured in a very different way as regards the “French” NQF methodology. This made difficult for them to read the proposed documents, at least at an initial stage.

As regards Italy instead, the learning architecture was seen by the participants to be large and exhaustive: the description of the activities was considered full of details and the contents presented were considered exhaustive both in terms of the defined units and the learning outcomes and in line with the needs of employers and workers.

In line with this, in Spain, the participants appreciated a lot the learning architecture, and considered it much more comprehensive and complete than the one defined by the Spanish Domestic Work Professional Certificate (included in the Spanish NQF with a total of 240 hours), which only would include the PRODOME competence areas 1, 2 and 3.

In this sense, the Spanish participants discussed about the difficulty to delimit, in the day-to-day work, the responsibilities of the domestic housekeepers as regards caring dependent's people, because many times they have to do housework and care, despite the fact that dependent's people care corresponds in theory to a different professional profile (called domiciliary assistant). In brief, they found interesting the effort done in PRODOME to define the limits of the responsibility that domestic housekeepers should have as regards caring children and elder people.

In addition to the general remarks, in France and Italy there was a debate as regards responsibility and autonomy because it could be understood as a too high level of both. However, this is the current structured proposed at EU level, replacing the previous one structured in "knowledges, skills and competences". In order to clarify this part, in France it was suggested to reformulate in order to define more accurately the actual responsibilities of the worker and clearly stated that he/she is not responsible for all within the household. In Italy instead, the main remarks concerned the safety and security at the home for which the worker must be active and proactive, but not the main responsible, as well as for planning and organizing children recreational activities, since it should be clearly stated that these activities are basic ones, not so enlarged as for the professional profile of babysitter and which requires higher level of competences.

Lastly, in France and Spain there was a mention to include some contents as regards the legal framework, the different rights and obligations of each part (employer and employee). In Spain it was suggested to include them under competence area 7, adding also the advantages of belonging to a trade union and getting organized so as to improve working conditions. Despite the relevance of such contents, the partners consider that, again, given the time limitations of the project and the training (300 hours in total), as well as the absence of a relevant, applicable legal framework in some countries, it was suggested to the participants keep this idea as a further development proposal for the project to be addressed in a later stage.

How much are the learning contents proposed by PRODOME consistent with the workers and the employers needs and rights?

As regards learning contents, the partners decided to organise the focus groups addressing rather the competence framework and the learning architecture considering several key elements: the first one is that the delays cumulated by the project made not possible to have all the learning contents finalised; the second one is that, in order to not add more delays and also in view of possible remarks requesting substantial changes, it was better to validate in a first stage both the competence framework and the learning architecture and address the validation of the learning contents during the delivery phase, under WP5, where a pre-test is planned; the least reason was that given the amount of information to be presented, so it was not realistic to address all the three aspects during two half days, because the participants would not be able to analyse and give proper feedback about all the different parts.

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

As explained in the guidelines prepared for the organisation of the focus groups in the 3 countries, it was agreed by all partners to combine 1) the focus group on the competence framework and 2) the focus group on the learning architecture (both planned for half a day). Therefore, both were organised in one single day, which was better for organisational and logistics purposes, ensuring a better availability of participants (indeed, as an example, in Spain all the invited participants were able to come, and in France 9 out of the 10 initially confirmed, due to unpredictable circumstances linked to recurrent strikes organised during the reference period in the French territory). In this sense, this combination was further explored in Italy, since, at the request of the participants, the competence framework and the learning architecture were presented in parallel.

Besides logistical and organisational aspects, the fact that the documents presented (competence framework and the learning architecture) were highly technical, the presentation, reading and discussion was longer than expected in all the 3 countries. Therefore, the given feedback addressed general aspects and not all the specific contents included in these documents. However, despite this lack of time, the general positive reaction from all participants in all the 3 focus groups regarding the 7 competence areas and the 18 competences presented, confirmed a general validation of the curriculum as defined at this stage of the project.

In addition to this, the participants in Italy clearly expressed their appreciation of the transnational dimension and the efforts to offer a European recognition to an often unnoticed and submerged work category. In Spain, one of the most appreciated side-effects for the participants of the focus group was to have the occasion to meet and discuss. The objective of the project of facilitating the dialogue among the stakeholders of the sector was therefore confirmed as well.

As regards more concrete feedback, in France there was a remark about the fact that EQF levels shall apply to certifications and maybe not to competences. Indeed, the fact that EQF level 1, 2 and 3 are mentioned for different levels of qualification seemed confusing for some participants. However, according to the desk research carried out under WP2, all the similar technical documents found used this system, which was also validated by the external experts of the project (from WIAB, The Viennese Institute for Labour Market and Education Research , whose experts worked on the initial stages of ESCO and are experts on professional taxonomy at EU level).

Then, also in France, the question of hygiene and safety was specifically mentioned in one competence, whereas it could be considered as a transversal skill that could be displayed all over the competence framework and the learning architecture. This could also apply to domestic hazard prevention and professional illnesses. However, the project partners explained that this was a choice, made together with partners and validated with the external expert, that was surely perfectible, but in any case coherent with the overall approach and structure.

Lastly, there was a last concrete remark in Spain, considering the specific situation of the country, where no public support (via for instance tax deduction like in France or Italy) is available: the more controversial issue was the level of responsibility and autonomy of domestic workers. Indeed, Spanish participants were worried because they think if this level was high and so the salaries would have to increase and then it would be difficult for many families to afford the price of these services. Since this point concerns a specific macroeconomic situation in Spain, the project intends to address it rather via WP4 Certification and recognition, hoping that PRODOME will contribute to raise awareness on this sector and to develop a future public policy supporting the fight against undeclared work via a public support (as said, tax deductions, or voucher system, etc.).

3. COMPETENCE AREAS AND LEARNING ARCHITECTURE

KEY CONCLUSIONS

The European curriculum for domestic workers proposes a training pathway adapted to learning needs. By producing a common definition of what are the core tasks of a domestic worker and the competences required, the deliverables produced within WP2 aim at developing the professionalisation, improving the employability and offering a better recognition of the salaries in this field. The competence framework, the learning architecture and contents establish a preliminary basis for achieving these goals. But it should also be considered as a flexible source of inspiration, to be used and adapted to support different contexts.

Based on all this information and background, **WP2 “Curriculum design”**, and more concretely deliverable 2 “European Curriculum for Domestic Housekeepers” has been completed, including a common competence framework with hard and soft profile-specific skills, but also transversal skills. Those integrate green and ICT skills, whose relevance was already advocated in the application form, and then validated by the research carried out under WP1.

The competence framework is made up of **7 competence areas**:

1. Household cleaning
2. Laundry care
3. Meal preparation
4. Adaptation to different communication situations
5. Organising social and leisure activities
6. Encouraging independence in hygiene activities
7. Developing employability

Each competence area includes two to four competences and the whole framework consists of **18 competences**.

The framework develops the 18 competences along an 8-level progression model and provides a comprehensive list of **284 learning outcomes** which offers insight of core skills to be developed in terms of knowledge, skill and responsibility/autonomy.

The learning path includes **9 modules**.

Deliverable 2 “European Curriculum for Domestic Housekeepers” is addressed to VET providers and more especially to trainers that will set up this training program for professionalising domestic housekeepers. It is necessary for them to examine and to appropriate all information contained in the curriculum so that they can ensure that learning contents are clear, adapted and understandable to learners.

MAIN FEATURES OF THE TRAINING

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

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

The training will be implemented in Italy and in Spain and tested by a minimum of 20 domestic housekeepers in each country. There will be no official certification within PRODOME project, but an “attestation” will be delivered to each participant including the modules completed and the equivalence of ECVET credits.

ENTRY REQUIREMENTS

There is no specific entry requirement for persons wishing to undertake the training course within PRODOME project. However, a few general guidelines can be of use to all training operators involved in the program delivery as they may foster learners' success and prevent drop outs during the training. In view of this, the trainee should:

- Carry out simple calculations relevant to domestic work, such as the management of an allocated sum of money for purchasing food, the calculations of the quantities required for the preparation of meals, or the dosage of a cleaning product.
- Understand oral and written instructions (e.g. read a care label before washing a cloth, read an instruction manual before using a device, etc.).
- Provide clear and understandable information to the employer and/or the person cared for.
- Basic ICT skills (e.g. start up and shut down a computer, use a mouse or keyboard to move around a computer screen, use the internet to find and browse websites, use email to read and send messages).

It would also be useful to conduct interviews for ensuring the learner's motivation and that his/her needs are met; and to set up tests for assessing key competencies. For instance, the assessment of language proficiency levels based on the Common European Framework of Reference for Languages¹³ (CEFR) would allow to determine the language level of learners and, when necessary, to offer them upgrading courses before entering the training.

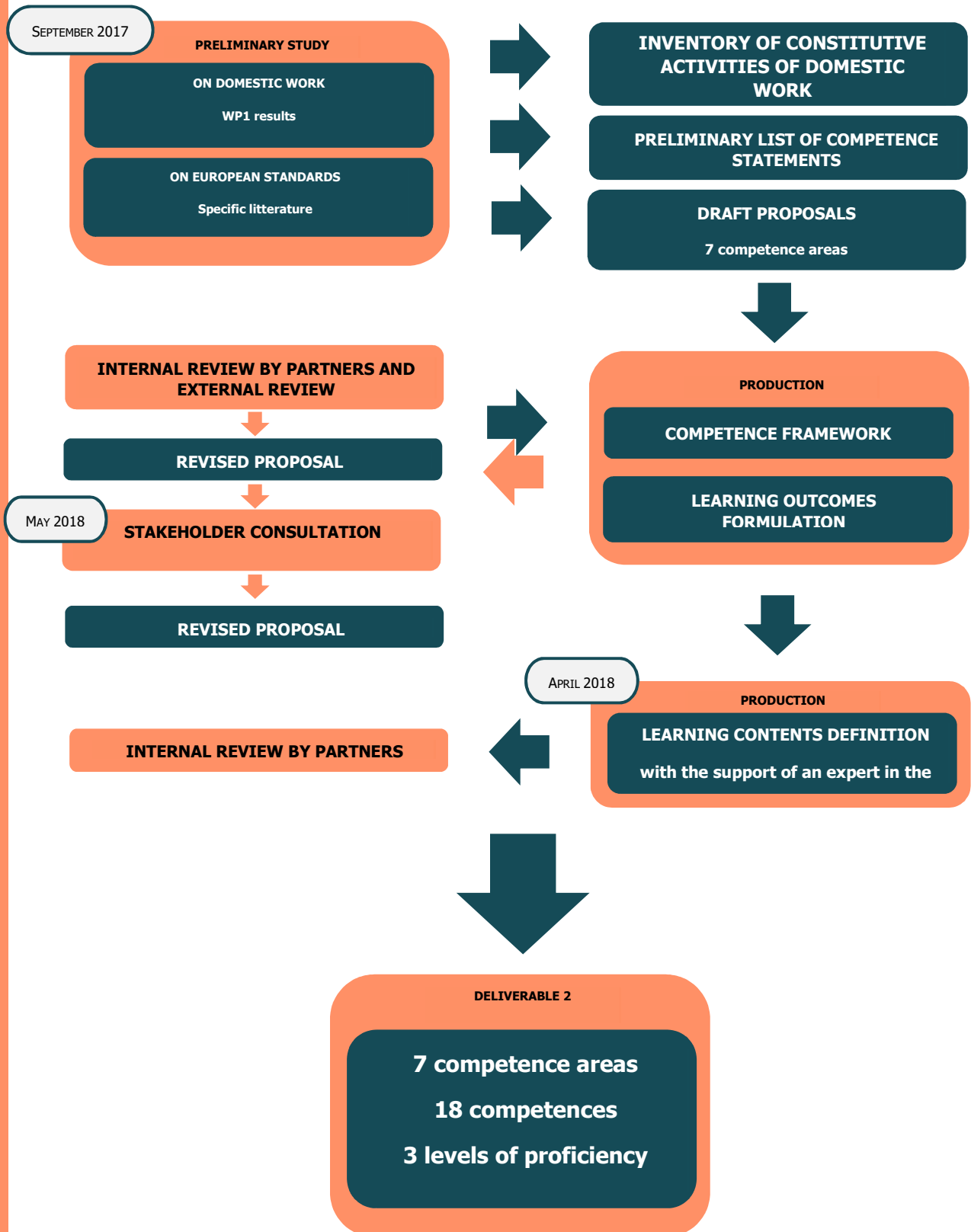
PRINCIPLES FOR CREATING DELIVERABLES 2

The aim of the European Curriculum for Domestic Housekeepers was to unify the creation and the translation of learning outcomes that are in line with European guidelines and recommendations. Another objective was to ensure the use of similar learning outcomes in all partner countries as well as provide comparability on European level.

To address the issues raised by WP1, the curriculum has been developed through an approach mixing multiple methods. It relies indeed on desk research, a comprehensive review of various formal and non-formal resources (articles, books, reports, videos, websites, information sheets, etc.), an in-depth analysis of multi-stakeholder consultations (WP1 and WP2) and the expertise of two ESCO consultants.

The figure in the next page depicts all the stages which have led to the drafting of the competence framework and of the training curriculum.

¹³ <https://www.coe.int/en/web/common-european-framework-reference-languages>



MAIN STAGES THAT HAVE LED TO THE EUROPEAN CURRICULUM FOR DOMESTIC HOUSEKEEPERS

DOMESTIC WORKER'S JOB DESCRIPTION

A domestic worker is a multi-skilled employee who works in the employer's home, in a private and intimate living environment. He is in charge of home maintenance, with or without the employer's presence, and organises various tasks according to the employer's oral and/or written instructions. In an individual's home, the domestic worker usually works on his own with no direct supervision. All his activities are performed by using the equipment and products made available by the person he works for.

The domestic worker organises and performs his duties autonomously while taking into account basic principles of security and hygiene in the household. He may care for goods and for persons (adults and children). All his activities are performed within the boundaries of professional duties. He adapts his practices to various work environments related to the employer's habits and social and cultural background.

DESCRIPTION OF THE WORK TASKS PERFORMED BY A DOMESTIC WORKER

The list of activities performed by domestic worker that was established in the context of PRODOME project not only results from ESCO classification and WP1 conclusions, but also from a comprehensive analysis of existing professional certificates in Spain, France and Italy. After an identification of common work tasks and specificities in each country, those that appear most relevant for PRODOME project have been selected, discussed and agreed by all partners.

As a result, a domestic housekeeper is a multi-skilled employee who manages various tasks that can be grouped together as follows:

1/ ACTIVITIES OF DAILY LIVING

The domestic worker:

- Cleans and maintains floors, various surfaces and equipment of the house.
- Washes, dries, irons, folds and stores household linen and clothes.
- Does the grocery shopping and stores food.
- Creates menus, prepares and serves simple and balanced meals.

2/ COMMUNICATION

The domestic worker:

- Listens and collects information regarding the employer's needs and expectations.
- Reports on activities carried out and/or difficulties encountered.
- Fosters a professional and positive relationship with the employer and/or the person cared for.

3/ CARING FOR A CHILD OR AN INDEPENDENT ELDERLY PERSON

The domestic worker:

- Encourages development (child) and autonomy (child, non-dependent elderly person) in stimulating intellectual and physical capacities through daily routines and activities, most especially hygiene and aesthetic care tasks.
- Encourages social links.
- Provides support for leisure and social activities.

4/ MANAGING JOB SEARCH

The domestic worker:

- Organises a job search independently.
- Lists his skills and professional experiences.
- Uses digital tools to create, release and disseminate a CV, a cover letter, a business card or a small poster.
- Presents his profession, skills and professional experiences during a job interview.

COMPETENCE FRAMEWORK

The competence framework displays competences and their description in a table according to core work tasks ("competence areas") and the progress of competence development.

When employing the term "competence", we adopt a broad understanding of it as defined in the EQF: it "means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development¹⁴."

Each of the seven competence areas gathers between two and four competences from different types (organisational, vocational and technical, social, etc.) and necessary for completing core work tasks in the occupational field of domestic work.

Competence levels depict the increasing complexity at which the competence can be demonstrated and provide examples of how the competence can be applied in a work context. The description of each competence level is based on the above-mentioned work tasks performed by a domestic worker. In addition, it particularly insists on two dimensions in order to differentiate different levels:

- the ability to complete independently work tasks: this indicates the degree of necessary support or supervision;
- the ability to deal with a certain complexity: for example, handling and solving a problem with the employer is more complex than actively listening to his/her requirements.

For more information, please the document with the competence framework in Annex I.

LEARNING ARCHITECTURE

The learning architecture consists of seven units displayed in a table including:

- the generic title of the unit,
- the generic title of the qualification,
- the reference of the qualification according to the European Qualifications Framework (EQF) level and the national qualifications framework (NQF) level, with the European Credit for Vocational Education and Training (ECVET) credit points associated with the qualification,
- the ECVET points associated with the unit,
- the learning outcomes contained in the unit.

¹⁴ Official Journal of the European Union, *Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning*, 2008, C111/4.

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32008H0506%2801%29>

Those specifications follow the recommendations of the European Union as regards ECVET principles¹⁵. In preparation for the implementation of a European certification for domestic housekeeping in the future and in accordance with ECVET principles, learning outcomes has been gathered into units. A number of ECVET points has been assigned to each unit of learning outcomes taking into account the time required to acquire the competences included in the unit and also the relevance of the competences included in the unit. Following the convention used, according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET¹⁶ and considering that the training for PRODOME project is established on a basis of 300 hours, 10 points have been allocated for the future qualification of domestic housekeeper.

The formulation of learning outcomes relies on the EQF. As a reminder, the EQF is a ladder with 8 steps ranging from basic (level 1) to advanced (level 8) and defined by a set of descriptors. Within the framework of PRODOME project and on the basis of existing qualifications, all partners validated the decision to set the target level at level 3. According to the European recommendations, the learning outcomes relevant to level 3 are stated as follows:

- knowledge of facts, principles, processes and general concepts, in a field of work or study;
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information;
- take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems¹⁷.

The seven units include 18 general learning outcomes providing a comprehensive list of 284 learning outcomes. Learning outcomes are defined as "statements of what a learner knows, understands and is able to do upon completion of a learning process¹⁸". Those statements are defined in terms of knowledge and skills in terms of responsibility/autonomy¹⁹. In the EQF context this is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

The rights and duties of the domestic worker are an underlying issue in connection with those two notions. It is therefore important to stress that in continuation of PRODOME project, the rights and duties defining work conditions of the profession at a legal level still need to be decided and established in each country taking into account local and national realities.

¹⁵ Official Journal of the European Union, *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.

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32009H0708%2802%29>

¹⁶ *Ibid.*, C155/17.

¹⁷ Official Journal of the European Union, *Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning*, 2017, C189/22.

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32017H0615%2801%29>

¹⁸ Official Journal of the European Union, *Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning*, 2008, C111/4.

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32008H0506%2801%29>

¹⁹ In 2016, the term "competences" in the EQF descriptors as a type of learning outcome is replaced by "autonomy and responsibility" to be more faithful to the corresponding learning outcomes descriptors. Cf. Annexes 1 and 2 of the *Proposal for a Council Recommendation*, 2016.

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52016DC0383>

As regards the formulation of learning outcomes, it follows some important ground rules to be efficient and clear²⁰:

- the use of active verbs,
- the specification and the contextualisation of each active verb,
- the necessity to avoid vague and unclear formulations.

The descriptions of skills and knowledge are also based on the resources offered by the European Skills, Competences, Qualifications and Occupations (ESCO) classification²¹.

For more information, please the document with the learning architecture in Annex II.

4. LEARNING CONTENTS

Learning contents constitute a guide dedicated to trainers. It describes in detail the topics, themes, theories, methods, beliefs and behaviours that are expected to be tackled and learned during the training as regards the nine modules defined within PRODOME project.

The following table displays and summarises the training structure. It includes the title of the seven learning outcomes units, the title and the duration of each module and corresponding general learning outcomes.

	MODULE TITLE	GENERAL LEARNING OUTCOMES	DURATION
	Module 1		
UNIT 1 Household cleaning	HOUSEKEEPING	<p>LO1: 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.</p> <p>LO2: Employ appropriate products and equipment and apply professional techniques and gestures according to the room and the surface to clean.</p> <p>LO3: Detect possible dangers for the employer, for the family members and for himself/herself within the household and propose relevant solutions in order to prevent domestic accidents and occupational diseases.</p>	26h
	Module 2		
UNIT 2 Laundry care	LAUNDRY CARE	<p>LO4: Employ appropriate products and methods to organise and carry out safely the cleaning of the employer's and his/her family's clothes, linen and fabrics.</p> <p>LO5: Safely employ the equipment used in the household in order to dry clothes, linen and fabrics.</p>	24h

²⁰ CEDEFOP, *Defining, writing and applying learning outcomes. A European handbook*, Luxembourg: Publications Office of the European Union, 2017, p. 47-51.

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>

²¹ <https://ec.europa.eu/esco/portal/skill>

		<p>LO6: Employ appropriate methods to organise and perform safely the ironing of the employer’s and his/her family’s clothes, linen and fabrics.</p> <p>LO7: Employ appropriate hand sewing tools and techniques to perform basic clothing repairs for the employer and his/her family.</p>	
	Module 3		
UNIT 3 Meal preparation	MEAL PREPARATION	<p>LO8: Organise and plan efficiently multiple cooking tasks taking into account the employer’s needs.</p> <p>LO9: Employ properly kitchen tools and equipment and to apply various food preparation techniques and methods in order to meet the employer’s requirements.</p> <p>LO10: Guarantee safety and hygiene in food preparation, handling and storage.</p>	26h
	Module 4		
UNIT 4 Adaptation to different communication situations	ADAPTATING COMMUNICATION TO DIFFERENT SITUATIONS	<p>LO11: Use effective communication techniques, to analyse and interpret simple non-verbal or verbal signals in order to handle current and more difficult communication situations with the employer and the family members.</p> <p>LO12: Adapt his/her attitude and behaviour to various social, cultural and family contexts for a higher-quality work within the workplace.</p>	24h
	Module 5		
UNIT 5 Organising social and leisure activities	ORGANISING AND ACTIVITIES FOR CHILDREN SOCIAL LEISURE FOR	LO13: Handle basic childcare duties by planning, organising and implementing a range of playful activities taking into account the child’s age, life rhythm and interests.	20h
	Module 6		
	ORGANISING AND ACTIVITIES FOR ADULTS SOCIAL LEISURE	LO14: Create and propose to the employer / the supported person a programme of social and leisure activities on request, taking into account his/her preferences, habits and social needs.	16h
	Module 7		
UNIT 6 Encouraging the autonomy in hygiene activities	HELPING THE CHILD TO PERFORM PERSONAL HYGIENE ACTIVITIES INDEPENDENTLY	LO15: Provide a positive guidance and support for children in their development of personal hygiene skills.	10h
	Module 8		

	<p>MAINTAINING THE ELDERLY PERSON'S INDEPENDENCE IN PERSONAL HYGIENE ACTIVITIES AND CONTRIBUTING TO THE PERSON'S WELL-BEING</p>	<p>LO16: Provide moral and practical support in everyday self-care activities to elderly in accordance with the professional boundaries.</p>	<p>10h</p>
<p>UNIT 7 Developing employability</p>	<p>Module 9</p>		
	<p>PROMOTING YOUR OWN SKILLS AND MANAGING YOUR JOB SEARCH</p>	<p>LO17: Organise efficiently a job search and employ different methods and tools for building, developing and distributing relevant professional documents.</p> <p>LO18: Explain clearly and professionally his/her skills, values, work ethics and behave appropriately when attending a job interview or when hired.</p>	<p>24h</p>
<p>DURATION OF BLENDED LEARNING</p>			<p>180H</p>
<p>DURATION OF WORK-BASED LEARNING</p>			<p>120H</p>
<p>TOTAL DURATION OF TRAINING</p>			<p>300H</p>

For more information, please the document with the learning contents in Annex III.

5. REFERENCES

ARRIVE Jean-Yves, BARIOU Bruno, BELLENGER Lionel et al., Ingénierie de la formation. Montrouge: Ed. Législatives, 2015.

CEDEFOP, Defining, writing and applying learning outcomes. A European handbook. Luxembourg: Publications Office of the European Union, 2017.

CEDEFOP, Terminology of European education and training policy. A selection of 130 key terms. Luxembourg: Publications Office of the European Union, 2014.

CEDEFOP, Glossary. Quality in education and training. Luxembourg: Publications Office of the European union, 2011.

CEDEFOP, "Learning outcomes approaches in VET curricula. A comparative analysis of nine European countries", Research paper, n° 6. Luxembourg: Publications Office of the European Union, 2010.

DEVETTER François-Xavier, LEFEBVRE Marion, PUECH Isabelle, « Employer une femme de ménage à domicile. Pratique et représentations sociales », Document de travail 137. Noisy-le-Grand: Centre d'Etude de l'Emploi, 2011.

DROUILLEAU Félicie, FINE Agnès, JACQUEMIN Mélanie, PUECH Isabelle, "Domestiques d'ici et d'ailleurs", Travail, genre et sociétés, 2009/2, n° 22, p. 25-30.

EUROPEAN SKILLS COMPETENCES, QUALIFICATIONS AND OCCUPATIONS (ESCO):
<https://ec.europa.eu/esco/portal/skill>

EUROPEAN COMMISSION, Explaining the European Qualifications Framework for Lifelong Learning. Luxembourg: European Communities, 2008.

EUROPEAN COMMISSION, Annexes to the Proposal for a Council Recommendation on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, 2016.

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52016DC0383>

GRÜN Gabriele, TRITSCHER-ARCHAN Sabine, WEIB Silvia, Guidelines for the description of Learning Outcomes, October 2009. In cooperation with the ZOOM partnership (www.zoom-eqf.eu).

<http://www.ecvet->

[toolkit.eu/sites/default/files/Zoom Guidelines for the Description of Learning Outcomes.pdf](http://www.ecvet-toolkit.eu/sites/default/files/Zoom_Guidelines_for_the_Description_of_Learning_Outcomes.pdf)

IPERIA L'INSTITUT, Employé familial : un professionnel au cœur du domicile, un métier créateur d'emplois, 23 novembre 2016.

<https://www.youtube.com/watch?v=Qf2pEa54IE4>

KEEVY James, BORGHENE Chakroun, Level-setting and recognition of learning outcomes. The use of level descriptors in the twenty-first century. Paris: UNESCO, 2015.

INTERNATIONAL LABOUR CONFERENCE, Decent work for domestic workers, International Labour Office, Geneva, 2010.

MARBOT Claire, "Le recours aux services à domicile et ses déterminants en France. Une analyse au cœur du ménage", Travail, genre et sociétés, 2009/2, n° 22, p. 31-52.

MEHAUT Philippe, WINCH Christopher, "Le cadre européen des certifications : quelles stratégies nationales d'adaptation ?", Formation Emploi. Revue française de sciences sociales « Les processus de professionnalisation », n° 108, 2009, p. 97-111.

MÜLLER-RIEDLHUBER Heidemarie, ZIEGLER Petra, Deliverable WP2 Curriculum Design. Guidelines for formulating Learning Outcomes, 2017.

OFFICIAL JOURNAL OF THE EUROPEAN UNION, Council recommendations of 22 May 2017 on the European Qualifications Framework for lifelong learning, 2017.

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32017H0615%2801%29>.

OFFICIAL JOURNAL OF THE EUROPEAN UNION, Opinion of the European Economic and Social Committee on "The professionalisation of domestic work", 2011.

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52010IE0762>.

OFFICIAL JOURNAL OF THE EUROPEAN UNION, 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.

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32009H0708%2802%29>.

OFFICIAL JOURNAL OF THE EUROPEAN UNION, Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, 2008.

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32008H0506%2801%29>.

ANNEX I: PRODOME COMPETENCE FRAMEWORK

NB: Competence levels refer to proficiency levels and not to the EQF levels.

Competence area 1	HOUSEHOLD CLEANING		
Competence 1	Organise cleaning duties		
Type of competence	Organisational		
General description	Ability to organise own work and to plan the time sequence of cleaning activities by setting priorities and managing time in order to work efficiently.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Organises cleaning tasks according to the employer's instructions.	Receives some instruction on cleaning tasks priorities from employers and autonomously organises his/her own work in accordance with the instructions.	Organises own work, creates an individual cleaning schedule which identifies tasks to perform and priorities. Is flexible and responsive to changing work priorities according to the employer's needs and deals with unexpected events.
Competence 2	Perform cleaning tasks		
Type of competence	Vocational and technical		
General description	Ability to perform several cleaning duties following hygienic work practices and the use of various cleaning techniques, tools and equipment in accordance with different types of surfaces.		
	LEVEL 1	LEVEL 2	LEVEL 3

Competence levels	Executes cleaning tasks and uses basic cleaning tools and equipment following the employer's instructions.	Masters basic hygiene principles and the use of a range of cleaning products, tools and equipment based on some instructions.	Performs various cleaning duties in a rational way by selecting the appropriate cleaning method and tool and by applying professional techniques and gestures. Manages constraints related to time, habits or budget. Adapts his/her behaviour to circumstances in solving problems related to cleaning tasks.
Competence 3	Prevent domestic and work accidents		
Type of competence	Vocational and technical		
General description	Ability to analyse the risk factors linked to domestic and work accidents and to suggest preventive actions or equipment in the employer's home.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Follows basic safety rules and instructions.	Detects possible dangers in the household and undertakes autonomously preventive measures for own cleaning activities.	Proposes equipment and interior improvements in order to ensure safety and security in the household. Provides advice on safety at his/her initiative to the employer. Adapts his/her behaviour to circumstances in solving problems related to household safety.
Competence area 2	LAUNDRY CARE		
Competence 4	Wash clothes, linen and fabrics		
Type of competence	Organisational / Vocational and technical		

General description	Ability to clean the household clothes, linen and fabrics by hand or by the use of a washing machine in an organised way, following appropriate work practices and in accordance with the employer's habits and needs.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Operates properly and safely a washing machine and uses the appropriate laundry products following the recommendations written on an instruction manual and care labels.	Masters the safe and proper use of different techniques and products for cleaning and removing stains from common and from delicate fabrics.	Establishes autonomously an efficient laundry washing process according to the employer's needs and to other tasks he/she has to perform within the household. Performs laundry cleaning duties in a rational way by selecting the appropriate laundry products and by applying professional techniques and gestures. Manages constraints related to time or habits.
Competence 5	Dry clothes, linen and fabrics		
Type of competence	Vocational and technical		
General description	Ability to dry the household clothes, linen and fabrics by air drying or by the use of a tumble dryer following appropriate methods.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Hangs up clothes for air drying and operates a dryer according to an instruction manual.	Masters different drying methods according to different textile types and care labels.	Plans autonomously the drying process for clothes in accordance to the washing process and in accordance with other duties for the household.
Competence 6	Iron clothes, linen and fabrics		
Type of competence	Organisational / Vocational and technical		

General description	Ability to iron and store the household clothes, linen and fabrics in an organised way, following appropriate work practices and safety rules and in accordance with the employer's habits.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Follows appropriate safety precautions for using properly ironing equipment. Applies basic ironing techniques for standard textiles and clothes according to care labels.	Masters proper ironing procedures and also folding and storage techniques for common and for delicate fabrics in accordance with the employer's habits. Applies basic ironing techniques for delicate fabrics according to care labels. Adopts appropriate health preventive measures for himself/herself as regards work positions and work environment in order to safely perform the ironing.	Plans and organises autonomously ironing processes and to perform the ironing in accordance with the overall planning of other household duties.
Competence 7	Practice hand sewing		
Type of competence	Vocational and technical		
General description	Ability to maintain the household clothing by using properly basic sewing tools and making minor repairs according to the employer's requirements.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Employs properly most common hand sewing tools and executes simple sewing methods on request for threading a hand sewing needle, knotting the end of hand sewing thread and practicing basic hand stitches.	Masters several basic sewing, fixes and mending techniques and applies the appropriate one according to the type of damage on a garment.	Makes autonomously decision regarding required minor repairs or repairs that require a professional.
Competence area 3	MEAL PREPARATION		
Competence 8	Organise meals and grocery shopping		
Type of competence	Organisational		

General description	Ability to organise own work and to plan the time sequence of cooking activities by setting priorities and managing time in order to work efficiently.		
Competence descriptors	LEVEL 1	LEVEL 2	LEVEL 3
	Organises cooking tasks according to the employer's instructions and presents menus for approval.	Receives some instruction from the employer on daily / weekly / monthly cooking tasks requirements and autonomously organises his/her own work in accordance with the instructions.	Organises autonomously own work and creates a weekly meal plan. Reviews plans, activities and own work according to the employer's needs.
Competence 9	Prepare and serve meals		
Type of competence	Vocational and technical		
General description	Ability to perform routine kitchen tasks following various preparation and cooking techniques by using properly and safely most common kitchen tools and equipment.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Prepares simple dishes with basic kitchen tools and ingredients following simple recipes and the employer's instructions.	Masters several preparation and cooking techniques and operates safely cutting tools, kitchen utensils and equipment.	Performs efficiently cooking duties by applying the appropriate culinary method, tool and equipment for a range of ingredients and foods. Manages constraints related to time, habits and budget. Adapts his/her behaviour to circumstances in solving problems.
Competence 10	Ensure safe and hygienic practices		
Type of competence	Vocational and technical		
General description	Ability to apply relevant safety and hygienic measures as regards preparation, handling and storage of food in order to prevent the risks associated to foodborne hazards.		

	LEVEL 1	LEVEL 2	LEVEL 3
Competence levels	Keeps cooking area, kitchen utensils and equipment clean. Adopts basic safety measures.	Adopts appropriate health and safety measures as regards preparation, handling and storage of food in the kitchen.	Autonomously installs preventive safety measures and proposes improvements to the employer within the constraints of feasibility and budget.
Competence area 4	ADAPTATION TO DIFFERENT COMMUNICATION SITUATIONS		
Competence 11	Communicate effectively		
Type of competence	Relational		
General description	Ability to communicate effectively and professionally with the employer and the family members in order to define or to review clearly the scope of activities the housekeeper or the domestic housekeeper has to carry out.		
	LEVEL 1	LEVEL 2	LEVEL 3
Competence levels	Actively listens to the employer's requirements and instructions. Communicates information clearly and precisely both oral and written.	Masters several communication techniques and selects the appropriate one in order to react adequately according to the situation, the target objective and the communication behaviour of the employer.	Communicates with the employer and each family member with the aim of reaching a common understanding. Handles and resolves a point of difference with the employer. De-escalates conflicting situations.
Competence 12	Analyse the employer's environment		
Type of competence	Adaptation / Relational		

General description	Ability to adjust housekeeping activities to a specific work environment related to the employer's social and cultural contexts.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Demonstrates awareness of socio-cultural differences.	Takes the initiative in gathering and analysing relevant information on the employer's socio-cultural background.	Adjusts his/her behaviour and his/her work organisation to circumstances. Independently solves problems that are related to the employer's specific needs and habits and is able to explain his/her choice among different solutions.
Competence area 5	ORGANISATION OF SOCIAL AND LEISURE ACTIVITIES		
Competence 13	Encourage social development in children		
Type of competence	Organisational / Relational		
General description	Ability to engage in activities tailored to children and adolescents of a certain age and to contribute to their well-being.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Demonstrates awareness of the importance of recreational activities in children's development.	Discusses caring needs with parents and follows their instructions in the choice of activities. Keeps children under supervision and provides a safe environment indoors and outdoors. Proposes a range of simple activities to implement such as tale reading, drawing and board games.	Plans and organises own work following a methodical approach (time scheduling and task planning). Adapts and changes plans as the requirements and the child's needs evolve. Adjusts his/her communication to each child according to his/her habits and mood.
Competence 14	Encourage social interaction in adults		
Type of competence	Organisational / Relational		

General description	Ability to engage in activities tailored to adults and most especially to autonomous elderly in order to contribute to their well-being by preventing isolation risks when supporting them.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Demonstrates awareness of adult's general social needs and benefits of an active social life on mental and physical health.	Assesses specific social needs by analysing multiple information gathered through observations and discussions with the employer/supported person. Proposes, plans and prepares various game and leisure activities in agreement with the employer/supported person. Searches for information online via search engines, judges its relevance and purpose.	Develops autonomously relevant strategies for stimulating interpersonal abilities of adults and autonomous elderly. Reviews plans, activities and own work according to the needs and mood of the supported person. Interacts through most common digital technologies and assists the supported person in their use.
Competence area 6	ENCOURAGING INDEPENDENCE IN HYGIENE ACTIVITIES		
Competence 15	Help children to develop healthy habits and body care		
Type of competence	Behavioural / Relational		
General description	Ability to use positive communication and to adopt appropriate behaviours for supporting children in the development of their self-care skills.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Demonstrates awareness of the importance of good hygiene practices for a child.	Regularly discusses, explains and teaches hygiene rules according to children's age.	Provides positive guidance and support to help children in developing good hygiene practices. Encourages children to autonomously fulfil daily hygiene tasks according to their age.

Competence 16	Prevent a loss of autonomy among elderly with grooming and hygiene tasks		
Type of competence	Behavioural / Relational		
General description	Ability to adopt appropriate behaviours for promoting self-care and assist with grooming and dressing.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Demonstrates awareness of the importance of good self-care practices for elderly.	Regularly encourages the supported person to take care of himself/herself. Provides on request basic support in everyday self-care activities.	Adjusts his/her behaviour to circumstances and reacts adequately to the behaviour of the supported person. Establishes respectful and positive relationships contributing to the person's autonomy and well-being.
Competence area 7	DEVELOPING EMPLOYABILITY		
Competence 17	Implement efficient job search techniques		
Type of competence	Organisational / Digital		
General description	Ability to adopt efficient job search methods, to create and distribute focused, personalised and correct job application documents.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Inventories past work experiences and related activities achieved.	Masters the use of basic menus on a word processing programme in order to produce a simple document for a job application. Makes best use of different available resources for locating job vacancies.	Self-assesses his/her skills and categorizes them. Autonomously plans an effective, flexible and well-structured job search strategy.

		Builds, registers, uploads a CV, a flyer or a little poster on an online job platform.	Seeks to improve his/her job search by reviewing job search documents and methods in the event of negative responses. Tailors a CV to suit the post he/she is applying for.
Competence 18	Adopt a professional attitude		
Type of competence	Behavioural / Ethical		
General description	Ability to demonstrate a professional attitude and to propose his/her services by describing and explaining clearly his/her duties, skills and values during a job interview.		
Competence levels	LEVEL 1	LEVEL 2	LEVEL 3
	Presents a positive image to the employer by paying attention to physical appearance, attitudes and body language. Shows consideration and respect for others.	Masters different strategies to show professionalism in a workplace. Carefully prepares and organises written information for presenting appropriate information in a clear and concise manner during a job interview. Uses a range of basic methods to convince the employer.	Markets his/her strengths in terms of skills, knowledge and values according to the employer's needs and communicates first and foremost on the skills that match the job. Effectively explains to the employer his/her skills and ensures that this information is understood. Adapts communication style to the situation and the person.

ANNEX II: PRODOME LEARNING ARCHITECTURE

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
DURATION	TOTAL ECVET POINTS	UNIT ECVET POINTS
26 hours	10 points	2 points
UNIT DESCRIPTION		
This unit describes the skills and knowledge required to carry out basic cleaning duties safely and in an organised way within the employer's household and to adapt own practices to circumstances in anticipating or solving problems.		
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
	<p>Identify several methods allowing to gather the employer’s requirements.</p> <p>List the cleaning tasks to perform room by room taking into account the variety of surfaces, materials and furniture.</p> <p>Classify cleaning tasks to accomplish within the household according to their priority.</p> <p>Distinguish between regular and occasional cleaning applied according to the room and surface types.</p>	<p>Use appropriate questions and active listening to collect relevant information on the employer’s habits, wishes and expectations.</p> <p>Clearly express the cleaning needs to meet on the basis of the employer’s instructions and of the number and size of rooms, the furniture arrangement and the level of clutter.</p> <p>Realise a realistic housecleaning schedule on the basis of a daily, weekly and monthly timetable.</p> <p>Evaluate the time necessary to perform each cleaning task and the frequency of cleaning.</p>	<p>He/she is responsible for autonomously assessing cleaning requirements.</p> <p>He/she is responsible for organising efficiently cleaning tasks.</p> <p>He/she is responsible for maintaining inventory of cleaning supplies in the household and for purchasing them on request.</p>

General learning outcome 2: He/she is able to employ appropriate products and equipment and apply professional techniques and gestures according to the room and the surface to clean.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Explain why it is important to keep a house clean.</p> <p>Define characteristics and properties of most common surface types and materials constituting objects and coatings in the house.</p>	<p>Use basic cleaning tools provided in the house to dust, clean and disinfect different surfaces.</p> <p>Operate basic household equipment to clean floors and surfaces in the house.</p> <p>Use the appropriate product in a rational way to clean and maintain floors, furniture, windows and appliances according to the materials and the soil.</p>	<p>He/she is responsible for autonomously maintaining a clean and tidy environment in bedroom, living areas, kitchen, bathroom and toilet facilities.</p> <p>He/she is responsible for autonomously maintaining and safely storing cleaning tools and equipment used in the household.</p>

	<p>Explain the function and the conditions of use of most common cleaning products categories, tools and equipment used at home.</p> <p>Define basic cleanliness and hygiene principles to apply in each room within the household and for the domestic housekeeper himself/herself.</p> <p>Select suitable cleaning agent and tools according to the task to carry out.</p> <p>Identify several eco-friendly and natural cleaning products used at home.</p> <p>Distinguish between conventional and environmental cleaning techniques.</p> <p>Describe basic environmentally-sustainable principles applicable in a house.</p>	<p>Use appropriate techniques and gestures to clean and maintain efficiently floors, furniture, windows and appliances according to the materials and the soil.</p> <p>Apply several bedmaking techniques in accordance with the employer’s habits and request.</p> <p>Adapt his/her work according to the presence of family members within the household.</p> <p>Apply appropriate techniques for selective sorting of household waste according to its type in order to safely dispose cleaning product containers.</p> <p>Explain to the employer the benefits of environmentally-sustainable work practices and the use of green products at home on health, household budget and air quality indoors.</p> <p>Use a combination of products, practices and equipment to clean effectively the household while protecting the environment.</p>	<p>He/she is responsible for ensuring that the cleaning requirements are met according to the employer’s needs.</p> <p>He/she is responsible for ensuring the appropriate collect and disposal of domestic wastes.</p>
--	--	--	--

Learning outcome 3: He/she is able to detect possible dangers for the employer, for the family members and for himself/herself within the household and to propose relevant solutions in order to prevent domestic accidents and occupational diseases.

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Learning outcomes description	<p>Identify personal protective equipment relevant to perform safely different cleaning tasks.</p> <p>Identify main health and safety dangers related to the handling of most common cleaning products.</p>	<p>Analyse the major risk factors linked to domestic accidents in the workplace.</p> <p>Propose relevant safety rearrangements to the employer to prevent falling, burning, cutting or</p>	<p>He/she is responsible for autonomously ensuring safety and security in the workplace in accordance with relevant regulations.</p>

<p>Recognize hazard pictograms and symbols appearing on cleaning products labels in order to identify quickly those that are hazardous, toxic and polluting.</p> <p>Identify basic and realistic safety rules to apply in different rooms within the household allowing to reduce injuries or accident risks.</p> <p>Identify relevant sources of information as regards waste management and solutions existing near the employer's home for disposing of hazardous household waste.</p>	<p>slipping risks for the employer and for the domestic housekeeper.</p> <p>Handle safely cleaning agents and chemicals by carefully following label instructions for a correct dosing, dilution, application time and suitability between product and material.</p> <p>Follow simple safety rules to store household chemical cleaning items in an appropriate place in accordance with the employer.</p> <p>Apply basic ergonomic and safety principles to prevent occupational diseases occurring mainly at respiratory, dermatologic and musculoskeletal level.</p>	<p>He/she is responsible for explaining and proposing safety improvements to the employer.</p> <p>He/she is responsible for ensuring the safe disposal of hazardous materials.</p>
---	---	--

UNIT 2

LAUNDRY CARE

QUALIFICATION	EQF LEVEL	NQF LEVEL
Domestic housekeeper	Level 3	France: "Employé familial", level 5 Italy: no comparable certification Spain: "Empleo doméstico", level 1
DURATION	TOTAL ECVET POINTS	UNIT ECVET POINTS
24 hours	10 points	1,5 points

UNIT DESCRIPTION

This unit describes the skills and knowledge required to take care for the employer’s and his/her family’s clothes, linen and fabrics.

LEARNING OUTCOMES

General learning outcome 4: He/she is able to employ appropriate products and methods to organise and carry out safely the cleaning of the employer’s and his/her family’s clothes, linen and fabrics.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Recognise the most common care symbols written on a clothing care label.</p> <p>Name most common natural and synthetic fibres of which clothes, linen and fabrics are made of.</p> <p>Explain several methods for sorting and separating clothes, linen and fabrics according to care tags or labels.</p> <p>Explain the function and the conditions of use of a laundry detergent, a stain remover and a fabric softener.</p> <p>Identify several stain removal techniques to use depending on the nature of the stain and the type of surface stained.</p> <p>Determine an appropriate manual and automatic washing protocol for several textiles types.</p> <p>Identify the function of the range of buttons and dials on the control panel of the washing machine.</p>	<p>Realise a weekly laundry schedule suitable to the employer’s needs and his/her family lifestyle.</p> <p>Evaluate the washing frequency of all textile items within the household according to the employer’s requirements, the family size, the age of children and the kind of activities the family members are engaged in.</p> <p>Organise textile items by type, colour shades and amount of dirt before uploading them in the washing machine.</p> <p>Operate safely the washing machine by taking into account the manufacturer’s manual.</p> <p>Select the appropriate washing cycle, water temperature, type of detergent and detergent dosing following the instructions on care labels and product tags.</p> <p>Apply appropriate removal techniques and products to treat stained or soiled textile items.</p>	<p>He/she is responsible for organising and performing autonomously and rationally laundry washing tasks.</p> <p>He/she is responsible for operating and maintaining appropriately the appliances used in the household for cleaning textile items.</p> <p>He/she is responsible for maintaining inventory of laundry cleaning supplies in the household and for purchasing them on request.</p>

<p>Identify effective and simple methods for maintaining the washing machine used within the household.</p> <p>Have knowledge of the EU Ecolabel and its role in the identification of effective laundry products from an environmentally conscious point of view.</p> <p>Identify eco-friendly laundry detergents and fabric softener allowing to reduce the use of hazardous chemicals causing negative effects on the environment and human health.</p> <p>Identify natural alternatives that can be used to clean textile items and appropriately replace chemical products in order to prevent allergies and skin irritations.</p>	<p>Apply basic ergonomic principles for carrying the laundry basket and uploading textiles in the drum in order to prevent body pains.</p> <p>Apply eco-gestures principles by selecting the proper wash cycle, correctly dosing detergent, favouring hand washing for some textile types.</p> <p>Provide advice to the employer in order to assist him/her in adopting an eco-responsible behaviour within the household and to contribute to the change in behaviours with regard to environmental issues.</p> <p>Apply appropriate gestures and cleaning techniques in order to maintain the washing machine used within the household.</p>	
---	--	--

General learning outcome 5: He/she is able to safely employ the equipment used in the household in order to dry clothes, linen and fabrics.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Identify the appropriate drying protocol to apply according to the textile type and the material used in the household.</p> <p>Identify textile items that should preferably not be tumble dried according to care labels recommendations.</p> <p>List the benefits and the disadvantages of air drying and of tumble drying in terms of budget, environment, textile care and time.</p>	<p>Separate textile items by type before loading the washing machine.</p> <p>Operate safely a tumble dryer by carefully following the instruction manual.</p> <p>Select the appropriate heat level and cycle duration according to textile type.</p> <p>Apply basic environmentally-sustainable principles applicable within a house when tumble drying clothes, linen and fabrics.</p>	<p>He/she is responsible for the completion of tasks related to the drying of clothes, linen and fabrics.</p> <p>He/she is responsible for operating and maintaining appropriately the appliance used in the household for drying textile items.</p>

Identify relevant techniques allowing to save energy in the use of a dryer.

Learning outcome 6: He/she is able to employ appropriate methods to organise and perform safely the ironing of the employer’s and his/her family’s clothes, linen and fabrics.

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Learning outcomes description	<p>Identify basic safety rules to apply when ironing textile items in order to prevent work accidents.</p> <p>Identify several ironing techniques suitable to the textile type and category and taking into account the recommendations on textile labels.</p> <p>Identify basic laundry folding techniques allowing to store properly textile items.</p> <p>Identify appropriate ironing techniques to handle properly delicate fabrics according to recommendations written on care labels.</p> <p>Identify several clothing, linen and fabrics storage methods.</p>	<p>Set up the workstation with the appropriate ironing materials.</p> <p>Evaluate the time necessary to iron clothes, linen and fabrics according to the amount of textile items and their type.</p> <p>Sort garments and other textiles to be pressed and ironed by materials.</p> <p>Operate safely the ironing equipment according to the instruction manual.</p> <p>Set the correct heat setting for each textile type and for different categories of clothing.</p> <p>Apply appropriate laundry folding techniques according to the category of cloth, linen and fabric.</p> <p>Apply relevant methods in order to store properly the textile items taking into account the employer’s instructions.</p> <p>Apply ergonomic principles in order to prevent musculoskeletal disorders and especially muscular fatigue due to standing posture and repetitive movements.</p>	<p>He/she is responsible for the organisation and the completion of tasks related to the ironing of clothes, linen and fabrics.</p> <p>He/she is responsible for operating and maintaining appropriately the appliances and materials used in the household for ironing and storing textile items.</p>

Maintain the ironing material by cleaning and descaling the iron following the instruction manual.

Apply appropriate gestures to treat a burn quickly in the event of an accident.

Learning outcome 7: He/she is able to employ appropriate hand sewing tools and techniques to perform basic clothing repairs for the employer and his/her family.

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Learning outcomes description	<p>Have knowledge of simple sewing, fixes and mending techniques.</p> <p>Identify the function of most common sewing tools used for basic clothing repairing.</p> <p>Evaluate if a mending is worth performing on a clothing according to the extension of the damage and the garment's value.</p>	<p>Use basic sewing tools necessary to make stitches, to fix and to mend clothing items.</p> <p>Apply basic stitches and techniques to realise simple daily hand sewing works on damaged garments.</p>	<p>He/she is responsible for practicing basic clothing repairing according to the employer's needs and requirements.</p>

UNIT 3

MEAL PREPARATION

QUALIFICATION	EQF LEVEL	NQF LEVEL
Domestic housekeeper	Level 3	<p>France: "Employé familial", level 5</p> <p>Italy: no comparable certification</p> <p>Spain: "Empleo doméstico", level 1</p>

DURATION	TOTAL ECVET POINTS	UNIT ECVET POINTS
26 hours	10 points	2 points

UNIT DESCRIPTION

This unit describes the skills and knowledge required to ensure the completion of the different stages involved in the preparation of simple and nutritious meals (organisation, grocery shopping, realisation, serving and cleaning of cooking areas) agreed with the employer by using appropriate culinary techniques and kitchen equipment, following basic hygienic and safety practices.

LEARNING OUTCOMES

General learning outcome 8: He/she is able to organise and plan efficiently multiple cooking tasks taking into account the employer's needs.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>List the employer's and his/her family's food customs, preferences and special dietary requirements in the event of food allergies, dietary or religious restrictions.</p> <p>Identify most popular cooking websites in order to propose to the employer a range of various simple menus.</p> <p>Identify relevant information related to shelf life, nutritional information, storage conditions, preparation and cooking information on food labels.</p> <p>Identify recycling symbols on food packaging.</p>	<p>Use appropriate questions and active listening to collect relevant information on the employer's food customs, preferences and special dietary requirements.</p> <p>Create an effective weekly meal planning on the basis of various simple menus suitable for all family members according to the age, the lifestyle and food restrictions.</p> <p>Evaluate the time necessary to prepare a breakfast, a lunch or a dinner according to the employer's needs and the number of persons within the household.</p> <p>Select several simple recipes on a cooking website corresponding to the employer's needs and tastes.</p>	<p>He/she is responsible for autonomously organising and planning basic menus in agreement with the employer.</p> <p>He/she is responsible for ensuring all necessary ingredients to prepare a meal are available within the household.</p> <p>He/she is responsible for managing efficiently an allocated budget for purchasing foods.</p>

Create a realistic grocery list on the basis of a weekly meal planning, the number of persons planned for each meal and the inventory of all foods and ingredients stored in the pantry, the fridge, the freezer and cupboards.

Select aptly and solely the food products needed when running errands following the grocery list established, taking into account the food labels and respecting the budget allocated by the employer.

General learning outcome 9: He/she is able to employ properly kitchen tools and equipment and to apply various food preparation techniques and methods in order to meet the employer’s requirements.

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Learning outcomes description	<p>Name the five main food groups and their respective key characteristics as regards their nutritional value.</p> <p>Name the major gains of adopting a balanced diet for an individual’s health.</p> <p>Explain several diets relating to different lifestyles and conditions including food restrictions and their replacement.</p> <p>Explain several principles of a balanced diet easily applicable to children and adults within the household.</p> <p>Name several cooking methods and explain their key characteristics for different types of food.</p>	<p>Select the appropriate equipment and utensils required to prepare fresh products, frozen food and canned food.</p> <p>Demonstrate a proper and safe use of most common equipment, utensils and appliances used in a kitchen for meal preparation.</p> <p>Apply various basic food preparation techniques including the selecting, washing, peeling, mixing, cutting of ingredients and the preparing of seasonings.</p> <p>Propose appropriate alternatives in the choice of ingredients in order to meet the employer’s needs as regards possible food restrictions.</p>	<p>He/she is responsible for ensuring the serving of nutritious and varied simple menus meeting the employer’s needs and requirements.</p> <p>He/she is responsible for encouraging a nutritious healthy and balanced diet for the employer and his/her family.</p> <p>He/she is responsible for explaining and proposing improvements to the employer for a sustainable management of food.</p> <p>He/she is responsible for autonomously maintaining and properly storing kitchen tools and equipment used in the household.</p>

<p>Name several cutting techniques used in meal preparation suitable to different types of food.</p> <p>Explain the function of most common utensils and equipment used within a household in food preparation.</p> <p>Explain the benefits of adopting green consumer behaviours in the kitchen on environment and food budget.</p> <p>Identify basic food serving techniques to apply within the household.</p> <p>Identify proper maintenance techniques in order to keep kitchen utensils and equipment clean.</p>	<p>Calculate the proper quantities and proportions of foods needed according to the number of persons to serve.</p> <p>Propose a tasty and attractive dish prepared with leftovers and following basic food safety rules.</p> <p>Use properly a digital kitchen scale or a mechanical scale to measure ingredients according to a recipe and the number of portions to serve.</p> <p>Operate safely the appropriate cooking equipment suitable to fresh products, frozen food and canned food.</p> <p>Identify basic mathematical calculation techniques appropriate to measure ingredients, adjust recipes and make volume and weight conversions.</p> <p>Determine proper cooking times and temperature suitable to the ingredients following a recipe from a cooking book, blog or website and the manufacturer's instructions of the appliance that is used.</p> <p>Apply simple green consumer behaviours allowing to reduce food waste at the grocery store and at home.</p>
--	--

Learning outcome 10: He/she is able to guarantee safety and hygiene in food preparation, handling and storage.

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Learning outcomes description	Identify potential hazards that may affect health and safety relevant to food handling and storage.	Follow safe and hygienic practices in food handling, cooking and storage to keep foods from spoiling or becoming dangerous to eat.	He/she is responsible for maintaining a sanitized and orderly environment in the kitchen.

<p>Have knowledge of basic principles of food safety for preventing contamination like personal hygiene.</p> <p>Define a “cold chain” and its consequences on health when it is broken.</p> <p>Explain the importance of following recommended storage times for home-refrigerated foods according to the type of food.</p> <p>Identify proper personal hygiene practices relevant for preparing, handling and storing food within a kitchen.</p> <p>Distinguish between “use by date” and “best before date” in order to optimize food storage and prevent food waste.</p> <p>Identify basic and realistic safety rules to apply during food preparation activities allowing to reduce injuries or accident risks.</p>	<p>Follow relevant food preservation principles to store food and ingredients properly in the appropriate areas.</p> <p>Follow carefully food preservation recommendations, food expiration and shelf life indicated on food labels.</p> <p>Apply basic and relevant measures for avoiding most common dangers that may occur in a kitchen such as burning and cutting.</p> <p>Adopt appropriate measures in case of an accident such as wound care or extinguishing fire.</p>	<p>He/she is responsible for autonomously undertaking preventive measures and proposing improvements as regards safety in the kitchen.</p>
---	--	--

UNIT 4

ADAPTATION TO DIFFERENT COMMUNICATION SITUATIONS

QUALIFICATION	EQF LEVEL	NQF LEVEL
Domestic housekeeper	Level 3	France: “Employé familial”, level 5 Italy: no comparable certification Spain: “Empleo doméstico”, level 1

DURATION	TOTAL ECVET POINTS	UNIT ECVET POINTS
24 hours	10 points	1,5 points

UNIT DESCRIPTION

This unit describes the skills and knowledge required to engage effectively and in a goal-directed manner with the employer and to ensure a good understanding of the family context for a better-quality work within the household.

LEARNING OUTCOMES

General learning outcome 11: He/she is able to use effective communication techniques, to analyse and interpret simple non-verbal or verbal signals in order to handle current and more difficult communication situations with the employer and the family members.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Define the communication and explain its basic principles.</p> <p>Explain basic principles of verbal and non-verbal communication and their respective roles in the communication process.</p> <p>Identify the interpersonal abilities expected by the employer and necessary for performing quality housekeeping operations.</p> <p>Explain the importance and the issues related to an effective communication with the employer within the household.</p> <p>Distinguish between personal and professional relationship in order to determine when</p>	<p>Use active listening, questioning and reformulation techniques to clarify and to ensure a good understanding of the employer's requirements.</p> <p>Establish in agreement with the employer a method for regularly transmitting oral or written useful information related to the completed tasks.</p> <p>Apply appropriate strategies to reduce, prevent and cope with one's stress and emotions, especially in the event of a tense situation occurring with the employer such as a misunderstanding, miscommunication or a complaint.</p> <p>Interpret the non-verbal communication signals of the employer and his/her family for assessing personality traits or current mood.</p>	<p>He/she is responsible for developing a relationship of trust and an effective communication with the employer and the different family members.</p> <p>He/she is responsible for correctly interpreting oral or written information received by the employer and for clearly reporting him/her the activities undertaken.</p> <p>He/she is responsible for professionally preventing and managing conflicting situations.</p>

	<p>professional boundaries may be blurred or crossed.</p> <p>Name basic communication techniques allowing to establish and maintain good relationships in the workplace.</p> <p>Recognize nonverbal signs of stress, anger or sadness such as tone of voice, facial expressions and physical posture.</p> <p>Explain the role emotions play in attitudes and behaviours at work.</p> <p>Identify specific sources of stress for employees working within a private household.</p> <p>Name several barriers to an effective communication as regards the language level, flow, pronunciation or cultural differences.</p>	<p>Use observations related to the employer’s current mood or personality traits in order to adapt one’s communication for a given situation.</p>	
--	--	---	--

General learning outcome 12: He/she is able to adapt his/her attitude and behaviour to various social, cultural and family contexts for a higher quality work within the workplace.

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p>Learning outcomes description</p>	<p>Name most common family structures types currently existing in European western countries and explain major changes in family formation patterns over the last decades.</p> <p>Define the expression “cultural diversity”.</p> <p>Explain the main objectives of gathering information on the employer’s habits and lifestyle for performing housekeeping duties.</p>	<p>Use accurate observations and appropriate communication methods to gather information on habits, cultural and religious customs followed by the employer.</p> <p>Collect relevant information on food customs, religious customs, national / regional social behaviours on reliable websites and according to the employer’s background in order to adjust the</p>	<p>He/she is responsible for ensuring a respectful relationship and a good comprehension of the employer’s specific needs related to his/her family and cultural background.</p> <p>He/she is responsible for adjusting his/her work organisation and schedule according to employer’s specific needs related to the family and cultural background.</p>

Identify basic and relevant requirement gathering methods in order to identify social and cultural specificities in the workplace such as family structure, cultural and religious customs and norms.

Identify social and cultural differences in the workplace and their implications for the housekeeper.

Name several barriers to an effective communication as regards the language level, flow, pronunciation or cultural differences.

housekeeping activities and to favour a relationship of trust.

Organise the assigned housekeeping duties according to specific time or material constraints related to a religious custom.

Adjust verbal and nonverbal communication techniques to the household composition.

Adopt appropriate communication and organisational strategies to overcome socio-cultural differences between employee and employer.

UNIT 5

ORGANISING SOCIAL AND LEISURE ACTIVITIES

QUALIFICATION	EQF LEVEL	NQF LEVEL
Domestic housekeeper	3	France: "Employé familial", level 5 Italy: no comparable certification Spain: "Empleo doméstico", level 1
DURATION	TOTAL ECVET POINTS	UNIT ECVET POINTS
36 hours	10 points	1 point

UNIT DESCRIPTION

This unit describes the skills and knowledge required to propose and organise recreational activities inside and outside the household suitable for an adult and for a child with specific needs.

LEARNING OUTCOMES

General learning outcome 13: He/she is able to handle basic childcare duties by planning, organising and implementing a range of playful activities taking into account the child’s age, life rhythm and interests.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Name the different stages of child development and explain their major characteristics from preschooler development to adolescent development.</p> <p>Explain the importance and major functions of play and leisure activities in child development.</p> <p>Name different play/activities categories, toys and leisure suitable to preschooler, school age and adolescent development.</p> <p>Identify children’s play needs at different ages.</p> <p>Identify calming activities and stimulating ones to adjust appropriately to the child’s behaviour, level of fatigue and mood.</p> <p>Have knowledge of negative and positive impact of (social) media use on children and youth.</p> <p>Describe basic characteristics of a safe play environment indoors and outdoors for a child.</p>	<p>Use active listening, questioning and reformulation techniques with parents in order to gather relevant information on the children’s play preferences, current interests and family background.</p> <p>Realise a daily / weekly activity schedule in agreement with parents and outlining varied activities such as creative, learning or sporting ones.</p> <p>Plan the different indoors and outdoors activities agreed between parents, children and housekeeper taking into account the age, needs and natural biological rhythms including sleep-wake patterns of each child within the household.</p> <p>Develop in a methodical manner and with appropriate materials a play, a learning, a creative or a sporting activity.</p> <p>Adopt an appropriate communication with the child in order to develop positive relationships and to encourage his/her active participation before, during and after the activity.</p> <p>Prepare an outing by taking into account children biological rhythms and basic safety rules.</p>	<p>He/she is responsible for autonomously creating and proposing various play and leisure activities aiming at developing the abilities of the supported child or adolescent.</p> <p>He/she is responsible for supervising and monitoring the safety of children during recreational times inside and outside the household.</p> <p>He/she is responsible for encouraging the child to become more independent according to his/her needs and stage of development.</p> <p>He/she is responsible for overseeing homework and for guiding the child in balancing leisure/playing/media activities and learning/homework activities.</p>

Provide advice to parents for adopting a responsible behaviour and preventing negative experiences with regard to child (social) media use.

Establish in agreement with the employer a method for transmitting regularly oral or written useful information related to the child's behaviour and progress in the field of physical, emotional and mental abilities.

General learning outcome 14: He/she is able to create and propose to the employer / the supported person a programme of social and leisure activities on request, taking into account his/her preferences, habits and social needs.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p>Name the different human development stages from childhood to old age.</p> <p>Define the concept of "socialisation" and the notions of "social isolation" and "loneliness".</p> <p>Identify multiple factors that may put an adult and especially an elderly person at risk of experiencing social isolation or loneliness.</p> <p>Explain the impact of social isolation and its major effects on an individual's mental and physical health.</p> <p>Explain the benefits of a social or leisure activity and of social interaction on an individual.</p> <p>Identify the employer's/supported person's social needs according to his/her situation, abilities and interests.</p>	<p>Ask relevant questions in order to gather useful information on the employer's social and family situation, abilities and interests.</p> <p>Diagnose the employer's/supported person social needs taking into account the discussions and the possible signs and factors of isolation observed in his/her daily life.</p> <p>Create and propose a list of various leisure and cultural activities to do indoors and outdoors taking into account the employer's/supported person's needs, leisure preferences and budget.</p> <p>Perform efficient online information searches to find social and leisure activities that can be done close to the employer's/supported person's household.</p> <p>Organise activities based on the supported person's interests and aiming at stimulating and developing interpersonal skills, but also personal skills to care</p>	<p>He/she is responsible for contributing to reduce social isolation of the employer/supported person.</p> <p>He/she is responsible for suggesting and developing social and leisure activities on request and in agreement with the employer/supported person.</p> <p>He/she is responsible for anticipating possible hazards or problems that may occur during an outing when accompanying the employer/supported person.</p>	

<p>Have knowledge of losing autonomy signs such as memory loss, mood change or mobility problems.</p> <p>Identify basic search techniques on the internet in order to gather relevant and targeted information.</p>	<p>for the own well-being by contacting others or initiating activities.</p> <p>Organise outings suitable to the supported person's preferences including walks, cinema, museum or restaurant by making sure everything is prepared to ensure his/her well-being and safety.</p> <p>Provide an appropriate response when observing physical and/or psychological deterioration signs such as behavior and mood change by the supported person when he/she is an elderly person.</p> <p>Use basic functions of most common connected devices such as smartphone, computer or tablet in order to send an email or make a video call.</p> <p>Assist the supported person in the use of most common communication tools in order to encourage him/her to interact more often with family members and friends who are geographically distant.</p>
---	--

UNIT 6

ENCOURAGING INDEPENDENCE IN HYGIENE ACTIVITIES

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

DURATION	TOTAL ECVET POINTS	UNIT ECVET POINTS
20 hours	10 points	0,5 point

UNIT DESCRIPTION

This unit describes the skills and knowledge required to provide assistance to children or elderly persons in body care and comfort.

LEARNING OUTCOMES

General learning outcome 15: He/she is able to provide a positive guidance and support for children in their development of personal hygiene skills.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Identify the developmental progression of self-care skills in children according to the age.</p> <p>List basic hygiene practices children should be supported for and their main characteristics in terms of frequency and methods.</p> <p>Explain the importance of good hand and body hygiene for a child.</p> <p>Name several current illnesses that may appear in the event of hand or body dirtiness.</p> <p>Name the different steps to follow for properly washing hands.</p> <p>Identify key moments during the day to wash hands.</p>	<p>Apply relevant and playful techniques in order to encourage a child to follow simple hygiene rules according to his/her age.</p> <p>Use appropriate gestures and behaviour to support a child for developing properly basic self-care skills such as hand-washing, nose-blowing, tooth-brushing, hair brushing and dressing.</p> <p>Use appropriate principles and language to communicate effectively with children when supporting them in everyday hygiene activities.</p>	<p>He/she is responsible for helping children within the household to develop good daily personal hygiene.</p> <p>He/she is responsible for stimulating children's autonomy and self-esteem through everyday tasks according to their age.</p>

Explain the role and the importance of autonomy for children in their development.

Identify relevant principles to communicate effectively with a child according to the age and the situation.

General learning outcome 16: He/she is able to provide moral and practical support in everyday self-care activities to elderly in accordance with his/her professional boundaries.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>Have knowledge of hygiene, security and comfort standards.</p> <p>Define the notions of “body image” and “self-esteem” and their links.</p> <p>Define the notions of “modesty” and “intimacy”.</p> <p>List personal care activities and link them to the scope of duties of a housekeeper in order to determine clear professional boundaries.</p> <p>Distinguish between doing things “for” the supported person, doing things “with” him/her and assisting him/her.</p> <p>Explain the effects of personal grooming, including the application of fragranced products and make-up, on self-perceived body image.</p> <p>Describe how to promote independence while providing assistance to the employer / supported person.</p>	<p>Adopt positive attitudes allowing to maintain the person’s autonomy such as stimulating, guiding, reassuring, gratifying.</p> <p>Check that all grooming items such as fresh towels, soap, shampoo, face cloth or anything else required are within easy reach before the person starts bathing, showering or toileting.</p> <p>Check safety and comfort standards before the person starts bathing, showering or toileting, such as the disposal of non-slippery bathtub carpet, the preparation of grooming items, heating the bathroom or switching on the lights.</p> <p>Check that the chosen clothing pieces are clean and ready for wearing.</p> <p>Apply appropriate gestures to help the person with putting clothes on and off.</p>	<p>He/she is responsible for maintaining elderly’s autonomy in their daily self-care activities taking into account their habits.</p> <p>He/she is responsible for building a relationship based on trust and dialogue with the supported person.</p>

UNIT 7

DEVELOPING EMPLOYABILITY

QUALIFICATION	EQF LEVEL	NQF LEVEL
Domestic housekeeper	Level 3	France: "Employé familial", level 5 Italy: no comparable certification Spain: "Empleo doméstico", level 1
DURATION	TOTAL ECVET POINTS	ECVET POINTS
24 hours	10 points	1,5 points

UNIT DESCRIPTION

This unit describes the skills and knowledge required to implement efficient strategies in order to find autonomously a job and to present clearly the skills and the scope of duties carried out by a professional housekeeper.

LEARNING OUTCOMES

General learning outcome 17: He/she is able to organise efficiently a job search and to employ different methods and tools for building, developing and distributing relevant professional documents.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	Identify relevant resources and places allowing to find specific and reliable information on work conditions, salary, labour market and job opportunities for domestic housekeepers within a regional/national context.	Navigate and use several basic functionalities of a word processing programme in order to create a professional document that is clear and focusses on the essential as regards professional experiences and achievements.	He/she is responsible for autonomously defining an efficient job search process and planning related tasks.

	<p>Have knowledge of basic menus in a word processing programme allowing to format a text and a page layout correctly for example by centering text, changing the font, its size and colour.</p> <p>Explain the objectives of a CV, a business card or a flyer and the contents or sections that are to be included in these professional documents.</p> <p>List previous job duties and accomplishments in order to select information relevant to the application.</p> <p>Identify several online platforms with relevant job offers for housekeepers and filter job offers efficiently.</p> <p>Explain the different services available on-line job boards.</p> <p>Name several simple and realistic strategies for developing networking opportunities.</p> <p>Select several web-sites and applications allowing to create online a CV or a flyer by means of templates.</p>	<p>Apply relevant online search techniques in order to browse and select job vacancies suitable to his/her profile.</p> <p>Use a broad variety of job search techniques and channels such as online platforms, personal networks, newspaper job ads or placement offices.</p> <p>Explore and use the services available on several job boards by searching for job opportunities, applying, uploading a CV or making job alerts.</p> <p>Explore and use the services available on several web-sites and applications allowing to create a CV, a flyer or a little poster online by means of templates.</p> <p>Create a table with a word processor or a spreadsheet in order to keep a detailed record of all job applications by making note of the name and contact details of the person he/she applied to, the date of application or the application dates for instance.</p> <p>Plan and manage the different job search steps and travels through an agenda, a planning or a dashboard.</p>	<p>He/she is responsible for employing various traditional and newer job search techniques and tools to increase the chances of getting an interview.</p>
--	---	---	---

General learning outcome 18: He/she is able to explain clearly and professionally his/her skills, values, work ethics and to behave appropriately when attending a job interview or when hired.

Learning outcomes description	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	Name the key steps that are most frequently involved in a job interview process.	Respect the private spaces set by the employer in the household and the family members' intimacy.	He/she is responsible for showing professionalism during the job interview and

Explain the major purposes of the job interview in a recruitment process for a candidate and for an employer.

Describe how a domestic housekeeper can present a positive image of himself/herself to an employer and explain why this is important.

Define the notion of “professional identity” and explain its role for a domestic housekeeper.

Identify multiple factors contributing to demonstrate a professional attitude in the workplace.

Distinguish between private spaces and professional spaces within the household.

Have knowledge of work ethics as regards respect of privacy, discretion, professional boundaries, dress code and kindness.

Name soft skills and personal traits that are essential for a housekeeper in order to get along well with the employer and to perform efficiently high-quality tasks.

List common interview questions that an employer may ask when hiring a domestic housekeeper.

Implement relevant strategies to make a good impression at a job interview as regards his/her own behaviour and physical appearance.

Adopt good practices for building a positive self-image at a job interview as regards behavior, physical appearance and dress.

Demonstrate attitudes and behaviours that are appropriate to the workplace and suitable to the employer.

Explain clearly the variety of duties, responsibilities and professional boundaries to the employer.

Present clearly and in a convincing way his/her skills, knowledge and strengths to the employer by illustrating them with specific examples based on work experience that is relevant to the application.

after the hiring through appropriate behaviours, attitudes, language and appearance.

He/she is responsible for ensuring that the presentation of personal skills, values and ethics is easy to understand and for answering the employer’s questions.



ANNEX III: PRODOME LEARNING CONTENTS

Module 1

Housekeeping

Training contents

✓ Why clean?

House cleaning and housekeeping meet several objectives:

- ⇒ Sanitise the household to create a healthy environment
- ⇒ Create a pleasant atmosphere and environment
- ⇒ Contribute to the household's comfort and well-being
- ⇒ Protect materials

✓ Glossary for cleanliness: a few definitions

Visible cleanliness is the state of a surface free from filth visible to the naked eye. It results from cleaning.

Invisible cleanliness, not visible to the naked eye, is when a surface is free from any bacteria, i.e. from microorganisms after having been disinfected.

Cleaning consists of making a material clean by removing dirt and stains, using chemical and/or mechanical processes. Through the action of cleaning, your surface will be both physically and visually clean. However, it may contain many germs.

Disinfection is the operation taking place after cleaning a surface, which consists of eliminating or inactivating microorganisms in order to have a clean surface. Its results are temporary.

Housekeeping consists of maintaining a house in a good and clean state and protect materials.

✓ Personalised project

The primary goal of a service is to meet employers' needs and expectations.

Communicating is the foundation for social interactions. Through communication, housekeepers can exchange, listen, and this way collect information regarding the employer's habits and expectations. They can convey both written and oral information. Good communication leads to clarification, stating, and interpreting.

In your first encounter with your employer, you should assess her/his needs and expectations to understand them better. The term "personalised project" explicitly implies taking into account the person's expectations.

✓ Conventional products

Cleaning products are classified in two main categories: detergents, which are effective against stains, and disinfectants, which destroy microorganisms.

DETERGENTS

A detergent is a product used to clean various types of materials (floors, dishes, fabrics) through the removal and elimination of stains.

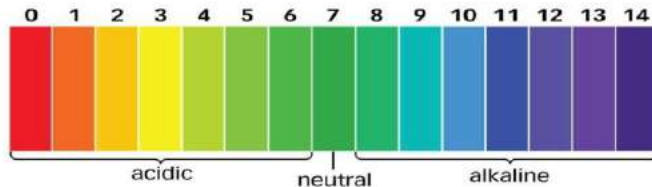
Detergents are composed of surfactants with both hydrophilic (attracts water) and hydrophobic (repels water) properties. With these two properties, they can get between the water and stains: first trapped in droplets, stains are broken down by hand or machine rubbing, come off the material, and are then dispersed in the water before being eliminated through rinsing.

Detergents are classified according to **their pH** (hydrogen ions) on a scale indicating whether their solution is acidic, neutral or alkaline, ranging from 0 to 14:

Low pH (close to 0): acidic detergent.

Balanced pH (between 6 and 8): neutral detergent.

High pH: alkaline detergent (or basic)



Detergents can come in powder, gel, and liquid forms.

The choice of product depends on the stain, the level of filth, and the type of surface.

Table of detergents

	TYPE OF PRODUCT	ACTION		EXAMPLES
DETERGENT	Descaler	Strongly acidic pH between 0 and 2	Removes limescale	-Toilet cleaning and descaling gel -White vinegar
	Removes deposits	Low acidic pH between 2 and 5	Removes limescale deposit from surfaces	-White vinegar
	Neutral detergent (multi-purpose product)	Neutral pH between 6 and 8	Removes common stains and is adapted to all types of surfaces and floors	-Glass-cleaner -White vinegar
	Grease remover	Basic pH between 9 and 14	Removes grease	-Washing-up liquid -Soda crystals (windows) -Marseille soap -Black soap
	Stripper	Strongly alkaline pH between 13 and 14	Removes layers of wax	-Oven cleaner

DISINFECTANTS

A disinfectant is a product which fights against the proliferation of microorganisms, such as viruses and bacteria present on inanimate surfaces, by reducing or inactivating them. Through their respective action (cleaning and disinfecting), detergents and disinfectants complement each other. Disinfectants are used after cleaning.

Disinfection consists of five different actions:

-Antibacterial = which kills bacteria

- Fungicide = which kills fungi (yeasts and mould).
- Virucide = which inactivates viruses
- Yeasticide = which kills yeasts
- Sporicide = which kills bacterial spores

The activity of disinfectant products is determined by a recognised normative system and their use must be in strict compliance with operating procedures. Their use is not necessary to clean the house; it is rather reserved to spaces where the risk of transmitting pathogenic bacteria has been identified.

The example of bleach

Among conventional products, bleach is one of the most frequently used disinfectants. It is widely used for collective health purposes (hospitals, hotel/restaurant industry, industrial applications), but also in everyday life in private households.

Action: bleach disinfects (strong antibacterial power), whitens, removes stains and deodorises.

Precautions for use: like any other conventional products, bleach can be harmful. It causes domestic accidents and can pose health hazards (irritations, burns) and be harmful for the environment, especially when handled inadequately.

It must be used carefully:

- It must always be used separately (mixing it with other products gives off toxic gas);
- Like with any other disinfectant, prior cleaning is required;
- It must be diluted in cold water.

Bleach does not contain any surfactant: it is not a cleaning product. Disinfection is only necessary when there is a major viral or bacterial risk.

Depending on the employer's requests and needs, it may be useful for the family to agree on the reasonable use of bleach (depending on the season and potential flu or gastroenteritis infection risks, for example) and consider the use of natural product alternatives.

Some natural products may have disinfecting properties such as tea tree, white vinegar or bicarbonate of soda. Even if their use is limited for large scale disinfection or sanitation operations, they may however be sufficiently efficient for domestic use.

✓ **Natural products**

A whole range of natural products offers an alternative to conventional products.

BICARBONATE OF SODA

Bicarbonate of soda- or sodium- is odourless and completely biodegradable. It is a mix of salt and chalk or natron (a mineral resulting from the evaporation of very salty lakes).

Bicarbonate of soda cleans, deodorises, and softens.

Slightly abrasive, it can be used as a scrub cleanser for sinks and tubs when mixed with some water and soap.

VINEGAR

This colourless liquid consists of water and acetic acid which comes mostly from sugar beet. The acidity percentage is between 8 and 10%.

Whether white, cleaning or crystal, vinegar disinfects, deodorises and removes limescale. It is used hot to remove limescale on taps or clean the iron. It is used cold to wash windows and disinfect the refrigerator.

BLACK SOAP

Black soap blocks are made of black olives and pits and used as body wash. Cleaning black soap is liquid and is composed of lye and vegetable oils (esp. Olive and flaxseed). In housekeeping, black soap may be used to remove grease marks from the floor and surfaces or stains on clothes, and to clean windows.

MARSEILLE SOAP

Marseille soap is an efficient laundry detergent. You can use it to remove grease, stains, and clean various types of surfaces.

Composed of soda and vegetable oil (72%), Marseille soap does not contain any perfume nor colouring, and can be bought in blocks or shavings.

SODA CRYSTALS (OR WASHING SODA)

Soda crystals are irritating (but unlike caustic soda, they are not harmful to the environment): gloves should be worn when handling.

Dissolved in hot water, they are a very strong multi-purpose cleaner.

More corrosive than bicarbonate of soda, they are also more efficient to remove grease and clean very dirty surfaces (floors, hood extractor, rubbish bin, kitchen counter top), as well as tough stains (grease, blood). They may also be used to restore shine to glassware.

SODIUM PERCARBONATE

Percarbonate sodium can be skin irritant: gloves must be worn during handling. It is a sodium-carbonate, hydrogen peroxide based white granulated powder.

Sodium carbonate has a deodorising, bleaching, cleaning, grease-removing and disinfecting. It allows for example to remove tough stains on carpets and rugs.

CLEANING CLAY

Cleaning clay is a clay-base product. It is used as a multi-purpose stain remover and cleans, polishes and protects.

TERRE DE SOMMIÈRES (SOMMIERES CLAY) STAIN REMOVER

Sommeres clay is an ochre-coloured clay powder used for its ultra-absorbent properties. It is used to absorb and remove stains from fabrics, floors and walls, but also wooden furniture.

TEA TREE

Tea tree is an essential oil from Australia with purifying, antibacterial, anti-fungal (eliminating fungi and mould), and anti-parasitic properties. When associated with other ingredients, it cleans and disinfects toilets, bathrooms, kitchens or floors.

ESSENTIAL OILS

An essential oil is a plant extract obtained by distillation. Some of them may be used for housekeeping purposes and as an ingredient of home-made cleaning products (multi-purpose cleaner, toilet cleaner, etc.) as they have disinfecting, cleaning or aromatic properties.

Essential oils	Cleaning properties
Lemon (<i>Citrus limon</i>) Zest. Limonene, terpinenes, aldehydes, etc.	<ul style="list-style-type: none"> • Antiseptic +++ • Antibacterial +++ • Antiviral • Nice clean smell
Scotch Pine (<i>Pinus sylvestris</i>) Needles Alpha & beta pinenes, limonene, etc.	<ul style="list-style-type: none"> • Antiseptic +++ • Nice clean smell
Eucalyptus (<i>Eucalyptus radiata</i> or <i>Eucalyptus globulus</i>) Leaves, branches. Alpha & beta pinenes, terpenic oxides (1.8 ceneol), etc.	<ul style="list-style-type: none"> • Antiseptic +++ • Antibacterial +++ • Antiviral • Nice clean smell
Fir tree (<i>Abies balsamea</i>) Needles. Alpha & beta pinenes camphene, 3-carene, limonene, etc.	<ul style="list-style-type: none"> • Antiseptic • Antibacterial • Antiviral • Fungicide • Vermicide • Nice clean smell
Peppermint (<i>Mentha piperita</i>) Flowering tops Menthol, alpha & beta pinenes, limonene, etc.	<ul style="list-style-type: none"> • Antiseptic • Antibacterial • Antiviral • Fungicide • Vermicide • Nice clean smell
Aspic lavender (<i>Lavandula spica</i> or <i>Latifolia cineolifera</i>) Flowering tops Terpenic oxide (1.8 cineol), alcohol (linalool), ketone (camphor), etc.	<ul style="list-style-type: none"> • Antiseptic • Bactericide • Antiviral • Fungicide • Moth repellent • Nice clean smell
Citronella (<i>Cymbopogon nardus</i>)	<ul style="list-style-type: none"> • Antiseptic

Grasses Geraniol, citronellol, etc.	<ul style="list-style-type: none"> • Antibacterial • Bug repellent
Grapefruit (<i>Citrus paradisi</i>) Zest. Limonene, etc.	<ul style="list-style-type: none"> • Air antiseptic
Heavy duty oils	
Tea tree (<i>Melaleuca alternifolia</i>) Leaves Para-cymene terpinene 1 ol-4, terpinene	<ul style="list-style-type: none"> • Strong broad-spectrum antibacterial +++ • Fungicide ++ • Parasiticide ++ • Antiviral ++
Cinnamon (<i>Cinnamomum cassia</i> or <i>cinnamomum verum</i>) Bark Cinnamic aldehyde	<ul style="list-style-type: none"> • Antiseptic • Strong broad-spectrum antibacterial ++++ • Antiviral +++ • Fungicide +++ • Parasiticide ++++ • Do not use too much: very strong scent
Thyme (<i>Thymus vulgaris</i>) Flowering tops Phenols (thymol and carvacrol), monoterpenes, etc.	<ul style="list-style-type: none"> • Major broad-spectrum antibacterial +++ • Antiviral +++ • Parasiticide (for the linalool-based thyme)
Clove (<i>Eugenia caryophyllus</i>) Bud Eugenol	<ul style="list-style-type: none"> • Very strong broad-spectrum antibacterial +++ • Antiviral +++ • Parasiticide +++ • Antiviral +++

Source: "Raffa, le grand ménage"- www.raffa.grandmenage.info

If essential oils are natural, they are first and foremost potent substances which are not harmless. They may contain irritating, allergenic or even toxic components. Therefore, it is important for the user to handle, store, dilute them carefully, and use the right dosage.

✓ **Material:**

This is a non-exhaustive list. The material used by the housekeeper will depend on what is available in the employer's home, but also local specificities:

- Soft bristle broom (dry sweeping)
- Wet fringe mop
- Push broom

Flat mop/swing mop
Wet mop = string mop
Short-handled brush
Dustpan
Cloths
Microfibres
Dusters = brush with telescopic handle
Feather duster
Sponges
Mops
Microfibre mop
Wringer
Wash bowl
Wiper blade
Vacuum cleaner
Steam cleaner
Window vac

✓ **Tasks to accomplish in each room**

THRESHOLD

- Clean the entrance door (interior/exterior).
- Clean the bell.
- Sweep the house threshold.
- Shake and vacuum the exterior entrance mat.

ENTRANCE

- Tidy up
- Remove the spider webs clockwise no matter whether you are right- or left-handed. The most important thing is to start in one place (e.g. behind a door) and look well around the room
- Dust lights, lamp fixtures, doors, frames, trinkets, and furniture
- Remove marks and clean the door knobs, switches and plugs
- Clean the baseboards
- Vacuum and wash the floor

BEDROOM

- Air out the bedroom.
- Pick up
- Remove the spider webs clockwise
- Dust lights, lamp fixtures, doors, frames, trinkets, and furniture
- Clean mirrors and window panes (if necessary)
- Make the bed
- Remove marks and clean the door knobs, switches and plugs
- Clean the baseboards
- Vacuum and wash the floor

LIVING ROOM

- Air out the bedroom.
- Pick up
- Remove the spider webs clockwise
- Dust lights, lamp fixtures, doors, frames, trinkets, and furniture
- Clean mirrors and window panes (if necessary)
- Remove marks and clean the door knobs, switches and plugs.
- Clean the baseboards
- Vacuum the rugs
- Dust and wash the floor

LAVATORIES

- Air out the bedroom
- Pick up
- Empty bins
- Remove spider webs clockwise
- Dust furniture, wall lights, doors
- Wash the shower, bathtub and taps.
- Clean accessories (toothbrush glass, soap holders, etc.)
- Remove the marks left on the products (shower gel, shampoo, soap).
- Dust cosmetics and put them back in their place (lipstick, perfume flasks, etc.)
- Disinfect toilets
- Clean mirrors and window panes (if necessary)
- Remove marks and clean door knobs, switches and plugs
- Change towels and wash cloths.
- Clean baseboards
- Dust and wash the floor

KITCHEN

- Air out the bedroom
- Tidy the counter top
- Empty and clean the rubbish bin, change the bag
- Remove spider webs clockwise
- Clean window panes (if necessary)
- Dust cabinet doors, lights, wall lights, shelves and furniture
- Clean the table and chairs.
- Cleaning the hood extractor and change filter
- Clean the cooking plates (gas, electric, induction)
- Clean spice jars, utensils, and small household appliances.
- Clean microwave oven
- Clean and disinfect the counter top
- Clean and disinfect the sink
- Remove marks and clean door knobs, switches and plugs
- Change tea towels
- Clean baseboards
- Dust and wash the floor

TOILETS

- Wear disposable gloves.

- Air out the room (if possible).
- Empty and clean the rubbish bin, change the bag.
- Refill toilet paper if necessary.
- Remove spider webs clockwise
- Descale and wash toilets.
- Disinfect the toilet seat and accessories (brush)
- Wash the tiles around the toilet.
- Remove marks and clean up door knobs and switches.
- Clean baseboards
- Dust and wash the floor.

SPECIFIC CLEANING TASKS

- Clean the dishwasher
- Clean and disinfect the refrigerator and the freezer.
- Reorganise the fridge.
- Clean the oven (pyrolysis, catalysis, traditional).
- Take good care of waxed and oiled floors.
- Take good care of untreated terracotta tiles.
- Take good care of carpets and rugs.
- Clean and disinfect a mattress.
- Wash doors.

✓ Collect information

List of questions to ask the employer to collect all the necessary information to perform the domestic tasks and housekeeping:

- Discover the house, the employer's habits and needs through a visit and an interview with the person:
 - ⇒ How can I help you?
 - ⇒ Number of hours per week/schedule?
 - ⇒ Who is in charge of the keys or code?
 - ⇒ If a cleaning product is finished, agree on what the domestic worker ought to do: inform the employer or purchase it her/himself?
 - ⇒ Number of people living in the household/ children's ages
 - ⇒ Times when family members are present in the household throughout the week (days/work or school schedule, etc.)
 - ⇒ Pets in the household
 - ⇒ Number and size of rooms
 - ⇒ Surface types
- Specific tasks to accomplish:
 - ⇒ Art objects that can't be touched
 - ⇒ Windows
 - ⇒ Change bed linen
 - ⇒ Kitchen extractor hood
 - ⇒ Clean inside closets
 - ⇒ Clean the refrigerator
 - ⇒ Clean the freezer
 - ⇒ Polish silverware

- Products used by the employer
 - ⇒ Green products?
 - ⇒ Conventional products?
 - ⇒ Home made products?

- Equipment
 - ⇒ Steam cleaner?
 - ⇒ Vacuum cleaner?
 - ⇒ Flat broom?
 - ⇒ Microfibres?

Write a check-list for the personalised project to be filled in with the employer in order to identify which tasks should be carried out in each room and how often:

TOILETS

- Empty and clean the rubbish bin
- Clean the seat
- Disinfect the floor
- Clean door knobs, electrical outlets and switches

BEDROOMS

- Tidy up the room
- Dust the furniture
- Dust the bed frame
- Dust paintings
- Clean baseboards
- Make the bed
- Clean door handles, outlets and switches

KITCHEN

- Wash and put away the dishes
- Clear the counter top
- Empty the dishwasher
- Clean cabinet doors
- Clean fridge doors
- Clean fridge top
- Wash the microwave oven
- Clean the backboard
- Clean the cooking plates
- Clean and disinfect the counter top
- Empty and clean the dustbin
- Disinfect the sink
- Clean seats
- Clean door handles, outlets and switches

BATHROOM

- Empty and clean the dustbin
- Clean bathtub and shower
- Clean the top of wardrobes
- Clean furniture doors
- Dust the lamps
- Clean the soap holder
- Clean the toothbrush glass
- Clean the sink
- Clean the mirror
- Change towels

LIVING ROOM

- Tidy up the room
- dust furniture
- dust the TV stand
- dust the radiator
- clean the sofa
- Shake cushions
- clean the coffee table
- clean lamps
- clean door handles, outlets, and switches

OCCASIONAL TASKS

- clean the window panes
- sweep the patio/balcony
- wash the patio/balcony
- organise inside the closets
- dust light bulbs
- use steam cleaner to clean the mattress
- remove grease on the hood extractor
- clean air vents
- change sheets



✓ **Planning**

It consists of defining the time necessary for the service. The following figures are INDICATIVE as they depend on the rooms' size and condition:

Example: KITCHEN

Wash the dishes by hand and put them away (10 min.)

Run the dishwasher (5 min.)

Empty the dishwasher (10 min.)

Clean the sink (5 min.)

Clean the microwave oven (5 min.)

Clean the cooker hob (8 min.)

Clean the kitchen counter (8min.)

Mop the floor (8min.)

In order to plan specifically for each employer and each house, the employee may carry out a detailed assessment of the time necessary to perform the tasks. Planning will depend on the agreement with the employer and the housekeeper will have to be flexible while keeping to the schedule.

The housekeeper must also include the prep time necessary at the beginning and end of her/his work.

✓ **Cleaning frequency**

The following templates of tables show how to prioritise the tasks (according to requirements and house's characteristics).

OPERATIONS	FREQUENCY			
	Daily	weekly	monthly	quarterly
CLEANING FURNITURE		X		
CLEANING DOOR HANDLES, SWITCHES, REMOTE CONTROLS, PHONES...		X		
CLEANING LAVATORIES: SINK, SHOWER, TOILET				
SWEEPING, VACUUMING OF THE FLOOR		X		
TAKING OUT THE RUBBISH, CLEANING THE DIRTY LAUNDRY				
CLEANING THE KITCHEN				

OPERATIONS	FREQUENCY			
	Daily	weekly	monthly	quarterly
WASHING THE FLOORS		X		
DISINFECTING THE TOILET	X			
DESCALING (TOILET, SINK)		X		
CLEANING THE SINK	X			
CLEANING THE WINDOWS				

CLEANING THE REFRIGERATOR			X	
---------------------------	--	--	---	--

OPERATIONS	FREQUENCY			
	Daily	weekly	monthly	quarterly
MAINTENANCE OF AIR VENTS				X
CLEANING INSIDE CLOSETS, FURNITURE				X
CLEANING THE LIVING SPACES (living room, bedrooms...)		X		
CLEANING THE DOORS, WALLS, WINDOW FRAMES			X	
DUSTING/SPIDER WEBS		X		
LAMPS			X	

The examples below illustrate the various types of housecleaning. These are not exhaustive: the rooms' and surfaces' cleaning frequency varies and depends on several factors, such as the work duration established by the employer, the size of the rooms, the family environment, and the employer's way of living (children, pets, time spent at home, etc.), or potential setbacks. Through observation and situation analysis, the employee should be able to adapt her/his services.

Daily housecleaning:

Performed every day, it consists of cleaning horizontal surfaces (work surfaces, sink, and floor) in the kitchen and lavatories (washbasin, showers, toilets, door handles). Making beds, washing the dishes, airing out rooms, and emptying dustbins are also some of the tasks performed every day.

Weekly housecleaning:

Cleaning done once a week. It consists of more extensive cleaning tasks and complements the daily cleaning of lavatories, floors, and horizontal surfaces that are more difficult to reach (e.g. top of wardrobes). Cleaning of the whole room.

Monthly housecleaning:

Done at least once a month, it consists of a deeper cleaning of the house materials: furniture and equipment (both inside and outside), windows (panes and frames, inside and outside), light fixtures, radiators, vertical surfaces (walls, doors, baseboards).

✓ Preparation work

Housekeeper: before starting work, the housekeeper must get ready like any other professional organising her/his workplace. To do so:

- Make sure hair is clean and tied, hands and nails are clean, and clothes look neat.
- Prefer comfortable clothes (cotton clothes that are not too tight around the waist).
- Wear personal protective equipment (PPE). PPE is equipment/material worn or held designed to protect a person, mainly in the workplace, from one or several safety or health hazards.
 - ☞ Have an apron ready, as well as household and disposable gloves (for cleaning toilets) and non-slip clogs in order to work safely.
- Wash your hands: to prevent infections from spreading. All day long, hands touch objects and surfaces potentially contaminated by bacteria or viruses before being in contact with eyes, mouth

or nose, which increases the risk of common infections such as colds, flu or gastroenteritis. Washing your hands limits the risk of getting contaminated or contaminating others.

Steps for effective hand washing:

1. Get your hands wet.
2. Pour some soap in the palm of your hand.
3. Rub your hands for 15 to 20 seconds (fingers, palms, top of your hands, and wrists).
4. Cross fingers to clean the areas in between.
5. Rinse your hands under water.
6. Wipe your hands (with a single-use paper towel if possible).
7. Close the tap with the paper towel before throwing it away.

Material: depending on the task, it may be useful to prepare the products and material beforehand. This way, you will avoid unnecessary back-and-forth trips, accidents in the stairs, or slips in the hallways. To this purpose, microfibrines, the toilet seat, adequate products and wipes will be put in a bucket.

✓ Practical recommendations about the general organisation

For higher efficiency

- Listen to the employer's instructions and only do what you are asked
- Proceed room by room
- Clean from the cleanest to the dirtiest for example, toilets are cleaned last as the dirty water from the floors will be thrown in the toilets after
- Clean from top to bottom: dirt and dust will not set on surfaces and objects that have already been cleaned.
- Clean the room from the far end to the exit: when vacuuming, start at the far end and work backwards. This way, you will avoid going twice over the same surfaces and walking in places that have already been cleaned
- If the house has a second floor, start by cleaning the furthest room upstairs.

✓ Types of material

TYPE OF MATERIAL	CLEANING TIPS
WOOD Wooden floors, furniture, etc. Natural, waxed, varnished, oiled, etc.	Wood does not like water nor chlorine products It also gets easily scratched. -It must be either vacuumed or wet cleaned. Be careful about vacuum brushes and when moving furniture.
CERAMIC Floors, walls, counter tops, etc.	Earthenware, tiles, sandstone: these materials do not pose any major risk. Terracotta: sensitive to scratches, porous, must be protected.
PLASTIC MATERIALS Coffee machines, chairs, blenders, switches, PVC floors, etc.	Get easily scratched and sensitive to heat. -Avoid using a scouring pad -Clean with a slightly damp microfibre cloth with detergent or white vinegar. -Clay stone cleans patio chairs efficiently.
METALS	Aluminium: sensitive to alkaline products.

Hood extractor, backboard, railings, silverware, door handles, etc.	Do not wash in the dishwasher. Silverware: tarnishes. Must be cleaned with clay stone or another specific product. Copper: oxidises. Must be cleaned with clay stone or another specific product. Stainless steel: Gets scratched and becomes blue when hot. Clean with the grain.
WALL PAPER Walls, staircases, around switches, doors, etc.	The cleaning procedure varies depending on the type of paper. Brushable wall paper is more water-resistant than spongeable wall paper.
PAINT Walls, staircases, around switches, doors, etc.	Beware: Not all paints can be washed. Mat paint is more fragile than satin paint.
STONE and MARBLE Sink, floors, walls, counter tops, etc.	Porous materials, sensitive to stains. Vinegar, antiscalant, and lemon must not be used
FABRICS & TEXTILES Sofa, armchair, cushion, double curtains, carpet, rug, wall textile, mattress, etc.	Fragile and delicate material - Cleaning through dusting + slightly damp sponge or gentle steam. - Possible rental of a carpet cleaner once a year - Mattresses are vacuumed every 6 months with gentle steam. - Double curtains must be dry cleaned.
GLASS Windows, mirrors, tables, etc.	Gets easily scratched and breaks. - Cleaning with dish detergent + white vinegar

These different materials must be cleaned with specific and adequate products. The choice of products will be made after identifying the type of material and in compliance with the employer's instructions.

✓ Types of stains

Soil can be stains or dirty marks. There are different types of stains that can be classified according to their type and stickiness.

Stain stickiness

Stains can be *non-sticky*, i.e. they do not stick to the surface, like dust or hair.

Cleaning: this type of stains can be eliminated through dusting, vacuuming, or sweeping.

When stains are *sticky*, it means they stick to the surface and are hard to remove. It is e.g. the case of greasy stains or wine stains.

Cleaning:

- if the stain is not very sticky (cordial stain on kitchen counter top), it can be cleaned by wiping or washing it with water.

-If the stain is very sticky (cooked fat on cooker), it can be cleaned by scrubbing after soaking.

Type of soil

The origins of a stain may be various and can be classified into two categories:

-Organic: stains of vegetable, animal or human origin.

Examples: dust, coffee, oil, fats, blood, urine, etc.

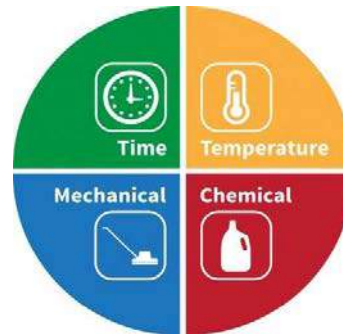
- Mineral:

Examples: dirt, limestone, rust, plaster, etc.

✓ The Sinner circle

The cleaning quality is tightly linked to four combined factors forming the Sinner circle. Used together, these four parameters allow for efficient cleaning:

Source :Biotechno (http://www.biotechno.fr/IMG/scenari/sciencehygiene/res/cercle_sinner.jpg)



These four inseparable elements are: chemistry, mechanics, temperature and time.

- *Chemical action:* represents the action of the product used (detergent, disinfectant). The method and the product employed depend on the type of stain and the surface to wash.
- *Mechanical action:* action done to eliminate stains. It can consist of a manual action such as rubbing or sweeping, or a mechanical one such as vacuuming. This action enhances the detergent efficiency and must be suited to the type of surface washed to avoid damage.
- *Temperature:* it is the temperature of the water in which the product is diluted. This parameter plays a key role in the efficiency of the products. Therefore, you must use the temperature recommended by the manufacturer and indicated on the product label. In the absence of recommendations, use lukewarm water.
- *Time:* time necessary for the product to work correctly, i.e. the time necessary for the detergent to react once in contact with the stains in order to eliminate them (or the time necessary for a disinfectant to inactivate a microorganism).

If any of the Sinner circle's factors is missing during the cleaning procedure, it will be necessary to make up for it with the other factors in order to achieve optimal results. For example, if we do not have the right product, we will have to scrub harder.

Right product + right product application time + right water temperature + good brushing = efficient cleaning and optimal results.

✓ Cleaning procedure

Efficient cleaning depends on the adequate use of products but also a good organisation when performing the tasks. In order to avoid unnecessary back-and-forth trips and wasting time, it is recommended to carry out the tasks in a logical, detailed, and applicable order for deep cleaning, whatever the room. Here are the key steps to follow, from the beginning to the end of your work:

1. Tidying up
2. Windows
3. Dusting
4. Descaling bathrooms (always descale BEFORE washing)
5. Washing

6. Disinfecting

-Cleaning guidelines:

In order to be efficient, it is important to follow the steps below:

- Start the cleaning tasks once the house has been tidied up (all the objects are put where they belong) and beds have been made:
- Proceed room by room;
- If the house has a second floor, start by cleaning the furthest room upstairs;
- Clean from the cleanest to the dirtiest;
- Clean from top to bottom: dirt and dust will naturally fall onto lower surfaces which will be cleaned after.
- Clean the room from the far end to the exit: when vacuuming, start at the far end and work backwards. This way, you will avoid going twice over the same surfaces and walking in places that have already been cleaned;
- Each room is aired out one by one.

-Ventilation

Tobacco smoke, combustion residues from furnace, cooking smoke, bad ventilation or airing, are all sources of indoor pollution.

Similarly, volatile organic compounds (VOCs) are organic compounds which are easily found in indoor environments and may have an impact on your health.

They come from materials, flooring, walls, glues and varnishes, or cleaning products and natural and artificial perfumes.

Airing is therefore essential to limit the risks linked to indoor pollution and keep the home in good condition.

Windows must be opened twice a day for 10 to 15 minutes, whatever the season. Airing out changes the air and eliminates a good part of inside pollutants, but also regulates the humidity level, prevents mould from developing, and gets rid of bad odours.

Example of resource:

Le guide pratique de l'Ademe, *Un air sain chez soi. Des solutions et des pratiques pour améliorer la qualité de l'air intérieur*, September 2017.

<http://www.ademe.fr/air-sain-chez>

✓ **Cleaning techniques**

1/ Manual cleaning

⇒ **Dusting:** this activity consists of eliminating the thin layer of (non-sticky) stains and dust.

MATERIAL

cloths

Microfibres

Soft bristle broom

Dusters

Wet fringe mop

Wet microfibre broom

Short-handled brush

Dust pan

Feather duster

☞ Furniture and equipment:

1. Remove all the objects.
2. Use a dry microfibre cloth or slightly damp with water or cleaning product.
3. Wipe the surface in the same direction as the material, making parallel strips from the farthest point towards the closest one.

☞ Floors:

Sweep.

On dry and smooth floors, dry dusting or wet sweeping help to eliminate the most part of non-sticky stains.

Dry dusting:

1. Start by sweeping along the walls/baseboards and under the furniture.
 2. Continue from the far end of the room towards the door landing.
 3. Move the broom in front of you, from right to left, in a 40 cm back-and-forth motion.
- When using a broom, one third of dust goes in front of the broom, the second third goes behind, and the rest remains suspended in the air: you should preferably use a vacuum cleaner, which is more efficient.

Wet sweeping:

This floor dusting technique is done with an articulated mop and a wet microfibre/gauze.

Unlike dry sweeping, wet sweeping helps to limit the emission of dust in the air.

1. Put the microfibre on the floor and place the articulated mop on top, without ever lifting it. The microfibre should be changed as often as needed during the cleaning process.
2. Start sweeping along the walls.
3. Depending on the size of the room, you should choose between the "Figure-8 motion" technique and the "push" technique.

When using the "Figure-8 motion" technique, the broom is moved in making ½ of a figure 8 pattern or a full 8-pattern. You should walk backwards to avoid walking on areas that have been previously cleaned. This technique is suitable for cleaning different rooms in the house.

According to the "push" technique, the broom is moved in front of you using short strokes to move the dirt and keep it in front of the broom. This technique is rather suitable for cleaning medium-sized and large rooms (hallways).

☞ Stairs:

1. Start removing dust including corners.
2. Clean from top to bottom. Clean every other step to leave access to the upper floor and do not forget the riser.

Beware of falls: stairs should not be waxed.

⇒ *Washing*: its goal is to achieve both visual (detergent action) and microbiological cleanliness (disinfectant action) by reducing the number of microorganisms on the floor, equipment, and windows. This cleaning activity helps to eliminate sticky stains.

MATERIAL

Sponges

Push broom¹

Flat mop / Articulated mop

Mop

Microfibre mop

Fringe mop

Bucket

Wringer

Basin

Window wiper blade

⇒ Floors:

1. Dip the mop in the bucket filled with the detergent or detergent-disinfectant solution.
2. Wring it out over the bucket or by using the wringer.
3. Wash the floor making figure-8 patterns.
4. Change water and mop head as often as necessary.

⇒ Doors, vertical surfaces, ceilings

The activity of cleaning vertical surfaces or ceilings is known as *washing*.

1. Protect the floor.
2. Start preferably at the bottom of the wall and work your way up to avoid making dirty streaks. However, the wall must be rinsed from top to bottom.

⇒ Windows

To clean windows using a wiping blade, you can choose between the French and American technique.

French technique: use the squeegee from top to bottom, making parallel horizontal strips. Wipe the rubber blade with a dry rag after each stroke on the full width of the window before moving on to the next horizontal strip.

American technique: make width wise figure-8 patterns, from top to bottom without raising the squeegee from beginning to end.

1. Start by dusting the window trim and washing it.
2. Tracks and sills: remove most of the dirt with the vacuum nozzle.

¹

⁴ The use of a push broom with a mop is not recommended. Indeed, a mop is not hygienic because hands have to be constantly plunged into detergent solution.

3. Scrub the sticky stains with a toothbrush or a Q-tip.
4. Then wash with a microfibre cloth and dry.
5. Clean inside window panes (generally less dirty) and then the outside ones using the squeegee soaked with detergent: rub the panes in a circular motion.
6. When using the squeegee, make vertical strokes when it is high and horizontal or figure-8 patterns when it's at your height.
7. Wipe the blade after every stroke with the rag.

⇒ French pane windows, mirrors

1. Put the product (white vinegar, dish detergent, warm water) on the microfibre cloth.
2. Wash using a circular motion and wipe.

⇒ *Disinfection*

⇒ Floor, lavatories, siphons

Disinfection must only be done on a clean and previously washed surface (disinfecting cleaners take care of the cleaning and disinfecting).

Follow the directions in terms of time necessary for the product to be effective.

Disinfectants must not be rinsed (except on surfaces which are in direct contact with food), dried, nor wiped and must be diluted in cold water (20° Celsius).

2/ Mechanical cleaning

Vacuum cleaner (handheld, upright, bagged/bagless): helps to eliminate non-sticky dust on floors.

Dust extractor with a stick and flexible hose; suction apparatus adapted to the surfaces to be dusted.

Technique:

1. The surface needing dusting must be dry and free of big waste and sticky elements.
2. Start with the room entrance. Vacuum in regular and parallel strokes back and forth.
3. Overlap the strokes.
4. Unplug the appliance immediately after use and/or if you must stop your work.

Steam cleaner (simple steam, injector/extractor, etc.)

Technique which combines at the same time temperature and pressure.

Objective: eliminate sticky stains

Technique:

1. Use the accessory adapted to the surface to clean.
2. Apply steam as close to the surface as possible.
3. Wipe the surface if the appliance does not have a suction unit.

Window vac

Technique:

1. Spray the window with the window cleaner from the spray bottle.
2. Rub the pane with the microfibre cloth to remove deep stains.
3. Vacuum the dirty water on the window pane from top to bottom.

Robot vacuum cleaners

Robot vacuum cleaners can clean all types of floors. They pick up dirt with a vacuum and spinning brushes that will achieve a thorough dusting job.

✓ **Cleaning and maintaining the cleaning supplies**

Maintaining supplies is important to make them last longer:

- Brooms
- Vacuum cleaner (bagged/bagless)
- Steam cleaner
- Rags, microfibre cloths
- Cleaning and disinfecting of the bucket.

Care of the microfibre cloths, rags, mops, sponges: wash them in the washing machine (without softener).

Care of the brooms: wash them by dipping them (dusted) in a bucket full of soapy water, then rinse. Store them upside down and wipe the handle with a microfibre cloth and white vinegar.

Care of the buckets: empty the bucket, wash it, rinse it, and disinfect it.

Care of the vacuum cleaner: vacuum the brush, empty the vacuum cleaner (bagless), wipe with a damp microfibre cloth on the canister.

AND PUT EVERYTHING BACK WHERE IT BELONGS.

✓ **Make the bed**

Housecleaning tasks assigned to the domestic worker also include changes and repairs of bed linen.

Techniques used to make the bed can be based on the following suggested method and then adjusted according to the employer's requests and habits.

Bed sheets can be changed every two weeks or even every week during the summer.

1. Open the doors.
2. Pull the bed.
3. Check that there is nothing under the bed.
4. Remove the duvet or the blanket, sheets and pillows. Put them aside.
5. Air out the bed.
6. In addition to its aesthetic function, a valance (optional) would help to prevent dust getting under the bed. The valance is placed on the bed frame and covers both the frame and the legs of the bed.
7. The draw sheet (optional) is a protection sheet placed on the mattress, between the mattress and the fitted sheet.
8. When changing the bed sheets, start with the fitted sheet.
9. Tuck the elasticated ends of the sheet around the upper corners of the mattress, then pull the sheet down.
10. Make sure the fitted sheet sits smoothly on top of the mattress, especially corners. You may need to lift the mattress slightly to achieve this.
11. Take the top sheet and spread it on the bottom sheet. The side with the large hem should go at the top of the bed and the hem should be aligned with the head of the mattress. Make sure the top sheet is spread evenly over the mattress, with the same length of sheet hanging over both sides of the bed.
12. Tuck in corners using square/hospital corners, which means folding sheets at right angles under the mattress.

To fold the sheet using square corners, place the back of the top sheet under the mattress and fold each side at right angles before tucking them under the mattress. They should be fold correctly without any wrinkles whilst smoothing the sheet.

On one side, grab a piece of the top sheet approximately 30 centimetres away from the foot of the bed. Lift it up and fold this section of sheet over the top of the mattress, so it forms a 45-degree angle from the corner of the mattress.

Holding the folded piece of sheet in place on top of the mattress, tuck in any sheet hanging below the mattress on that side of the bed. Do this as neatly as possible for best results.

Now, let the folded piece of sheet on top of the mattress drop down.

13. Repeat on the opposite side of the bed
14. Place the duvet or comforter on top of the sheet.
15. Once the top sheet is tucked in place, you can lay your blankets, duvet or comforter on top.
16. Make sure the duvet is spread evenly over the bed, with the same amount of overhang on each side of the bed.
17. The top edge of the blanket should be about 15 centimetres away from the edge of the bed.
18. Fold the top sheet and the duvet down.
19. Take the edge of the top sheet and neatly fold it back over the top edge of the duvet, blanket or comforter.
20. You can tuck the corners of the blanket and of the sheet under the mattress to the hem of the sheet is no longer visible.
21. Arrange the pillows before placing them at the head end of the bed.
22. Smooth out the pillow cases and put the pillows in. Then place each pillow at the head end of the bed to fill the space between the folded over duvet and the headboard.

✓ Changing practices

There is a growing awareness concerning the impact of traditional cleaning products on health and the environment, and the numerous advantages of green housecleaning:

⇒ It's **healthier**: limited contact with irritant or even carcinogenic substances. However, some green ingredients can irritate the skin: they are non-toxic but may require special precautions.

⇒ It's **eco-friendly**: traditional cleaning products are discharged into storm water and wastewater systems or into the environment and pollute rivers, the sea and the soil. Green cleaning products are non-polluting and therefore environmentally-friendly (if dumped into storm water systems or in nature, chemical products pollute rivers, seas and soils). They are quickly biodegradable. They also preserve natural resources (use of renewable raw materials - not oil but plant-based materials; non-polluting manufacturing process and low energy consumer; recyclable packaging and made with renewable resources.)

⇒ It's **practical**: most basic products can be found at home (vinegar, lemon, bicarbonate of soda), in grocery stores and organic shops.

⇒ It's **economical**: basic products are cheap.

Everyday practices can change on different levels:

Save water

- In the kitchen, work with basins (one for washing, the other one for rinsing) to avoid letting water run unnecessarily and to use only the amount of water needed: by not closing the tap, I use a good 50 litres of water as opposed to only 15-20 litres by filling up two basins.
- Wait until the dish-washer is totally full to start it. Preferably use the Eco or half-load option.

Save electricity

- Make sure to turn off unnecessary lights and prefer natural light.
- Stop the radiators before airing out the rooms.
- Unplug appliances (vacuum cleaner, iron, etc.) as soon as you're done with them.
- Energy-saving light bulbs are more expensive but last longer and use little electricity as compared to traditional incandescent bulbs.
- Dust the bulbs with a feather duster or a cloth making sure the lamp is off: with time, bulbs become covered in dust, which can decrease the luminous flux by almost 40%.
- Defrosting your fridge avoids energy overconsumption.

Recycling

Waste contains materials that can be recycled. Separation and processing of waste helps to reuse materials in the manufacturing process of new products (like manufacturing new bottles with used glass).

Waste separation and treatment can be different according to the country, the region or town, so this aspect must be adjusted during the training course. You will have to describe how to follow sorting instructions, how to use waste depots for the disposal of hazardous products, how and where to find information on existing specific collection programs.

In France, for instance, the French Environment & Energy Management Agency (ADEME) has launched a website to guide citizens through waste sorting and inform them on the recycling process. When entering the name of an object or material, the following tool provides information on how it is sorted and processed. The geolocation system provides a list of collection points located near your home.

<http://www.ademe.fr/particuliers-eco-citoyens/dechets/bien-jeter/faire-dechets>

Preparing natural based ingredient cleaning solutions

Examples of resources with recipes:

<http://www.ecoconso.be/fr/content/les-7-produits-d'entretien-naturels-indispensables-la-maison#pourquoi-entretien-naturel>

http://raffa.grandmenage.info/post/2006/01/12/Livret_Le_Grand_M%C3%A9nage_Versions_finales

Example of a homemade natural multi-purpose cleaner recipe

Ingredients for a litre of product:

- water
- 1 tbsp of eco-friendly soap (soft soap, for example) for cleaning and removing grease on surfaces
- 1 tbsp of bicarbonate of soda to increase the soap effectiveness and remove grease

- optional: 10 drops of essential oil (lemon, pine or lavender)
- a funnel to easily pour the ingredients

Preparation:

- Fill 3/4 of the bottle with lukewarm water
- Add the bicarbonate and mix
- Add essential oil
- Pour the soap
- Close the bottle and shake
- Fill up with water and shake one more time
- Put a label on the bottle

Use:

With this homemade product, you can clean various surfaces:

- Kitchen counters, tables, sinks, bathtubs, fridge: you spray, you scrub with a sponge and then rinse;
 - Floors: add a full cap of detergent to a bucket of water.
- Shake the bottle well before use.

To disinfect, a vinegar solution is preferable. The multi-purpose cleaner does not contain vinegar as mixing it with bicarbonate of soda cancels the effects of both products (white vinegar has an acidic pH and bicarbonate has a basic pH: alkalinity cancels acidity, therefore adding bicarbonate lowers the white vinegar acidity and its effectiveness).

The multi-purpose cleaner keeps for a long time if stored away from light and heat.

Source: « Raffa, le grand ménage » - www.raffa.grandmenage.info

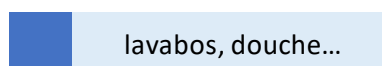
New methods

Microfibres: microfibre wipes are more efficient than regular wipes due to their thin polyester and polyamide fibres. They are electrostatic and resistant. These microfibres are economical and can be used on all surfaces (they do not scratch surfaces).

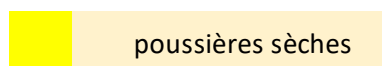
To clean them, simply put them in the washing machine without any bleach nor softener. Do not use the tumble-dryer.

A colour code is used for microfibres in organizations. This code is absolutely not compulsory for employers of domestic workers, but it can be useful.

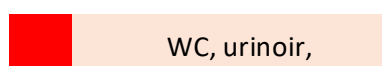
Sinks, shower



Dry dust



Toilets, urinal



Windows, mirrors



-Biodegradable products

A product is said to be biodegradable if, after use, it can be naturally decomposed (digested) by living organisms (microorganisms).

-Ecolabels

What is an ecolabel? "An ecolabelled product is a product that meets tough ecological and performance criteria." ² Ecolabels are subject to a dual requirement: the products must not only meet precise requirements with higher standards regarding environmental protection. They should also have a reduced environmental impact at every stage of their life cycle (raw materials, manufacturing and distribution processes, use and end of life or recovery).

The European Ecolabel³



Established in 1992, it is the only official European ecolabel usable by all the European Union member countries. The objective of this label is to reduce the negative impact of production and consumption on the environment, public health, climate and natural resources. Only products which meet strict requirements in terms of environmental quality may be awarded the EU ecolabel.

In France, there is also the NF Environnement Ecolabel.

✓ Product related hazards

Traditional cleaning products are chemical products. Therefore, they can be harmful:

⇒ For your health

Chemical substances enter the body via:

- Inhalation (breathing)
- Contact (skin or eye contact)
- Ingestion (through digestion or contact between hand and mouth).

A chemical product may cause irritation to the skin and mucous membranes (irritant or allergic eczema, skin and eye burns); respiratory problems (asthma, bronchial spasm, aspiration pneumonia); general injuries (dizziness).

⇒ For the environment

Discharged into sewers, these products disrupt/pollute water treatment plants and natural environments (rivers, streams, etc.).

- Reading labels

The safe and proper handling of a cleaning product will depend on the good knowledge and understanding of pictograms and information on the labels.

² <http://www.ecoresponsabilite.ademe.fr/n/tout-savoir-sur-les-ecolabels/n:319>

³ http://ec.europa.eu/environment/ecolabel/index_en.htm

Labels are affixed on products to provide information on hazards and explanations on precautions for safe handling, use and storage, as well as on the requisite behaviour in the event of an accident.

According to the guidelines provided, you must:

- follow instructions for use and take the right dosage
- follow recommendations and make a test
- note the symbols/pictograms and observe precautions indicated on the label
- product may only be used for intended use
- never transfer a cleaning product into another container
- never mix products
- identify eco-packaging and hotline for questions, poison control centre, etc.

- Hazard pictograms on cleaning products

Since 2015, the labelling of chemical products has been harmonised globally



Explosives

Symbol: exploding bomb



Flammables

Symbol: flame



Oxidizers

Symbol: flame over circle



Corrosion

Symbol: corrosive substance poured on a surface and on hands



Acute Toxicity (fatal or toxic)
Symbol: skull and crossbones



Aquatic Toxicity
Symbol: dead tree and fish



Acute Toxicity (harmful)
Irritant (skin)
Irritant (eye)
Symbol: exclamation Mark

Two new pictograms have been created:



Health hazards

Symbol: chest with an impact in the centre



Compressed gas

Symbol: gas cylinder

You will find below examples of hazards linked to the use of some cleaning product categories:

- ⇒ Corrosion: drain cleaners, oven cleaners, descalers.
- ⇒ Irritants: disinfectants, grease removers, descalers, cleaners.
- ⇒ Allergens: perfumes, MIT.
- ⇒ Inflammables: waxes, oils, aerosols.

- Safety rules when using traditional cleaning products

- ⇒ Never eat, drink or smoke near cleaning products.
- ⇒ Follow the directions for use and safety instructions.
- ⇒ Wear non-slip clogs to avoid slips and falls as well as gloves (after washing hands): some products may cause irritation and allergies. Stay away from latex gloves which can cause allergic reactions.
- ⇒ Do not transfer detergents into food containers or a container used previously for a different detergent.
- ⇒ If you transfer products:
 - ➡ Risk of spattering during the pouring and diluting phases: PPE (personal protective equipment) is necessary.
 - ➡ make sure you label the new containers.
- ⇒ Do not mix products.
- ⇒ Handle the product in a ventilated area / open the windows.
- ⇒ The simple act of adding product in a bucket of water can lead to risks of spattering. Risks are limited if the product is poured into the bucket before adding water.
- ⇒ Hot water gives off steam. By using warm water to dilute the product, you will limit the risk of inhaling toxic vapours.
- ⇒ Make sure you always close the containers well before storing them.
- ⇒ Make sure to wash your hands after each use.

- Safety rules for storing cleaning products.

Cleaning products are not harmless products like others. Due to their hazardous character, storage must observe some specific rules:

- ⇒ Avoid storing high quantities of products together: the hazardous effects of some products are augmented by the quantity of product.
- ⇒ Some products are incompatible and may not be stored together.
- ⇒ Each product has its own storage rules as shown on the product label: in a ventilated dry area, within minimum and maximum temperatures, storage box, not on wooden shelves for inflammable products, etc.

- How to behave in the event of an accident associated to the use or handling of cleaning products

- ⇒ Refer to the product label.
- ⇒ If on skin: wash immediately with plenty of water.
- ⇒ If in eyes, wash immediately with plenty of water. See a doctor.
- ⇒ Consult a preventive medicine doctor if you notice or suspect any effect the product may have on your health (nausea, burn, itching, skin reaction, etc.). As some products are very toxic during pregnancy, do not forget to inform the doctor.

✓ Occupational hazards for domestic workers

On a daily basis, domestic workers are exposed to many risks related to the workplace and working conditions:

1. Workplace hazards:

- ⇒ Cleanliness, compliance of the electrical equipment, potential presence of lead in paints.

2. Potential hazards depending on the house's layout:

- ⇒ fall or slipping hazards (stairs, rugs, slippery floors)
- ⇒ risk of impact and contusions (clutter)
- ⇒ risk of allergies (dust, dust mites, green plants, etc.)
- ⇒ possible exposure to second-hand smoking.

3. Hazards associated with work equipment:

- ⇒ Electrical hazards (household appliances).
- ⇒ Potential risk of serious injury.

4. Product-related hazards:

- ⇒ Allergies.
- ⇒ Irritations.
- ⇒ Burns.

5. Hazards associated with domestic tasks:

- ⇒ Dust exposure.
- ⇒ Handling heavy loads, body postures (lumbar back pain, joint diseases), exposure to biological agents (domestic waste, washroom and restroom cleaning).

- ⇒ Working in a standing position, trampling.
- ⇒ Ironing: risk of burns, exposure to ironing aid sprays, repetitive movements.
- ⇒ Laundry: exposure to washing detergents and to biological agents (soiled linen).
- ⇒ Cooking: risks of burns, cuts, stings, allergies.
- ⇒ Shopping: road accident, handling.

✓ Prevention of domestic risks

Preventive measures

1° Risk avoidance (substitution of a product).

2° Evaluation of unavoidable risks.

3° Personal protection (Household long sleeve disposable gloves, non-slip shoes, apron, masks, etc.).

Examples:

- If the vacuum cleaner's wire is exposed, I do not take the risk of using it: I'll use a broom.
- I must wash the windows upstairs: to avoid falling, I close the shutters.
- I must walk on a wet floor: I wipe the floor and put on my non-slip shoes.
- I'm allergic to chlorine: I use white vinegar instead of bleach.

Hand washing

Should be part of your daily routine as hands are constantly in contact with elements of the outside world, filled with microorganisms and various types of dirt that they transmit.

Regular and careful hygiene practices help reduce spreading germs or getting sick.

How can you prevent falls?

- Move furniture/bulky objects away from passageways
- Remove/move some objects from the floor, like for example carpets and electrical cords
- Use non-slippery surfaces and rugs, especially in the bathroom
- Put the most frequently used objects within reach
- Increase the number of light sources, especially in the staircase
- Install support bars in the staircase, toilets and bathroom
- Make sure the stool, step ladder or ladder is stable before getting on to it

How can you prevent childhood domestic accidents?

- Burns: keep lighters and matches out of sight.
- Suffocation: keep small objects and food, plastic bags etc. out of their reach.
- Fall:
 - ⇒ Install safety gates at the top and bottom of stairs
 - ⇒ Do not put furniture under windows
- Poisoning: keep medication, cleaning products, and tools out of their reach
- Electrocution:
 - ⇒ Put safety covers on electrical outlets
 - ⇒ Unplug any electrical appliance after use or in your absence.

Prevention of Musculoskeletal Disorders (MSD)

Musculoskeletal disorders in the upper and lower limbs are locomotive system disorders for which occupational activity can play a role in their origin, persistence or worsening. MSDs especially affect the muscles, tendons and nerves, that is soft tissues.

In their daily work, domestic workers perform activities using their back, which could lead to muscle fatigue.

MSDs result from a combination of many risk factors:

- biomechanical factors: repetitive movements, excessive and/or brutal efforts, improper movements, bad posture, carrying heavy loads, etc.
- organizational factors: work organization and environment (lighting quality)
- psychosocial factors: tension generated by time pressure, specific problems related to domestic work (isolation / employees working by themselves in the house, distance / occupational limits), the ways employees see their own work (question of recognition).

To avoid the risk of dorsal and lumbar accidents, you should adopt ergonomic principles. Ergonomics is the work science which studies work organization and the arrangement of work equipment to enable individuals to work without harming their own physical and psychological health.

Body posture is important to avoid improper movements and prevent back pain:

- ⇒ Keep your spinal column in its normal curvatures.
- ⇒ Trunk rotations are always dangerous.
- ⇒ Avoid excessive lifting.
- ⇒ When lifting a load, flex your legs and keep the load as close as possible to your body.
- ⇒ Increase your balance and stability by spreading your legs.
- ⇒ Do not wear tight clothing which would limit the use of proper techniques.
- ⇒ Lower limbs are your primary energy source: use them.

Examples of techniques used to protect your back during domestic work:

- ⇒ Storage: when you pick up an object, do not bend over but bend knees and keep your back straight.
- ⇒ When making beds, washing the bathtub or cleaning under furniture, it is recommended that you put one knee on the ground and get a good support (for example with one hand on the ground or upper arm on the thigh).
- ⇒ When washing the floor, you should preferably use brushes or brooms with sufficiently long handles.

Hazards and preventive measures

Risks of same level falls and slips

- Avoid clutter on the floor (cords, rugs, etc.) and liquids (wet floors)
- Wear anti-slip clogs
- Choose cleaning products suitable to the floor material

Risks of falls from elevation

- Provide stable and suitable material (step ladder)
- Close the shutters while cleaning window panes upstairs

Impacts and contusions

- Avoid clutter

Risks related to handling and postures

- Divide the loads and get help if possible
- Leave relative independence in the work organisation to vary the tasks

Risks of burns

Risks of cuts and stings

- Organise where you put sharp and/or pointy objects

Electrical hazards

- Work with material in good condition
- Compliant equipment and facilities
- Wear insulating clogs
- When doing any work (changing a bulb), make sure you switch off the power from the circuit breaker
- Do not touch electrical appliances with damp hands, or close to water or in water

Risks linked to dust and dust mites

- Ventilate thoroughly
- Vacuum rather than sweep
- Wet dusting if possible

Risks related to chemical products

- Wear gloves
- Read labels (directions and precautions for use)
- Avoid removing the products from their original packaging
- Do not mix different products
- Immediately clean up accidental spatters, overflowing, drips from surfaces
- Ventilate the room if necessary
- Put away directly after use
- In case of spraying in the eyes, immediately rinse with water for 10 minutes

Risks related to biological agents

- Wear gloves
- Wash your hands
- Wear waterproof clogs
- Get rid of or treat soiled items
- In case of injury, wash your hands with water and soap
- Have a first aid kit available for use

Source: Ministère du Travail - <http://travail-emploi.gouv.fr/IMG/pdf/Document1-3.pdf>

MODULE 2 LAUNDRY CARE

Training contents

✓ Objectives of laundry care

Laundry refers to all clothing and domestic textile pieces. Clothes refer to items used to cover the body and to protect it from bad weather conditions. In addition to this useful purpose, clothes also have a symbolic and social dimension because they are a sign of social and cultural integration. They both reflect a person's tastes, social and cultural background as well as related traditions, that is the importance of this object for an individual.

Household linen refers to textile pieces used for beds (sheets, duvet covers, pillow covers, bolster cases), toileting (towels, bath towels, bathrobes, wash clothes), cooking (kitchen aprons, dishcloths) and on the table (napkins and table cloths).

Doing laundry is a necessity in terms of hygiene, cleanliness and self-image. It is all the more important that clothes are kept clean because they are in contact with the skin, which also may soil them. The objective of laundry care is to clean it in making sure it remains in good condition: you should avoid damaging fabric and preserve the general appearance of clothing.

✓ Collecting needs

List of questions to ask your employer to help you gather information regarding laundry care tasks to be performed:

- What are the products used by the employer? Does he/she use green products?
- What kind of equipment is available to wash, dry and iron linen?
- Are there specific things to know concerning the use of the equipment?
- Are there special instructions or preferences such as washing frequency and linen folding or storing habits?
- Are there any particular requirements (clothes to be taken to the dry-cleaner or to be washed by hand) and, if so, how frequently?
- What is the procedure in case the domestic worker finds damaged clothes or damaged household linen?
- Does the employer and/or one of the family member have skin allergies?
- Does the employer feel concerned about energy consumption, including when choosing washing cycles?

✓ Laundry planning

Laundry management may be specific to each family. It may also clearly depend on the number of family members, the amount of linen to wash, as well as the time the domestic worker can spend on this task according to the employer's requirements and the frequency of his/her interventions.

Some method elements to manage laundry

Washing everything on the same day

This method is suitable for single persons or couples. You should allow half a day, which can be achieved when using a dryer.

Doing the laundry once a day

This is the most appropriate method for families. The domestic worker does one or two loads of laundry each day (separated into whites, lights, darks, etc.) according to the content of the hamper. Laundry may be folded the next day or the day after and ironing should be done once or twice a week.

Make a planning

You will find below an example of weekly laundry care organization:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
CHILDREN'S SHEETS	TABLE & KITCHEN LINEN	PARENTS' SHEETS	PARENTS' CLOTHES	TOWELS AND BATH TOWELS	MICROFIBRES, MOPS, RAGS
IRONING SMALL SEWING WORKS	CHILDREN'S CLOTHES	DELICATE LAUNDRY	IRONING SMALL SEWING WORKS	SPORT CLOTHES	

The order of tasks should also be considered when organizing them: you should preferably do the laundry at the beginning of your intervention in order to be able to hang it up at the end of your intervention.

In addition, the average length of a common wash cycle is one hour, which enables you to work on other tasks related to housekeeping or food preparation. You should make sure these amounts of time are included in your schedule.

✓ **Textiles**

Knowledge about textiles is essential to a proper laundry care in order to choose and apply the correct care method. Fibers can be grouped according to their origins in two categories:

⇒ *Natural fibers* are obtained through physical and mechanical transformation processes, but without any change to the composition of the natural raw material.

They may be of different origins:

- **Plant fibers** (cotton, flax, hemp): these fibers are strong and can resist to high temperatures and strong shuffling process in a washing machine.
- **Animal fibers** (wool, silk, cashmere, alpaca): these fibers are taken from animal hair or insect secretions. They are fragile and may lose in strength when they are in contact with water. This is the reason why they should be handled with care.

⇒ *Chemical fibers* can be divided into two categories:

- **cellulosic/artificial** fibers (viscose) are produced by chemical processing of natural raw materials (mainly cellulose).
- **synthetic** fibers (polyester, nylon, poly-amide) are made through chemical synthesis mostly from raw materials such as petrochemicals.

Chemical fibers are more durable and easy to clean: they are waterproof and stain resistant (except for certain fats). However, they are prone to heat damage by hot washing.

In all cases, you should first refer to pictograms appearing on clothing labels.

When manufacturing a fabric, the fiber type is chosen according to its properties and qualities (length, fineness, softness, resistance, absorbency). Here are the main characteristics of the most common fabrics and textiles:

COTTON

Cotton is one of the most widely used natural fibers: it is easy to produce, very resistant, and very tolerant to dyeing and bleaching industrial processes. It also offers good absorption capacity. Fabrics made of cotton are soft, hypoallergenic and quite easy to clean. Cotton is often blended with other fibers, mostly synthetic fibers such as polyester.

Use: Frequently used to make a number of textile products such as garments, undergarments, home textiles (sheets, towels, etc.)
Used in blends with other fibers such as polyester, elastane, etc.

WOOL

A wool thread is made of several layers. Wool fabric retains heat well, thus explaining why it is widely used to manufacture warm clothes. Sheep's wool is the most commonly used.

Use: Clothing (suits, jackets, sweaters, hats)
Blankets, carpets, wool felts and upholstery fabrics

CASHMERE

Cashmere is a luxury wool obtained from cashmere goats. Cashmere is a very delicate textile and it has to be washed carefully. The fineness of its fibers makes it a very supple and soft material. Cashmere also has thermo-regulation properties (It effectively insulates the human body from cold).

Use: Clothing (pullovers, scarves)

FLAX

This natural fiber is produced through a retting process applied on flax stems. Its main characteristics are based on its high absorptive capacity as well as on its strength: the fabric will not lose its shape nor pill, making it durable and long lasting.

Use: Light summer clothing (suits, dresses, shirts, etc.)

Household linen (tablecloths, cloth towels, sheets, blankets)
Used in blends with cotton

SILK

Silk is a natural fiber obtained by the reeling of silkworm cocoons. This fiber is very resistant and has high insulation and isothermal properties (it cools during summer and isolates during winter). Silk fabrics have a smooth, soft and light texture. Silk may be blended with cotton, wool or cashmere. This precious textile should be cleaned carefully.

Use: Shirts, ties, blouses, dresses, scarves, socks, gloves, shawls
 Lingerie, pantyhose, pajamas, gowns, dinner suits
 Upholstery
 Tapestry, wall coverings and wall hangings

SYNTHETIC FIBERS (polyester/poly-amide/acrylic)

Fully synthetic fibers used in pieces of textile are highly elastic, tension and wear resistant. They don't shrink and dry quickly because they absorb little humidity. Moreover, synthetic fabrics do almost not get distorted nor wrinkled.

You can identify the kind of textile from the clothing itself (look and feel), but also and more importantly in consulting fiber content labels. There are care labels sewn on every garment, showing the composition of the product and the percentage of each type of fibers used.

✓ **Understanding symbols of the care labeling code**

In addition to content labels, textile items may also have care labels, providing useful indications on textile care. The information is displayed in the form of symbols which are part of a care labeling code. This code is subject to strict regulation and to national and international standardization.

These symbols provide information about the best cleaning procedures to be used for textile items, as well as all you need to know to wash, bleach, dry, iron, and dry clean them. They are identical to those appearing on the packages of cleaning products as well as in instruction manuals for washing machines and irons.

There are five different pictograms shown on labels: a washtub (washing), a triangle (bleaching), an iron (ironing), a square (drying) and a circle (dry cleaning). Each pictogram also includes additional signs, such as figures, letters, crosses, points or bars. They are available at this website: https://en.wikipedia.org/wiki/Laundry_symbol.

✓ **Sorting laundry**

Why sort laundry?

All fabrics cannot be washed at the same temperature nor with the same products. Some of them can be damaged by scratching, some textile pieces cannot be washed with water and have to be dry-cleaned, other ones may bleed, shrink or require a prior treatment in case of stubborn stains. The same laundry item may have different types of stains and a pile of laundry can include similar

items, but with different degrees of soiling. Therefore, sorting is a necessary step to avoid damaging textile items.

Here are the main steps to sort laundry efficiently, while referring to the care labeling code:

1. Check the label

The first step when sorting linen is to check the care label sewn on clothing to make sure it can be washed in a washing machine: some fabrics require hand washing or dry cleaning.

2. Separate by color

To prevent dye transfer problems when washing linen and clothes, you should separate light and dark fabrics. Dark colors (red, blue, black, etc.) tend to bleed more than other colors: you will have to wash them separately from white or lighter colored clothing.

3. Sort by fabric type and separate delicate clothes

Fibers are differently affected by washing temperature according to their origins. You will have to choose appropriate temperature according to the fabric type. Delicate, cotton or synthetic clothes have to be washed separately.

Delicate clothes (lingerie, pantyhose) may be placed in a lingerie bag to protect them from frictions.

4. Sort according to the degree of soiling

You should sort linen and clothes according to their degree of dirtiness to avoid washing very soiled laundry (sport clothing, rags, etc.) together with less dirty items.

6. Check any pockets

All pockets (trousers, vests) should necessarily be emptied before doing the laundry: objects such as coins, pins or paper tissues may result in damage to the washing machine.

7. Turn jeans and dark trousers inside out

Before washing jeans, close the buttons, zip up the fly and turn them inside out: it will help to preserve their color longer.

8. Wash brand new clothes apart

Brand new clothes should be washed separately for several reasons. First of all, they may tend to bleed and lose their shapes. But also for hygienic reasons (garments tried by other persons, storage conditions). Then, substances added in new clothes may result in allergies and skin irritation.

9. Pre-treating stains

Stains should be removed before washing: they are more difficult to remove after the washing process.

✓ Laundry care products

Components

Components are shared between cleaning products and laundry care products, since they are also part of the detergent segment:

Surfactants

Role: removing soil from textile fibers (cleaning, wetting, foam and emulsion generation).

Anti-limescale agents

Role: reducing the effect of hard water and preventing the deposition of lime in the tissues which reduces the efficiency of surfactants.

Bleaching agents

Role: acting against yellowing and restoring the luster of white linen.

Bulking agents

Role: increasing the product volume to be diluted and used at proper concentration.

Additives (preservatives, perfumes, dyes)

Roles:

- preventing the growth of microbes in the product and product damages (preservatives)
- adding a pleasant smell to the laundry (perfume)
- giving a color to the product (dyes).

Solvents

Role: solving the other components.

Acids

Role: removing limescale and traces of rust.

Alcalies or bases

Role: increasing efficiency of soaps and some detergents and removing grease stains.

Product categories, functions and conditions of use

Stain removers

Stain removal products help to remove stains and are available in different forms.

Products in powder form are designed to remove stubborn stains, such as blackberry or tomato sauce stains.

Gel stain removers, associated with detergent, are better for small stains. It helps removing stains on collars and sleeves. Gel products are suitable for several fabrics such as cotton, polyester and synthetic fabrics.

Sprays are designed to treat stubborn and difficult stains, such as grass and mud stains.

Anti-limescale products

Water's hardness is determined by the concentration of calcium and magnesium minerals. The higher this concentration is, the harder water is. Hard water has consequences on detergent use (products become less efficient) and on washing machines (scale deposits).

Heating hard water will result in increasing scale deposits. The use of anti-limescale products or white vinegar may be relevant. If the water is soft or of medium hardness, such an intervention is not necessary.

Detergents

Detergent metering is done according to the hardness of the water, the amount of laundry and the degree of soiling. Beware of over-usage: too much product may result in damaging textiles, increasing rinse time and irritating skin. It may also have consequences on environment and on the amount of money spent. In case of very dirty laundry, it is better to respect proper doses and to choose a pre-wash.

Detergents can have different forms:

Powder detergents

Powder detergents are very efficient to remove stains at high temperatures. They include bleaching agents (not included in liquid detergents) restoring the luster of white linen and preventing Grey discoloration. However, bleaching agents are not suitable for colored linen because they fade color intensity over time.

Liquid detergents

Liquid detergents dissolve well and work efficiently for short washing cycles at low temperatures - 40 to 60 degrees-. Their composition without bleaching agents makes them less effective for white linen, increasing Grey discoloration and not preserving the brightness of white clothes. But on the contrary, they are suitable for colored textiles and preserve color intensity without fading colors over time, because they do not include bleaching agents.

In case of stains on colored fabrics, it is recommended to treat them with soap or a stain remover before wash.

Concentrated detergents

Concentrated laundry detergents aim to reduce the amount of product used for each washing and also have a lightened impact on the environment. Less product is needed as compared to traditional detergents, so you should bear in mind the risk of over-usage.

Tablet detergents

Tablet laundry detergents have the same composition as traditional powder detergents and help to avoid over-usage problems. However, they cannot be used for prewash.

Capsule detergents

Capsule detergents help to avoid over-usage problems and have a convenient format. However, they would be not as efficient as powder detergents to remove stains, and as liquid powders to preserve colors. In addition, they could cause domestic accidents and present risks for young children¹.

Fabric softeners

The rinse cycle aims to remove dirty water and detergent from the laundry. Fabric softeners and conditioners are applied during this cycle, just before spinning. They are deposited on the fibers to untangle, smooth and sheath them, as well as reduce static electricity (particularly on synthetic fibers). They also help to reduce drying time, to make ironing easier, to make the laundry feel softer and to add a pleasant scent. Fabric softeners can have different forms: they can be diluted or concentrated, allergen-free or not.

However, fabric softeners have a number of disadvantages:

- They make the material less capable of absorbing water. Which means, for example, that a towel will be absorbent when rinsed with a fabric softener.

¹ <https://www.quechoisir.org/guide-d-achat-lessives-n9377/>

- These products can cause allergies. Sensitive and allergic people should be careful when using them, especially because they are permanently exposed to them. Indeed, skin is in constant contact with clothes and in frequent contact with bathroom and bed linen.

The following table is a useful tool to detect allergens included in detergents and fabric softeners:

Nom INCI (Nom étiqueté sur les emballages)
Butylphenyl Methylpropional
Cinnamal
Cinnamyl Alcohol
Citral
Coumarin
Eugenol
Evernia Furfuracea
Evernia Prunastri
Farnesol
Geraniol
Hydroxycitronellal
Hydroxyisohexyl 3-Cyclo Hexene Carboxaldehyde
Isoeugenol
Limonene
Linalool
Alpha-Isomethyl Ionone
Amyl Cinnamal
Amylcinnamyl Alcohol
Anisyl Alcohol
Benzyl Alcohol
Benzyl Benzoate
Benzyl Cinnamate
Benzyl Salicylate
Citronellol
Hexyl Cinnamal
Methyl 2-Octynoate

Source: UFC-Que Choisir <https://www.quechoisir.org/decryptage-lessives-allergenes-n8157/>

Here is a list of twenty-six allergens which could be included in detergents and fabric softeners. The domestic worker could use this list to check if one of these allergens or another is included in the products purchased by the employer or when purchasing products at the store. He/she will read the components involved in the composition of the product on the product label. This information is displayed on the back of the bottle and components are mentioned at the very end. Any component included at more than 100mg/kg and classified as allergen has to be indicated by the manufacturer. If there are several ones, each name has to be indicated.

✓ **Green products**

Detergents used for housecleaning and laundry care are released in rivers via water treatment plants. Most of their components are lowly or not biodegradable and have an impact on environment, soils, water environment and populating living organisms.

There are now green alternatives to traditional products, which are more environmentally and health friendly and can limit their use.

Natural products

Removing stains

Stained laundry items can be rubbed with Marseille soap or soaked in a mixture of baking soda and soda before being washed. Sodium percarbonate is also efficient to remove stubborn stains and can be used either for soaking, hand washing or in the washing machine. It can also be used as a bleaching agent. However, you will have to wear gloves when handling this product.

Washing

- Soap nuts: soap nuts are fruits growing on a tree in Nepal. They are biodegradable, without chemical components, hypoallergenic, reusable and multi-functional. They can work as a surfactant to do the laundry thanks to their degreasing and purifying properties. They can be used as an alternative for both detergents and fabric softeners.

- Washing balls: these elastomer balls are placed in the washing machine in the middle of the clothes to stir them. The mechanical action of laundry balls helps removing stains from textile items. The balls are reusable without any limitation and suitable for usual laundry (but should be avoided for delicate laundry). Their mechanical action reduces water usage (half-load rinse mode can be used), electricity consumption (short cycle) and amount of detergent.

Softening

- Thanks to stirring mechanical action again, washing balls soften textile fibers and improve not only washing efficiency but also rinsing efficiency. Adding fabric softener is not necessary when using washing balls.

- Rice starch, available in the form of crystals or in liquid form, can also be an alternative to fabric softeners in the relevant dispenser: it forms a protective film around fibers and makes ironing easier.

- White vinegar may also be used as a substitute for fabric softeners.

Some natural products can be directly used and other ones can be included as components of a home-made products, used in combination with other natural products to increase efficiency.

Green laundry care products

Labelized and certified detergents



Some products are made of renewable raw materials: to find them, it is recommended to rely on brands complying with the European Ecolabel standards. Eco-labels identify environmentally-friendly products -from manufacturing to disposal- which meet strict specifications with precise criteria.

Good habits

To reduce environmental impact of detergents, it is necessary to adopt good habits to save water, energy, the amount of product used (and also to save money):

- Giving preference to detergents and fabric softeners with European Ecolabel stickers.
- Choosing refillable detergents when possible. These refills save money and help reducing the amount of waste.
- Respecting instructions of use as displayed on product labels.
- Using a correct dosage as recommended on the product (using only as much product as you need).
- Reducing detergent amount for small laundry loads.
- Always fully load your washing machine before use.
- Choosing energy-saving wash cycles when possible.
- Choosing low-temperature (or cold) and shorter cycles when possible.
- Spinning wet laundry fully before putting it in the tumble dryer.

✓ Equipment

Different types of washing machines

A washer has a body, a tub, a drum and a control panel to select washing program, temperature, spinning speed. There are different types of washing machines:

- Front-loading washers can have a large load capacity. However, you will have to get down to put the laundry in the machine.
- Top-loading washers have a lower load capacity. You don't have to curve your back to put the laundry in the machine, but you will have to bend over to remove it.
- Combo washer dryer machines combine washing cycles and a full drying cycle in the same program.

The machine can perform the different stages involved in the laundry washing process:

- Pre-wash suitable for very dirty linen and non-delicate fibers.
- Washing itself and clothing movement achieved by the mechanical action generated by drum rotation.
- Rinsing to eliminate detergent and soapy water from the laundry, as well as to soften clothing thanks to fabric softeners.
- Spinning refers to an increase in the rotation speed of the drum in order to extract the water from the fibers.

Loading the washing machine

The washing machine capacity amount refers to the maximum load weight of dry clothes (in kg) you can put in the drum to wash it. In most cases, washing machines have a 5 to 8kg capacity. As an indication, you will find below the different types of textile items that can be loaded according to the machine capacity:

Drum capacity	Laundry items
6 kg	<ul style="list-style-type: none"> • 2 adult jeans • 4 tee-shirts • 1 bed sheet • 2 pillow cases • 6 wiping cloths • 3 small towels
7 kg	<ul style="list-style-type: none"> • 2 adult jeans • 1 children jean • 3 tee-shirts • 2 bed sheets • 2 pillow cases • 3 wiping cloths • 3 small towels
8 kg	<ul style="list-style-type: none"> • 3 adult jeans • 3 tee-shirts • 2 bed sheets • 3 pillow cases • 4 wiping cloths • 4 small towels
10 kg	<ul style="list-style-type: none"> • 3 adult jeans • 4 tee-shirts • 3 bed sheets • 6 pillow cases • 3 wiping cloths • 4 small towels
12 kg	<ul style="list-style-type: none"> • 3 adult jeans • 2 children jeans • 6 tee-shirts • 3 bed sheets

- 6 pillow cases
- 6 wiping cloths
- 5 small towels

Source: UFC-Que Choisir

<http://lave-linge.quechoisir.org/choisir-acheter/choisir/caracteristiques/capacite/>

The machine load depends on two factors:

⇒ **textile type:**

- cotton, flax: the drum may be fully loaded, but not overloaded.
- synthetic fibers: the drum may be around ½ full (1kg acrylic items is more bulky than 1kg wiping cloths).
- wool and delicate items: the drum may be around 1/3 full to reduce friction and limit the risk of creasing.

⇒ **degree of soiling:** in case of very dirty laundry, it is better to reduce the load.

Programs

There are numerous specific programs which can be adapted to the laundry and needs. Here is a non-exhaustive list:



Source : <https://goudronblanc.com/blog/laver-pull-laine-cachemire/2432>.

Quick wash program: suitable for clothes that are lightly soiled and cycle length will usually be between 15 and 30 minutes.

Extra rinse program: adds an additional rinse at the end of the cycle to remove laundry additives more thoroughly. Useful in case of allergies.

Half load program: to wash smaller loads of laundry.

Delicates program: suitable for the most fragile fabrics (silk, lingerie, etc.).

Hand wash program: suitable for wool and lingerie. Both temperature and rotation speed of the drum are adapted to delicate laundry.

Eco program: low temperature program which has to run for a longer time and saves energy.

Maintaining the washing machine

Just like any other household appliances, improper maintenance of the washer will accelerate deterioration and may cause inconvenience, such as bad smells, laundry poorly washed or spun.

Maintenance advice

Maintaining the washer is important to ensure proper operation and durability:

- **Drum:** perform a high temperature cycle once a month with white vinegar.
- **Detergent drawer:** some detergent compartments are removable. In this case, you only need to clean them with warm water. Otherwise, you can use a damp microfiber cloth.
- **Filter:** it can be located at the front or at the back of the machine. Drain all the water, unscrew the filter to release residual water (use a basin and a mop). Remove objects you may find and clean the filter and its cavity.
- **Door seal:** let the door open between each laundry to avoid the development of moulds and bad smells. Clean the seal with a damp microfiber cloth and dry it carefully.
- **Body and Control panel:** clean them on a regular basis with a damp microfiber cloth.
- After an item has been dyed, clean the **washing machine** to remove dye waste: run an empty wash with white vinegar.

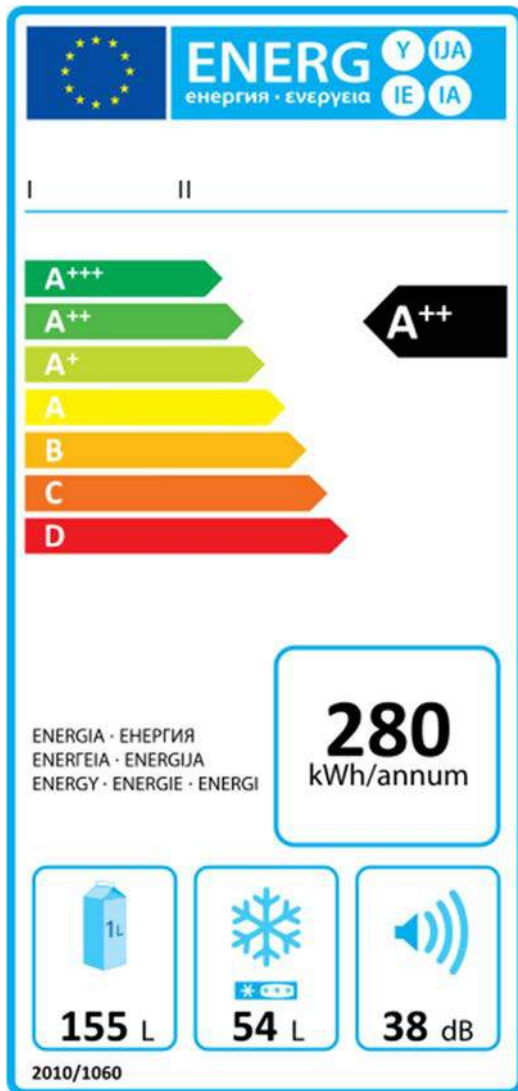
Energy label

The energy label appeared in 1994 and gives information to the customer about the characteristics of a device and on its energy efficiency in particular, to help him in its purchases. The principle had been introduced in 1992 by the European Union. The European Commission established a new energy label in 2011, which is the same for the twenty-seven countries of the EU. It includes three energy efficiency classes (A+,A++ and A+++) to reflect the energy efficiency of household appliances.

The most energy efficient washers are rated A+++, whereas the most energy efficient dryers are rated A++: dryers are very energy intensive. However, a device rated A++ consumes two times less electricity than a device rated A¹.

1 ADEME, *Pour bien choisir les étiquettes environnementales*, 2014.

<http://www.ademe.fr/etiquettes-environnementales>



Source: https://en.wikipedia.org/wiki/European_Union_energy_label.

Clothes dryer

This device is used to dry the laundry, once it has been washed and spun. It can be a machine with a rotating drum (tumble dryer), or a drying cabinet in which the laundry can be hung.

There are two categories of dryers:

- exhaust air models draw in the ambient air, heat it, and then release it in the form of vapor.
- condensation models also draw in the ambient air and heat it. However, vapor within the unit condenses into droplets of water which are then ported to a removable collection tank that needs to be regularly emptied after every drying cycle. The condenser needs to be cleaned every month.

Washer dryer combos combine a front loading washing machine and a dryer into a single appliance.

Description

The device includes a time selector, a power indicator light, a drying time indicator, a loading door, a lint filter, a door opener and an air exhaust grid.

Capacity

Most dryers have a capacity of 7kg, but there are also dryers which have a capacity of 8 or 9kg. These dryers generally have a half-load mode.

Consumption

Dryers are very energy intensive, so you should avoid using them for a few clothes. Please refer to the energy label.

Programming

The program controller of the device adapts drying time according to the nature, amount and moisture content of the laundry, which are measured by electronic sensors.

Programs

Dryers have numerous programs, such as "anti crease", "delicate" (fragile fabrics are dried at a lower temperature), "iron dry" (laundry is left slightly damp to make light work of ironing), "hanger dry" (suitable for thick fabrics). These modes are adapted to fabrics and adjust drying temperature to avoid damaging delicate clothes. Drying time depends on:

- the nature of the laundry
- the moisture content of the laundry after spinning
- the size of the laundry items
- the degree of drying needed.

Operating tips

Just like any other household appliances, improper maintenance of the dryer will accelerate deterioration and may cause inconvenience, such as bad smells, laundry poorly dried. Here are a few recommendations:

- Sort the laundry: some items should not go in the clothes dryer. Please check care symbols displayed on the labels.
- Load the drum of the dryer with well-spun laundry. A wet terry towel will take a longer time to dry than a shirt. So it is necessary to sort the laundry, to load heavy items first, and then light ones. The maximum load capacity of the dryer must be respected: an excessive load will take longer to dry and clothes will be creased afterwards.
- Choose the correct program, suitable for the type of laundry but also for your needs (iron dry, hanger dry).
- Do not leave clothing in the dryer for too long: it will use more electricity and excessive drying may get clothes wrinkled and may shrink them.
- Unlike washers, it is possible to open the door of a dryer. You should do it carefully because the drum remains hot: be careful of risks of burns.

Maintaining the dryer

Lint filters

Lint filters are placed near the drum to get textile fibers collected during the drying cycle. You should clean lint filter(s) after every load of laundry to avoid a lack of air circulation, resulting in slowing down the drying time.

Water collection tank

For condensation dryers, you need to empty the water collection tank after each drying cycle and to clean the condenser once or twice a year.

Drum, seal

The drum can be occasionally cleaned with a vacuum cleaner to remove possible lints, but only if it is perfectly dry. The door and seal can be cleaned with a damp microfiber cloth.

The outside of the dryer should be cleaned with a damp microfiber cloth on a regular basis.

Ironing equipment

Steam irons are suitable to iron small quantities of laundry. The ironing board pad should have vent holes in the surface for the steam to escape.

Steam stations are capable of punching out a much greater volume of steam, and thanks to their separate water tanks, you will be able to iron for a longer time. A steam station includes a tank generating steam via a heating system and an iron (preferably choose an iron that is not too heavy).

Ironing centers have a steam station integrated to the ironing board. They usually have 3 functions:

- vacuum function: the textile item is sucked and pressed against the table
- blowing function: protects delicate laundry
- heating function: keeps the cover dry (not present on every models)

Steamers include a steam wand linked to the tank. They help to remove wrinkles without smoothing and to refresh fibers.

The ironing board is the indispensable accessory for ironing. It should be wide and have vent holes in the surface for the steam to escape. It should also be stable, with adjustable height and have an iron rest on which a steam station could be placed. The cover should always be clean.

Accessories

- A water spray to dampen the laundry in order to avoid permanent wrinkles.
- A damp press cloth¹ (thin and clean cotton cloth) to be placed between the iron and the fabric.
- A "jeannette" iron sleeve board² to iron circular seams and shirt cuffs.
- Hangers to hang clothes immediately

Operating tips

- Before you start ironing, exhaust on or two steam jets to eliminate runs due to limescale and potential bad smell.

1 A press cloth is a damp cloth to be placed between the iron and the textile item to iron some clothes and provide appropriate aspect to the cloth.

2 A "jeannette" iron sleeve board is a small ironing board fitted on feet and suitable for ironing sleeves and collars.

- User proper kind of water. Some devices do not require demineralised water. However, be careful: in case of very hard water, you may dilute it with 50% demineralised water.
- Adjust temperature. Ironing pictograms show an iron with:
 - 1 point: iron at low temperature
 - 2 points: iron at moderate temperature, steam may be used
 - 3 points: iron at high temperature and use steam
 - Crossed out iron: do not iron.
- You need to sort the laundry and increase iron temperature according to the laundry. Speed of cooling cannot be controlled, so it is best to iron clothes requiring low temperature (1 point) first, and then those requiring a higher temperature.
- Unplug the iron before refilling the tank.
- In the event of an accident, run the burn under cool running water immediately. If a burn is important (appearance of blisters), seek medical attention

Maintaining ironing equipment

After ironing:

- Empty the water tank and let the iron cool of before storing it.
- Some devices have anti scale cartridges which have to be replaced on a regular basis.
- The iron soleplate have to be cleaned regularly. Wipe the soleplate with a microfiber cloth while it is still warm to remove any possible residues. If the soleplate is clogged, you can clean it with soapy water (use Marseille soap) and wipe it with absorbent paper. Never use any product which could scratch the soleplate.

✓ Laundry care protocols

Washing process: mechanical cleaning

Machine wash is more efficient than hand washing. The first thing to do is to check on the care labeling code displayed on the label if the cloth can be washed in a washing machine.

Prewash

If the laundry is very dirty, you can choose a prewash. This program helps to remove some of the dirt before the washing cycle, which will eliminate the rest. To avoid excessive electricity consumption, it is better to choose stain removal when possible.

Wash

A washing cycle may usually last between 30mn (Eco wash = economical wash) and two hours according to the program used. Washing machines have drawers to add cleaning products (detergent, stain remover, fabric softener). Cleaning products can also be placed in the drum (capsules, tablets).

Steps:

1. Sort the laundry according to the steps explained above, in making sure you check all pockets, turn jeans and printed tee-shirts inside out, close the buttons, and zip up the flies.
2. If the laundry is very dirty, you will have to remove stains before putting it in the washing machine: a heated stain may be fasten forever.

3. Choose appropriate cleaning and softening products according to the nature of fabrics to be washed and refer to labels and to the employer's requirements (traditional or green products). Dye-catching sheets (color catchers) enable to wash white and colored items together. They can be placed within the laundry to load the washing machine without having to worry about mixing colors and fabric types. Bleaching agents, such as sodium percarbonate, can also be used for dull clothes to bring their brightness back.

4. Use the proper dosage of product: make sure you do not use too little nor too much product. Over-usage is inefficient (it does not wash better) and has a negative impact on the environment as well as on health (skin irritations).

5. Make also sure the drum is not overloaded to get an efficient movement and, as a consequence, an efficient wash. In addition, some items (sheets, terry towels) become very heavy when they are gorged with water, so it is better to keep to load the drum with less laundry.

6. Adjust the washing machine and select the appropriate program, according to textile materials and the dirt level of the laundry. Consider the pictograms displayed on care labels and refer to the instruction manual of the washing machine if necessary.

Temperature: a washing machine can wash clothing cold or at different temperatures from 30 to 95°. When the symbol on the label show a washtub with the number 60 inside, it means that the maximum temperature should be 60°. This cloth can therefore be washed cold, at 30°, 40° or 60° but not at a higher temperature. As an indication (this should not prevent you from reading labels), you will find below maximum washing temperatures for different types of fabrics:

- COTTON can be washed at 95°
- COLORED CLOTHES (washing resistant) up to 60°
- JEANS, SYNTHETIC CLOTHES: up to 40°
- DELICATE LAUNDRY, WOOL: up to 30°
- VERY FRAGILE CLOTHES: cold.

Spinning: spinning speed of a washing machine is between 600 and 1800 revolutions per minute (rpm). You should take care of fragile textile items which may be damaged if the spinning speed is too high, such as lingerie and pantyhose:

- COTTON, FLAX can be spun at 1200 to 1400 rpm
- COLORED ITEMS, JEANS, SYNTHETIC CLOTHES at 800 rpm
- WOOL, FRAGILE ITEMS at a maximum of 600 rpm.

Warning: do not try to open the door of a washing machine during a washing cycle. They generally have a safety system to prevent accidental opening. For top-loading machines, you should avoid pitching your fingers with the closure system of the drum.

Washing process: hand washing

Hand washing becomes less and less common because washing machines cycles are increasingly efficient. However, this washing technique is still used occasionally for delicate laundry and to remove stains from very soiled laundry. There are two kinds of hand washing:

1. Stain removal: to remove stains from a cloth, you have to apply stain remover (liquid detergent or Marseille soap) directly to the stain, gently rub it in, and then put the item in the washing machine.

2. Laundry bath:

- Fill a basin, a sink or a bathtub with warm water.
- Add detergent and stir the water until it dissolves.
- Fully immerse the textile item and let it soak until the mixture is well absorbed by the fabric fibers.
- Then rub or stir (for delicate fabrics).
- Once clean, get the item out of the soapy water and rinse it in a bath of clean water.
- Wring it out and let it dry on a hanger or a clothes line.
- For delicate laundry (wool, silk), allow to drain and press lightly before rolling it into a terry towel to wring it out efficiently without twisting.
- Let wool items dry on a flat surface, and silk articles on hangers.

Washing and spinning temperature tables

Washing Temperature	90°C to 95°C	60°C	40°C	30°C	Cold
White cotton	.	.	X	X	X
White linen/flax	.	.	X	X	X
Colored clothes	X	.	.	X	X
Colored synthetic clothes / Jeans	X	X	.	X	X
Delicate synthetic clothes	X	X	X	.	X
Wool	X	X	X	.	X
Fragile laundry	X	X	X	.	X
Very fragile laundry	X	X	X	X	.

Spinning speed	1200 to 1400 rpm	800 rpm	600 rpm
White cotton	.	X	X
White linen/flax	.	X	X
Colored clothes	.	.	X
Colored synthetic clothes / Jeans	X	.	X
Delicate synthetic clothes	X	.	X
Wool	X	X	.
Fragile laundry	X	X	.
Very fragile laundry	X	X	.

Drying process

There are two ways of drying clothes: natural air drying or in a clothes dryer.

Natural air drying: hanging clothes to dry either outdoors or indoors

Air drying is cost-effective and suitable for all kind of textiles. It also makes the laundry smelling good. When the sun is shining, it can be time saving (clothes are hung in the morning and can be taken down in the evening). This drying method preserves clothes and does not damage them, unlike dryers which may cause clothing to shrink. However, make sure you turn colored clothes inside out to prevent color fading due to light.

To prevent clothes from distorting, you have to hang them properly, which will also make ironing easier.

Hanging tips

1. Do not leave the laundry in the washing machine but hang it quickly (risk of mold).
2. Shake out the clothing to eliminate wrinkles.
3. Turn clothes of intensive colors inside out to prevent fading under the effect of sunlight.

4. Space out the clothing and household linen as much as possible on the line so that they will dry quickly.
5. Use clothing hangers when possible to limit wrinkles.
6. Clean clotheslines with a damp microfiber cloth.
7. When hanging clothes, clamp the clothespins on seams in making sure that there are no folds.

Clothespins can be made of stainless steel, wood (risk of stains) or plastic.

Air drying: hanging clothes to dry indoors

Free standing drying racks may hold up to 10kg of laundry. It should be placed in an open space, exposed to air circulation (avoid bedrooms because of humidity):

1. Do not leave the laundry in the washing machine but hang it quickly (risk of mold).
2. Shake out the clothing to eliminate wrinkles.
3. Start hanging clothes from the center outwards.
4. Leave enough space between different clothes and linen items to allow air circulation. If air cannot circulate properly, moisture may cause the laundry to smell bad.

Drying in a clothes dryer

This drying method is more convenient and quicker, but also more energy-consuming and more expensive.

1. Check the labels because some clothes should not be put in a dryer, such as lingerie, silk.
2. Sorting the laundry is essential: synthetic fabrics cannot stand the same temperature as cotton fabrics, for example.
3. To dry efficiently, the laundry should be able to move freely in the drum. Drying balls placed into the laundry can help to reduce drying cycle time thanks to their mechanical action.
4. Load the dryer with well-spun laundry and select appropriate program.
5. Excessive drying may get clothes wrinkled, making them more difficult to iron.
6. At the end of the drying cycle, remove the laundry, stretch it and fold it carefully prior to ironing.

Ironing process

Objectives

Ironing clothes and household linen has several objectives:

- ease folding and storage in the wardrobe
- improve the aspect of clothing and remove permanent wrinkles
- sanitize the laundry thanks to the iron temperature.

Ironing organization

Ironing requires preparation, proper organization and professional techniques. Once basic techniques have been mastered, you will find below indications on average time needed according to textile types¹:

¹ <https://www.pratique.fr/comment-evaluer-temps-travail-chaque-tache-aide-menagere.html>

- For a complicated laundry item such as a shirt or a sheet, you will need around 8mn per item
- For a simple cloth such as jeans, pullovers, t-shirts, you will need around 3mn per item
- For a basic laundry item such as a towel, you will need around 1 to 2mn
- For a two person bed set (sheets + pillowcases + covers), you will need around 20mn.

These times are indications and can be used as a reference base for ironing management and organization (to estimate weekly time spent to be incorporated into the scheduling, for example). They can be adjusted according to the amount and the nature of the laundry, but also according to the employer's instructions (time allocated, frequency, storage and folding instructions, etc.).

Preparing your workstation

This is an important step, in which ergonomic principles are taken into account, to help preventing professional risks, including risks related to standing position, repetitive movements and burns.

1. Choose a bright room with enough space to move around the board, and choose an area near an electrical outlet (avoid extension cords). Adequate space should be provided to place the laundry basket next to the board, as well as another easy accessible basket to store ironed linen.
2. Preparing equipment:
 - An adjustable ironing board (possibly with a seat)
 - An ergonomic laundry basket which can be raised to avoid bending over
 - A storage area for ironed clothes (such as a table) nearby
 - A clothes rack on wheels
3. Preparing and organizing your own workstation:
 - Adjust the board at around 15cm below your elbow.
 - Consider placing a movable step under the board, on which you can alternatively rest one foot or the other.
 - Drink and take breaks.
 - Sort the laundry.
 - Adjust the iron.
4. Ironing tips:
 - Arrange the item of clothing so that it lies perfectly flat on the board and sweep your hand over to remove wrinkles.
 - Do not press on the iron: clothes are ironed thanks to steam power and not to the amount of pressure on the iron.
 - Use up and down motions and avoid circular movements.
 - In case of creases or stubborn wrinkles, apply a steam jet, damp with a water spray, and then smooth them with the iron.
 - You may use an iron sleeve board to iron shirt sleeves or children's clothes.
 - Wait until the ironed cloth is cooled down to store it.

Ironing techniques

Ironing a shirt

Dark and embroidered garments have to be turned inside out.

1. Lay the collar out flat on the ironing board, the inside part facing up. Remove collar stays if they had not been removed before washing. Pull collar points to prevent them from curling, and iron from the points of the collar inward to back of neck. Do the underside of the collar as well.

2. Then you need to iron the shoulders. Position your ironing board inside the shirt, with the top of the shoulder placed at the board end and a half of the shirt placed on the board. Sweep wrinkles with your hand and work your iron slowly on the panel towards the collar. Do not let the fabric crease during the operation. Then "flip" the shirt over. First the right front panel, the back, and the left front panel. (drag the shirt progressively, and continue to drag until you have made a full rotation).

3. Place the sleeve on the board and use the seams which should be facing up. Start with the cuffs and iron the inside of the cuffs without "breaking" them. Lay each sleeve out flat on the ironing board and work the iron on each side. It is best to use an iron sleeve board.

4. Be careful around the buttons and on pockets.

5. Return pressed shirt to hanger, Button top button and third button.

Ironing pants

1. Start with the pockets: turn them inside out and iron them.

2. Drape the top of the pants over the ironing board and start by ironing the waist, in "flipping" it.

3. Lay the pants on the ironing board flat with the help of the seams on the crotch and on the sides of each leg. Fold the top leg back over the waist. Iron the backside of the bottom leg from crotch towards the hem.

4. Repeat on the other leg.

5. Define the pleats with the help of seams (seam by seam).

Folding a fitted sheet

How to fold a fitted sheet



Source: www.manuela-aleunam.blogspot.si

Folding a kitchen towel

1. Place the ironed towel on the table.
2. Fold the length of the towel over one third of the way.
3. Move the towel towards the table edge.
4. Fold the second third of the towel.
5. Fold one third from the right to the left.
6. Then fold from the right to the left.

Ironing a pillowcase

1. Place the pillowcase with the opening facing up and smooth out any wrinkles with your hands.
2. Iron the flap.
3. Press the sides and iron.
4. Drag the pillowcase towards you.
5. Flip the pillowcase over and iron the opposite side.

Folding a pillowcase

1. Lay the pillowcase flat (with the opening facing you).
2. Fold the pillowcase into thirds.
3. Fold in half (from the left to the right).

✓ **Storage**

Once the laundry is ironed and folded, dry and cooled down, you will have to store it near the place of use:

Bath linen: in the bathroom.

Table linen: near the dining room.

Kitchen linen: in a kitchen cupboard.

Microfibers, mops, rags: in the laundry room / in the relevant cupboard.

In each room:

Bed linen in a closet.

Underwear, socks, pajamas, nightdresses in a drawer of the dresser.

In closets, heavy items should be placed down, whereas useful items should be placed within reach.

In the dressing room/wardrobe:

Store shirts, blouses, skirts, pants, dresses, vests on clothes hangers with jackets and coats.

Fold tee-shirts, knitwear, scarves, ties.

Storage has to be adapted to existing places at the employer's home, as well as to its instructions and habits. Obviously, all houses do not have a laundry room or a dressing room.

Some clothes (winter clothing/summer clothing) as well as blankets, duvets can be stored every six months in vacuum storage bags to protect them from dust.

✓ **Table: Care of the main textile items**

Material	Origin	Examples	Properties	Inconvenience	Care
Cotton	Vegetal	Shirts, dresses, lingerie, household linen and bathroom linen.	<ul style="list-style-type: none"> - Resistant - Absorbing capacity - Easy to care 	<ul style="list-style-type: none"> - Get wrinkled - May shrink 	<p><u>Washing</u>: up to 95° (white) or 60° (colors). <u>Spinning</u> in a washing machine. <u>Drying</u> in a dryer or natural drying (see label). <u>Ironing</u> at high temperature (three points) with steam.</p>
Flax		Pants, dresses, skirts, shirts, household linen.	<ul style="list-style-type: none"> - Resistant - Smoothness 	<ul style="list-style-type: none"> - Get wrinkled - May shrink 	<p><u>Washing</u>: up to 60° (white) and 40° (colors). <u>Spinning</u> in a washing machine. <u>Drying</u> in a dryer or natural drying (preferably on a hanger). <u>Ironing</u> at high temperature (three points) with a damp cloth.</p>
Wool	Animal	Coats, jackets, pants, pullovers, skirts, dresses.	<ul style="list-style-type: none"> - Thermal insulation - Softness 	<ul style="list-style-type: none"> - Poor resistance to friction - May shrink - May felt - Irritating 	<p><u>Washing</u>: hand washing or “hand wash” program in a washing machine (or wool program). <u>Spinning</u>: roll in a terry towel. <u>Drying</u>: natural drying, dry flat. <u>Ironing</u>: at moderate temperature (two points) with a damp cloth.</p>
Cashmere		Pullovers, scarves, socks.	<ul style="list-style-type: none"> - Fineness - Softness - Thermal insulation 	<ul style="list-style-type: none"> - Poor resistance to friction - May felt 	<p><u>Washing</u>: hand washing with a “special wool” detergent. Up to 30° only, do not rub, do not twist, do not soak too long. Rinse several time with cold water. In a washing machine: “hand wash” program. <u>Spinning</u>: Roll in a terry towel. <u>Drying</u>: natural drying, dry flat. <u>Ironing</u>: at low temperature with a damp cloth.</p>
Silk		Shirts, ties, dresses, lingerie.	<ul style="list-style-type: none"> - Lightness - Good elasticity - Softness - Thermal capacity 	<ul style="list-style-type: none"> - Get wrinkled - Delicate care 	<p><u>Washing</u>: hand washing recommended. Avoid rubbing, twisting or soaking silk. Use warm water (30°) and neutral soap (such as Marseille soap). <u>Drying</u>: natural drying on a hanger. <u>Ironing</u>: at low temperature (one point).</p>

Viscose	Artificial	Dresses, shirts, linings.	<ul style="list-style-type: none"> - Smoothness - Strength - Absorbing capacity 	<ul style="list-style-type: none"> - Get wrinkled - Poor resistance to washing and twisting 	<p><u>Washing</u>: in a washing machine (30°), "delicate" program, or hand washing with cold or warm water and a special "hand wash" product. <u>Spinning</u>: avoid washing machine <u>Drying</u>: natural drying. <u>Ironing</u>: at low temperature, cloth slightly damp prior to ironing.</p>
Acrylic	Synthetic	Pullovers, lingerie, bathrobes.	<ul style="list-style-type: none"> - Isolating capacity - Good elasticity - Smoothness - No wrinkling 	<ul style="list-style-type: none"> - may pill - Poor absorbing capacity - Static electricity 	<p><u>Washing</u>: in a washing machine up to 60° "synthetic" or "delicate" program. <u>Drying</u>: in a dryer or natural drying (on a hanger): always check the care label. <u>Spinning</u>: in a washing machine. <u>Ironing</u>: not necessary, but if needed at low temperature (one point). Make sure the fabric does not stick to the iron.</p>

✓ Dry cleaning

This process may be used for textile items which cannot be washed in a washing machine nor hand washed. According to the information displayed on the labels and in agreement with the employer, the domestic worker may be need to bring some articles to a professional.

However, this cleaning process may be relatively aggressive for textiles and is not suitable to all clothes. In France, perchloroethylene will be prohibited for all machines from 2022 on.

✓ Hand sewing

During all different steps involved in laundry care, the domestic worker has to make sure the laundry remains in good condition. If requested by the employer, it can be useful to know how to make some small sewing works.

Basic equipment

- A pair of scissors
- A tape measure
- Needles with different thicknesses
- Various threads (materials and colors)
- Sewing pins (with heads)

Choosing the appropriate needle

A needle has a needle eye (hole where the thread can be inserted) and a point to pierce the fabric. There are various kinds of needles according to sewing works to be done: long needles, chenille needles (ribbon embroidery), embroidery needles, ballpoint needles (to sew jersey fabric), curved repair needles, tapestry needles, etc.

Needles have different sizes. Needle size is denoted by a number, according to the thickness of the needle: the length and thickness of a needle decreases as the size number increases. On the

contrary, the length and thickness of a needle increases as the size number decreases. Preferably use the needle making the smallest hole in the fabric and which is the easiest to handle.

Choosing the appropriate thread

According to the color and material.

Tie a knot

1. Wrap the thread around your forefinger and use your thumb to hold the loose thread end in place.
2. Use your thumb to start rubbing the thread loop against your forefinger until it is wrapped around itself.
3. Repeat several times with both fingers to make sure the thread is well tangled.
4. Pull on the tangled threads between your thumb and forefinger towards the bottom of the loop.
5. The loop has become a knot.

Basic hand sewing stitches

Running stitch



The running stitch is mainly useful to oversew, to sew two pieces of fabric together

Back stitch



The back stitch sews the fabric. It is a solid stitch to darn a pocket, a seam, etc.

Hem stitch

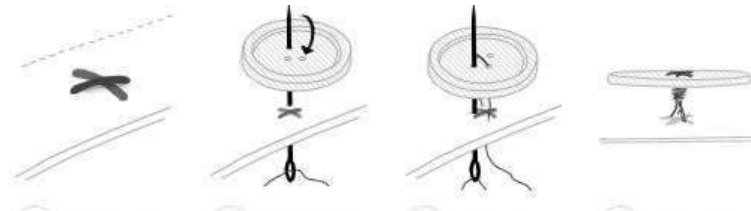


The hem stitch consists in making diagonal stitches on the backside of the fabric and small stitches hardly visible on the front side:

1. Stick the needle and bring the thread from the inside through the outside of the hem fold.

2. Cross over diagonally and pick up a few threads of the fabric above the fold with only a few threads.
3. Repeat the same pattern through the hem fold.

Sewing a button



Source : <http://www.latelierdesev.fr/comment-coudre-bouton/>

Equipment:

- the fallen button
- a thread (same color as the garment)
- a needle (preferably small)
- a pair of scissors

Technique:

1. Feed the thread through the eye of the needle, cut it and tie a knot.
3. Place your button on the material in the spot you want it to be sewn.
4. While holding the button, leaving a slight space between the button and the fabric, push the needle through the fabric under the button. Push it through one of the button-holes, making sure to pull the thread all the way through.
5. Push the needle down the second button-hole directly opposite the first hole and through the fabric again, pulling the thread all the way through.
6. Repeat steps 4 and 5 at least four times until you feel the button is secure enough.
7. Push the needle through the material underneath, but this time not through a hole in the button. Wrap the thread several times around the thread between the button and the material.
8. Push the needle back down through the material and make a few stitches to reinforce the seam. Cut off the excess thread.

Using the services of a professional

Unless you are an expert in the field of sewing and in agreement with the employer, you may need to use the services of a professional, particularly as regards to following adjustments:

- Entire hems including measuring process
- Shortening sleeves
- Holes or tags
- Resizing (dress, skirt, pants)

✓ **Data sheet on clothing and household linen care**
(on the next page)

N°	OPERATIONS	EQUIPMENT AND PRODUCTS	OPERATION EXECUTION	JUSTIFICATIONS
1	Organization	Hampers Detergent, stain remover, fabric softener, disinfectant	Check the condition of the washing machine Prepare the products, read the labels	Security Hygiene Efficiency
2	Sort and check dirty laundry (white, colors, washing recommendations)	Hampers or baskets (white, colors)	Empty the pockets, zip up the flies, remove hangers, remove badly stitched buttons, pins, clips. Place small items in a lingerie bag Make a color test at first wash (choose a non visible part, damp with warm water and press it in a white cloth to see if it dyes or not)	Efficiency Security
3	Read the labels on clothes and household linen		Know the care labeling code Recognize textile fibers Know their properties	Efficiency
4	Choose adapted cleaning products	Detergent, stain remover, fabric softener, disinfectant	Read and respect instructions for use Add cleaning products in the different drawers: - Prewash drawer (I) - Wash drawer (II) - Fabric softener - Disinfectant	Efficiency
5	Choose the proper technique and equipment	Hand washing In a washing machine	Open the drum door and load the laundry without overloading. Select the program and push the start button.	Efficiency
6	Drying	Drying rack or clotheslines Clothespins Clothes dryer	Hang the laundry to make drying and ironing easier (without wrinkling) and avoid deterioration (distortion). To save energy: spin the laundry well, do not load the dryer at maximum capacity, do not dry longer than necessary, clean lint filters after each use.	Cost-saving
7	Ironing	Ironing board, hamper, basket, iron, demineralised water, light	Each kind of fabric has its own ironing temperature. Do not forget to adjust your iron according to each case and follow instructions displayed on care labels. Avoid extension cords and plug in to an outlet with ground connection. Adjust the ironing board at proper height. Place the basket at your own height. Manipulating the cloth on the ironing board (respect a work progression). Folding and storage	Efficiency Space-saving Aesthetics Security Ergonomy
8	Storage	Closet, wardrobe, drawers, hangers, protective covers	Choose the storage area according to the kind of laundry, folding and usage. Drawers (socks, lingerie) Wardrobe (jackets, dresses, pants) Cupboards (household linen, sheets)	Efficiency Laundry protection against dust

MODULE 3 MEAL PREPARATION

Training contents

Nutrition is a complex activity which can take several forms. It refers primarily to a physiological necessity for humans to ensure body functions and survival. It is also a daily action related to habits, and therefore, it includes social, cultural and psychological realities: an individual's diet is part of the context of a particular family, society, tradition, culture and moral values.

✓ Collecting needs

List of questions to ask your employer to help you gather information regarding meal preparation tasks to be performed:

- What is the family composition (are there children, teenagers, elderly persons?)?
- What are their food habits (organic food consumption, vegetarianism, etc.)?
- What are their habits regarding meal times?
- Does one of the family members have any particular food intolerances and/or food allergies?
- What are the food products they like and the ones they dislike?
- Are there any habits related to a specific culture or religious practices?
- Does the employer or one of its family members need to follow a special diet for personal or medical reasons?

Such information should help the domestic worker to create menus according to the tastes and habits of the employer and his/her family.

✓ Food requirements

Energy and non-energy requirements

Food should provide every day the sufficient amount of energy required to ensure body functions. Proteins, carbohydrates and lipids cover an individual's energy needs, that is the minimum amount of energy requested by the body to function properly. In case there is more energy absorbed than spent by an individual, it will be stored in the form of body fat. On the contrary, if more energy is spent than absorbed, the body will have to draw in energy reserves. These needs vary from one individual to another according to their age, sex and physical activity.

What are proteins, carbohydrates and lipids, more specifically, and what are they for?

Proteins can be of:

- ⇒ animal origin: meat, fish, eggs, milk and dairy products
- ⇒ plant origin: legumes, cereals, oil seeds

Role: they are involved in the bone formation process as well as in the renewal of muscle tissue, skin tissue, scalp hair, body hair and nails¹.

Carbohydrates are more commonly known as "sugars" and can be divided into:

- ⇒ simple carbohydrates, or "fast-release sugars" are found in sugar (sucrose), fruits (fructose) and dairy products (lactose). They are rapidly digested and assimilated by the body.

¹ <https://www.anses.fr/fr/content/les-prot%C3%A9ines>

⇒ complex carbohydrates, or “slow-release sugars” are starch-based foods which are found in bread, cereals, legumes, tubers. Complex carbohydrates are progressively assimilated by the body, digestion and absorption processes are slower.

Role: they are essential for the energy they provide to the body.

Lipids are more commonly known as “fats”. They include saturated or unsaturated fatty acids and can be of animal or plant origin. Lipids can either be “apparent” (in oil, butter, margarine, cream: fats that you can choose to add) or “hidden” (in dried fruits and oil seeds, eggs, meat, processed products, etc.: fats which are naturally contained in products or which have been added during the manufacturing process).

Role: they have an energy storage role in forming fat reserves and are also the main constituents of cell membranes and nervous tissue.

Source :

<http://inpes.santepubliquefrance.fr/CFESBases/catalogue/detaildoc.asp?numfiche=581>

The energy value of foodstuffs refers to the amount of energy derived from carbohydrates, lipids and proteins. It is measured in kilojoules (kJ) or in kilocalories (kCal). These units of measurement are displayed on nutrition labels for packaged food (this does not apply to fresh fruits and vegetables, raw seafood products, meat and poultry, nor to food prepared on site such as in bakeries, for example). Nutritional information is usually shown as a table for one serving and for 100g.

As an indication:

- 1g of proteins provides around 17kJ
- 1g of carbohydrates provides around 17kJ
- 1g of fats provides around 38 kJ¹.

In addition to these energy sources, the body requires other elements to ensure its proper functions: minerals, vitamins, water and fibers.

Minerals²

Minerals play various roles and are involved in numerous physiological processes related to bone structure, to the muscular, nervous and immune systems, the control of water balance, the production and functioning of hemoglobin, etc.

They are generally classified into two categories: essential mineral elements (calcium, phosphorus, potassium, sodium, magnesium) and trace mineral elements (iron, fluoride, zinc, etc.).

¹ Jacqueline Gassier, Corine Cordon, *Diplôme d'Etat d'Auxiliaire de Vie Sociale DEAVS*, Paris, Masson, 2004, p. 227.

² <https://www.anses.fr/fr/content/les-min%C3%A9raux>

Vitamins¹

Vitamins are involved in many biological functions, including construction of the body (growth, skeletal development) and its functioning and maintenance (sight, blood clotting, the muscular, nervous and immune systems, etc.).

They are classified into two groups: liposoluble vitamins (vitamins A, D, E, and K, which can dissolve in fat) and hydrosoluble vitamins (vitamins B and C, which can dissolve in water).

Water

Water plays numerous roles in the human body: it avoids dehydration, but also helps temperature control, the circulation and assimilation of foodstuffs, as well as the elimination of metabolic wastes.

There are different types of water, depending on its origin and treatment:

- tap water: taken from groundwater or surface water sources (rainwater, surface water) which have been treated and disinfected to become be fit for human consumption
- natural mineral water: water of underground origin which did not undergo any disinfection treatment to be fit for human consumption. It contains a constant mineral composition.
- spring water: water of underground origin which is ready for consumption without any disinfection treatment. It contains various mineral composition and must comply with the same (very strict) quality criteria applicable to tap water.

Dietary fibers

They help to stimulate and regulate intestinal transit.

They are grouped in two categories: soluble fibers and insoluble fibers.

Food groups

Foods are grouped under six main categories:

Fruits and vegetables

Plants are high in vitamins, minerals, fibers and water. They also have a protective role in the prevention of some diseases, including certain type of cancers, cardiovascular disease, obesity and diabetes².

They can be consumed either fresh, frozen or canned; cooked or raw; whole, cut, squeezed or blended.

Starchy foods

Starchy foods contain complex carbohydrates (providing energy which can be used progressively by the body), fibers, minerals and vitamins. They can be consumed as an accompaniment or as main ingredients.

¹ <https://www.anses.fr/fr/content/que-sont-les-vitamines>

² <http://www.mangerbouger.fr/Les-9-reperes/Les-9-reperes-a-la-loupe/Fruits-et-Legumes>

Meat, poultry, fish and eggs¹

These foods provide proteins and iron (meat and fish). Fish (especially “oily” fish like salmon, mackerel, sardine) brings essential fats, which play a role in protecting the cardiovascular system. They also provide vitamin B12, which takes part in the formation of the red globules.

These food products can be consumed in various forms: as an accompaniment (with vegetables and/or starchy foods) or as the main ingredients; fresh (fish, meat), frozen (fish, meat) or canned (fish). Eggs can also be consumed in various forms (as ingredients, hard-boiled, as an omelette, soft-boiled, etc.).

Milk and dairy products²

These food products contain a lot of proteins and lipids of animal origin, calcium, and vitamins A and D. They are involved in the formation and maintenance of the bone structure as well as in vital phenomena, such as muscle contraction and blood clotting.

in the renewal of muscle tissue, skin tissue, scalp hair, body hair and nails

They can be consumed in the form of yogurts, soft white cheese, cheese or milk. Dairy desserts like cream desserts and pudding generally contain too little milk to be considered as dairy products.

Fats³

This kind of food provides energy, vitamins (A, D, E) and fatty acids.

It can be consumed in liquid or solid form, raw or cooked.

The French National Nutrition and Health Program (Plan National Nutrition Santé/PNNS) recommends consuming more (in reasonable quantities) plant oil (olive, rapeseed, walnut oil), oleaginous fruits (avocado, nuts, hazelnuts) and oily fish: to a certain extent, these foods help the cardio-vascular system to function properly. This program also recommends limiting the consumption of butter, fresh cream, fried or breaded products, chocolate bars, pastries or cookies: if eaten to excess, these fats may increase health risks by inducing obesity and cardiovascular disease.

NB: even if fresh cream and butter are made with milk, they are considered as fats instead of dairy products because they are rich in fats and poor in calcium.

Sugar-based products

Sugar products provide simple carbohydrates (quickly absorbed). Some are naturally present in food (fruits, honey, syrups, fruit juices, etc.), but many are hidden in processed food (cookies, cereal bars, dried soups, etc.). This is why the French Agency for Food, Environmental and Occupational Health & Safety (ANSES) recommends a limited consumption of sugar: beyond a certain quantity, an excess of sugar can cause dental caries, overweight, obesity, diabetes, cardiovascular disease and certain cancers⁴.

¹ <http://www.mangerbouger.fr/Les-9-reperes/Les-9-reperes-a-la-loupe/Viande-poisson-oeuf>
+ la fiche-conseil.

² <http://www.mangerbouger.fr/Les-9-reperes/Les-9-reperes-a-la-loupe/Produits-laitiers>

³ <http://www.mangerbouger.fr/Les-9-reperes/Les-9-reperes-a-la-loupe/Matieres-grasses> +
la fiche-conseil.

⁴ <https://www.anses.fr/fr/content/sucres-dans-l%E2%80%99alimentation>

Beverages

Water provides various kinds of minerals according to its origin.

The amount of water in the human body is 65% on average (for adults). It cannot be stored and is constantly eliminated by the body via respiration, excretions and perspiration. Therefore, this loss of water should be regularly compensated by food and drink intakes¹.

Food balance

Food balance is based on the principle of a varied and balanced diet, consisting in eating a little of everything in reasonable quantities, opting for foods which are good for your health or, on the contrary, limiting less beneficial foods. It is a question of choice and quantity.

This basic principle applies to any individual, but the content of a healthy diet may change according to individual needs, which can be different according to age, sex, way of life (active/sedentary), present context, food items available locally and food habits.

A healthy diet helps to protect health and to prevent certain diseases, such as diabetes, osteoporosis, cardiovascular diseases and cancer. Together with physical activity, it also helps to prevent obesity and overweight. It is promoted at global level by the World Health Organization (WHO)². Most European countries have also developed recommendations and food guides in the form of simple messages for the general public, to encourage good health and nutrition practices. These messages provide information and advice on what foods (rather than what nutrients) a person should eat. They are useful references to organize meals³.

In France, there is a catalog covering all recommendations about nutrition and intended for a variety of audiences (children, women, older people, disadvantaged persons) but also for the whole population⁴.

In France, a day features three meals (breakfast, lunch and dinner) and possibly a snack. Here are the national recommendations⁵ :

⇒ A *balanced breakfast* is composed of:

- 1 cereal product (cereals or wholemeal bread)
- + 1 dairy product (milk, yogurt, soft white cheese, cheese)
- + 1 drink (coffee, tea, water)
- + 1 fruit (kiwi, banana, orange, apple, etc. according to preferences and seasons)

⇒ A *balanced lunch / dinner* is composed of:

1 <https://www.cnrs.fr/cw/dossiers/doseau/decouv/usages/eauOrga.html>

2 <http://www.who.int/news-room/fact-sheets/detail/healthy-diet>

3 <http://www.fao.org/nutrition/education/food-dietary-guidelines/regions/europe/en/>

4 <http://inpes.santepubliquefrance.fr/CFESBases/catalogue/resultatsTPSP.asp>

5 <http://www.mangerbouger.fr/Manger-Mieux/Que-veut-dire-bien-manger/Se-reunir-autour-de-repas-reguliers>

- 1 serving of vegetables
 - + proteins (meat, fish or eggs)
 - + starchy foods (pasta, rice, potatoes, wholemeal bread, lentils, quinoa, etc.)
 - + 1 dairy product
 - + water
- ⇒ A *balanced snack* (for children, teenagers or adults feeling the need of a snack) is composed of:
1 dairy product / 1 cereal product / 1 fruit.

Composition and planning of meals may change according to the country and to the cultural context. The graph below was made within the context of the French National Nutrition and Health Program in order to provide nutritional guidelines to the French population and to prevent certain diet-related diseases. Each food group is associated to recommendations on corresponding daily servings.



Source : Institut National de Prévention et d'Éducation pour la Santé (INPES)

<http://inpes.santepubliquefrance.fr/CFESBases/catalogue/detaildoc.asp?numfiche=1366>

1. Eat well, live well, stay healthy!
2. fruits and vegetables
3. Cereals, starchy food
4. Milk, yogurt, cheese
5. Meat, fish, eggs
6. Fats
7. Sugar food
8. Salt
9. 5 per day
10. at every meal
11. 3 per day
12. 1 or 2 per day
13. very little

- 14. very little
- 15. very little
- 16. as much water as wanted
- 17. limit hidden fats, sugar and salt

Summary of daily servings for each food group:

FOOD GROUP	RECOMMENDED SERVING
Fruits and vegetables	5 per day
Starchy food	At every meal
Meat, poultry, fish, eggs	1 to 2 times a day
Milk and dairy products	3 per day
Fats	Limited consumption
Sugar-based products	Limited consumption
Drinks	As much water as wanted

Various diets

Dietary behavior

Individual dietary behaviors depend on a combination of several factors¹:

- ⇒ nationality and living place: country, climate, city/countryside
- ⇒ family status: single, couple, parent with one or more children
- ⇒ socio-cultural factors: traditions, beliefs, religion, values, education
- ⇒ socio-economic level and socio-economic background
- ⇒ food environment: local food offer, kitchen equipment (at home)
- ⇒ individual factors: tastes, food preferences, psychological aspects
- ⇒ physiological factors: needs (age, weight/size, activity, etc.), health condition.

Medical diets

These various factors have an influence on the choice of food, as well as on associated meanings, feeding schedule, eating behaviors. Another criteria may affect food habits: some short-term or chronic pathological states require a special diet. Any medical diet which has been decided and prescribed by a physician has to be taken into account by the domestic worker when preparing meals for the employer or for one of the family members.

Here are a few examples of usual medical diets with a short presentation of their principles. *[The above list is not exhaustive, and all food items to avoid according to prescriptions are not detailed. Indeed, it is important that trainees have a first level of knowledge on these specificities to understand the requirements and needs of an employer who is in this situation. This will help them to adjust meals according to a special diet. However, occupational limits of domestic workers have to remain clear: they should not replace medical professionals in any way. Food selection or meal preparation/cooking methods will have to be adjusted according to the length and the program of the diet, as prescribed by the physician.]*

¹ http://inpes.santepubliquefrance.fr/OIES/fourchettes_baskets/index.asp

A *salt-free diet* can be prescribed in case of renal or heart failure, or also in case of a treatment with corticoid drugs. This diet aims at reducing the amount of salt absorbed by not adding salt to prepared meals, reducing or removing food items with high salt content and limiting processed foods, which are often high in salt¹.

A *diabetic diet* is prescribed in case of diabetes, a disease characterized by an excess of sugar in the blood.

➡ It can be different according to the diabetes type -there are two main types of diabetes: "type 1" diabetes and "type 2 diabetes", which is more common-. But in any case, it aims at normalizing and controlling blood sugar level².

An *anti-cholesterol* diet is prescribed to persons who have a too high blood cholesterol level, which may contribute to cardio-vascular diseases.

➡ It aims at normalizing blood cholesterol level by limiting saturated fats and refined carbohydrates.

A *lactose-free diet* is for people with lactose allergy or intolerance (carbohydrate or milk sugar).

➡ It consists in removing milk and derived products from food.

A *gluten-free diet* is prescribed in case of celiac disease (gluten intolerance), a chronic bowel disease related to the ingestion of a protein found in gluten and in some cereals.

➡ It is based on the removal of foods containing gluten (bread, pasta, cereals, etc.).

An *anti-diarrheal diet* aims at slowing bowel function and compensating the loss of water which can occur in case of frequent or intermittent symptoms.

➡ It consists in removing food items which decrease intestinal transit time (milk, raw vegetables and fruits, green vegetables, spicy food, etc.), and eating more food items which increase transit time (rice, compotes, grilled meats, carrots, etc.), as well as drinking a lot of water.

There are also *food allergies* (not to be confused with food intolerance), which are "a series of abnormal immune reactions (skin, digestive reactions) following ingestion of a certain food³."

➡ Most common allergens include fish, nuts or eggs. But food items causing allergies may vary according to age and food habits.

Non-medical diets

Some diets are not related to medical prescription but can be the result of personal choices. The most common non-medical diets include:

¹ <http://www.fondation-recherche-cardio-vasculaire.org/votre-sante-cardio-vasculaire/nutrition/au-coeur-du-regime-sans-sel/>

² <https://www.federationdesdiabetiques.org/information/diabete>

³ <https://www.ameli.fr/assure/sante/themes/allergies-alimentaires/definition-symptomes-evolution>

The *Mediterranean diet*, which gives daily priority to fruits, vegetables, legumes, cereals, olive oil and aromatic herbs. The consumption of poultry, fish, eggs and dairy products is moderate, and the consumption of red meat and sugar is low. Besides, food products eaten are fresh, seasonal and unprocessed.

The *vegetarian diet* is based on fruits, vegetables, legumes, cereals, eggs and dairy products. Consumption of meat and fish is excluded.

The *vegan diet* is based on the lack of any animal-based food, in excluding meat, fish, shellfish, but also eggs, dairy products, honey and all products produced from these foods.

Substitute products

As part of a balanced diet (but also regarding the different medical diets which can be prescribed), the WHO recommends limiting consumption of certain fats (saturated fats = “bad” fats found in sauces, cured meats, industrial ready-cooked food, etc.), sugar and salt. According to the health condition and tastes of the employer and his family, these food items can be replaced by other items with a less negative impact on health.

For example:

- Some oils are more recommended than others (olive oil, canola oil)
- oleaginous creams, made from oil-seeds or oil-rich fruits (almond, sesame, hazelnut pastes, etc.) can be used as substitutes for butter on toasts or as cake ingredients
- Salt is used as a flavor enhancer for cooking. However, excessive consumption of salt may increase the risk of high blood pressure, heart disease and stroke¹. It can be replaced by spices, aromatic herbs, garlic/onion/shallot, low-salt mustard or seaweed such as Nori seaweed.
- There are substitutes for sugar: artificial sweeteners (such as aspartame) or natural sweeteners (agave syrup, stevia, etc.). However their use may not be insignificant, especially as studies on the negative impact of artificial sweeteners have produced conflicting results. It is generally more difficult to replace sugar, because sugar substitutes maintain our desire for sugary foods instead of getting us used to eating food that is less sweet²: the objectives to reduce sugar intake should be achieved by reducing the overall sweetness of food³.

Dietary requirements according to religion

Food choices and meal schedules may be driven by religion for some individuals and families.

For example: Catholics do not eat meat (but fish) on Fridays; Muslims and Jews do not eat pork. This kind of information should be collected from the employer on the very first interview.

¹ <http://www.who.int/news-room/fact-sheets/detail/salt-reduction>

² <https://www.diabete.qc.ca/en/living-with-diabetes/diet/food-and-nutrients/les-substituts-du-sucre>

³ <https://www.anses.fr/fr/content/sucres-dans-l%E2%80%99alimentation>

Fresh, frozen and canned products

Food products can be consumed in various forms: either fresh, frozen or canned. These three formats have various advantages and drawbacks.

Fresh products

Fresh fruits and vegetables can be purchased directly from the producer, in the market or in grocery stores. They are rich in vitamins and minerals. However nutritional qualities are lost shortly after harvest. Therefore, it is better to prepare them quickly and store them in the fridge.

Consuming fresh products during the proper season can have economic advantages and a positive effect on their flavor.

Seasonable products:

	Winter	Spring	Summer	Autumn
Vegetables	beet, garlic, cardoon, carrot, celery, cabbage, cauliflower, Brussels sprout, endive, turnip, onion, parsnip, leek, potato, pumpkin, squash, Chinese artichoke, Jerusalem artichoke, lamb's lettuce, spinach.	Endive, asparagus, artichoke, radish, pea, watercress, bean.	Garlic, artichoke, eggplant, chard, broccoli, carrot, celery, cauliflower, cucumber, zucchini, watercress, spinach, fennel, green bean, lentil, corn, onion, pea, leek, pepper, potato, pumpkin, radish, tomato, leaf lettuce, batavia, rocket, oakleaf lettuce.	Eggplant, endive, tomato, salad, lettuce, lentil, dried vegetables, green bean, artichoke, carrot, zucchini, watercress, salsify, corn, turnip, onion, pepper, fennel, cucumber, squash, cauliflower, chard, parsnip, potato, pumpkin, spinach, radish, broccoli, celery, cabbage, Brussels sprout, salad, lamb's lettuce, Jerusalem artichoke, beet Mushrooms: oyster mushroom, bolete, porcini mushroom, psalliota, black trumpet mushroom, hydnum repandum, coprinus comatus.

Fruits	Lemon, clementine, kiwi, tangerine, pear, apple, orange.	Grapefruit, pineapple, blood orange, apple, rhubarb, banana, strawberry, cherry, passion fruit.	watermelon, blackcurrant, strawberry, cherry, mirabelle, redcurrant, melon, blackberry, blueberry, nectarine, peach, pear, apple, plum, damson, apricot, fig.	Apple, grape, fig, raspberry, melon, greengage, plum, damson, pear, blueberry, blackberry, mirabelle, quince, chestnut, vineyard peach, walnut, olive.
Fish/ Shellfish	Conger eel, scallops, red gurnard, haddock, black sea bream, herring, oyster, pollock, saithe, whiting, Norway pout, sea bass, Norway lobster, octopus, sole, skate.	Anglerfish, plaice, crab, Norway lobster, halibut, turbot, Saint-pierre, mackerel, hake.	Anchovy, cod, black sea bream, haddock, herring, hake, saithe, mackerel, red mullet, sardine, Norway pout, white or albacore tuna, spider crab, . Araignée, lobster, crab, Norway lobster, mussels.	Norway pout, herring, hake, mussels, striped mullet, crab, red gurnard, black sea bream, squid, Mediterranean anchovy, whiting, mackerel, sardine, brown shrimp, periwinkle, conger eel, scallop, haddock, oyster, pollock or hake, saithe, whelk, striped venus.

Cheeses	Époisses, livarot, maroilles, munster, pont l'Évêque, vacherin Mont d'Or, brie from Meaux, brie from Melun, Beaufort, Comté, gruyère laguiole, salers, Brocciu from Corsica, Cantal d'Auvergne.	Fourme d'Ambert, roquefort, Selles-sur-cher, Sainte-Maure de Touraine, Crottin de Chavignol, Neufchâtel, Saint-Marcellin, Morbier.	Brie, Brillat-Savarin, camembert, coulommiers, époisses, Angres, livarot, maroilles, boulette d'Avesnes, Beaufort, emmental, gruyère, abondance, Momilette, morbier, reblochon, saint-nectaire, tomme de Savoie, Ossau-iraty, Roquefort, bleu, fourme d'Ambert, Brocciu, mozzarella di bufala, cancoillotte, chabichou, Rocamadour, saint-félicien, sainte-maure, selles-sur-cher, calançay, pouligny saint-pierre, chaource, fiumorbu.	Brie from Meaux, brie from Melun, Brillat-Savarin, chaource, époisses, livarot, munster, pont l'Évêque. abondance, comté, emmental, gruyère. cantal, mimolette, morbier, munster, ossau-iraty, salers, reblochon, laguiole, saint-nectaire, bleu de Bresse, bleu des Causses, fourme d'Ambert, roquefort. Cancoillotte, Pouligny-Saint-Pierre, rocamadour, saint-félicien, vacherin, vieux-lille, parmegiano raggiano, feta.
---------	---	--	---	--

Source: Ministry of Agriculture and Food
<http://agriculture.gouv.fr/mots-cles/produits-de-saison>

Frozen and canned products¹

Frozen and canned foods make it possible to eat fruits and vegetable in any season and are less expensive than out-of-season fresh products. Besides, they are pre-washed and pre-cut, which helps saving time during meal preparation.

The inconvenience of canned food is its high level of salt and sugar, which have been added to optimize food conservation. Besides, canned vegetables have to be rinsed properly and cans with defects (rust, swollen cans) should be thrown away.

✓ **Meals organization**

¹ <http://www.nospetitsmangeurs.org/les-ruits-et-legumes-surgeles-et-en-conserved-un-bon-compromis/>

Shopping

Establishing a grocery shopping list

Following recommendations aim at organizing this step efficiently, prior to meal preparation:

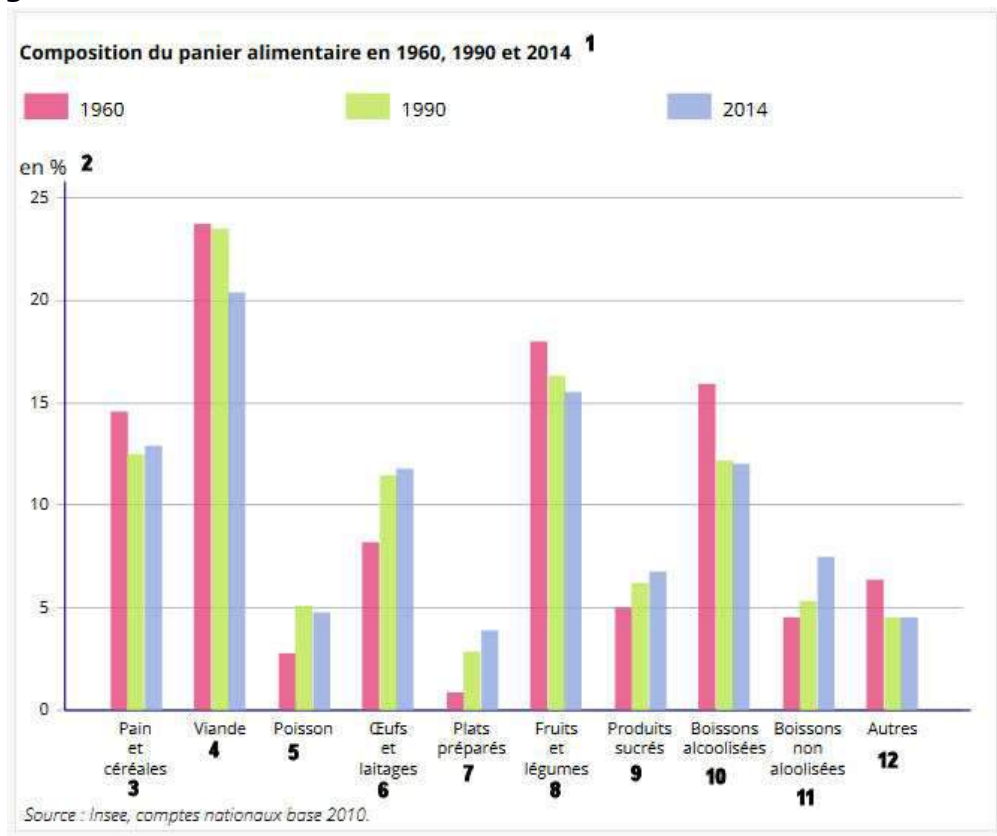
1. Start by an inventory of foodstuffs stored in cupboards, in the fridge and in the freezer. The weekly menu should be established in including food items already stored, to avoid waste. Once you have checked they are still suitable for consumption, leftovers (vegetables, meat, cheese) may be reheated or used to prepare new dishes.
2. Once the weekly menu has been established in agreement with the employer, a shopping list has to be made. This will help to purchase only necessary products and to avoid excessive or insufficient quantities.
3. In drawing up the shopping list, you should better start with grocery products, then fruits and vegetables, and end with fresh and frozen products. You will be able to organize your shopping according to foodstuff categories as well, in order to save time and be efficient. This order will also ensure that fresh and frozen products stay less time outside the fridge or freezer.

There are tools to help creating a shopping list associated to menus:

⇒ The *Meal Factory (Fabrique à menus)* was created by the French Institute of Health Prevention and Education (INPES) in the context of the French National Nutrition and Health Program (PNNS).
<http://www.mangerbouger.fr/Manger-Mieux/Vos-outils/Fabrique-a-menus>

Budget

Food budget of the French households



Source: <https://www.insee.fr/fr/statistiques/1379769>

1. Content of the basic food basket in 1960, 1990 and 2014
2. in %
3. Bread and cereals
4. Meat
5. Fish
6. Eggs and dairy products
7. Prepared meals
8. Fruits and vegetables
9. Sugar products
10. Alcoholic drinks
11. Soft drinks
12. Other products

Shopping on an allocated budget

If the domestic worker has to do the grocery shopping for his/her employer, responsibilities and payment methods will have to be defined in advance with the employer.

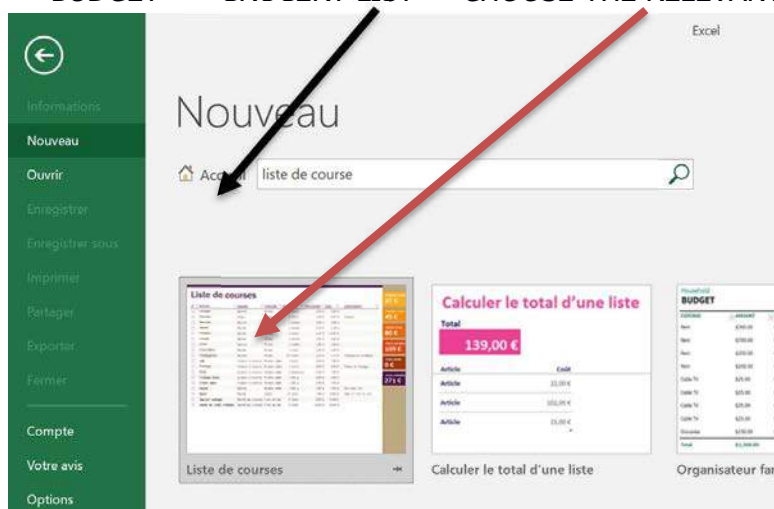
⇒ Before shopping:

- define the menus based on food products already present at the employer's home
- make a shopping list
- possibly make a simulation (for example on an online DRIVE) to estimate necessary budget.

There is a tool in Excel to help you to make a grocery list quickly and to calculate budget:

1. Open Excel.
2. On the homepage appearing as the software opens, there are hyperlinks under the search field to browse a list of templates. You can click on "Budget" and then choose the relevant document among the proposed templates. In the predefined list, you can sort grocery list by product.

EXCEL ⇒ " BUDGET" ⇒ "GROCERY LIST" ⇒ CHOOSE THE RELEVANT DOCUMENT



Once the list is displayed: some elements are already completed but can be changed according to your needs. The total amount of the budget is calculated automatically to take purchases into account and submit them to the employer without the risk of errors. Please do not forget to keep purchase receipts (till receipts).

Grocery List

✓ <input type="checkbox"/>	ITEM	STORE	CATEGORY	QTY	UNIT	UNIT PRICE	TOTAL	COMMENT
<input type="checkbox"/>	Oranges	Grocery	Produce	2 lbs.		\$2.99	\$5.98	
<input type="checkbox"/>	Apples	Orchard	Produce	3 lbs.		\$1.99	\$5.97	Have coupon
<input type="checkbox"/>	Bananas	Grocery	Produce	1 bunch		\$3.99	\$3.99	
<input type="checkbox"/>	Lettuce	Market	Produce	2 head		\$2.29	\$4.58	
<input type="checkbox"/>	Tomatoes	Market	Produce	4 lbs.		\$3.49	\$13.96	
<input type="checkbox"/>	Squash	Market	Produce	2 each		\$1.50	\$3.00	
<input type="checkbox"/>	Celery	Grocery	Produce	2 bunch		\$1.99	\$3.98	
<input type="checkbox"/>	Cucumber	Market	Produce	1 lbs.		\$2.29	\$2.29	
<input type="checkbox"/>	Mushrooms	Grocery	Produce	0,5 lbs.		\$2.25	\$1.13	Large portabella
<input type="checkbox"/>	Milk	Home Delivery	Dairy	2 gal.		\$3.99	\$7.98	
<input type="checkbox"/>	Cheese	Home Delivery	Dairy	1 lbs.		\$9.99	\$9.99	Variety of block cheeses
<input type="checkbox"/>	Eggs	Home Delivery	Dairy	2 doz.		\$3.50	\$7.00	
<input type="checkbox"/>	Cottage cheese	Home Delivery	Dairy	1 16 oz.		\$3.89	\$3.89	
<input type="checkbox"/>	Sour cream	Home Delivery	Dairy	1 8 oz.		\$2.99	\$2.99	
<input type="checkbox"/>	Yogurt	Grocery	Dairy	1 16 oz.		\$4.99	\$4.99	Greek with honey
<input type="checkbox"/>	Beef	Market	Meat	10 lbs.		\$7.99	\$79.90	Bacon wrapped filets
<input type="checkbox"/>	Cottage cheese	Home Delivery	Dairy	1 16 oz.		\$3.89	\$3.89	
<input type="checkbox"/>	Sour cream	Home Delivery	Dairy	1 8 oz.		\$2.99	\$2.99	
<input type="checkbox"/>	Yogurt	Grocery	Dairy	1 16 oz.		\$4.99	\$4.99	Greek with honey
<input type="checkbox"/>	Beef	Market	Meat	10 lbs.		\$7.99	\$79.90	Bacon wrapped filets
<input type="checkbox"/>	Wild Salmon	Fish Market	Seafood	6 lbs.		\$8.99	\$53.94	
<input type="checkbox"/>	Alaskan King Crab Legs	Fish Market	Seafood	5 lbs.		\$10.99	\$54.95	
<input type="checkbox"/>	Wild Salmon	Fish Market	Seafood	6 lbs.		\$8.99	\$53.94	

DAIRY TOTAL
\$37

PRODUCE TOTAL
\$45

MEAT TOTAL
\$80

SEAFOOD TOTAL
\$109

OTHER TOTAL
\$0

GROCERY TOTAL
\$271

➡ During grocery shopping:

- Read the labels carefully (price per kg)
- purchase only necessary products
- preferably choose seasonal food
- choose some ripe fruits but also some less ripe fruits to ensure they can be consumed all week.

Reading food labels

Information displayed on labels

Food labeling is mandatory for food products and has to comply with European Union regulation to inform and protect consumers. The label should provide necessary information on the product, its composition and how it should be used, in order to prevent any food poisoning and allergic reaction, but also to give guidance on a balanced diet¹.

The list of mandatory information to be displayed on labels includes:

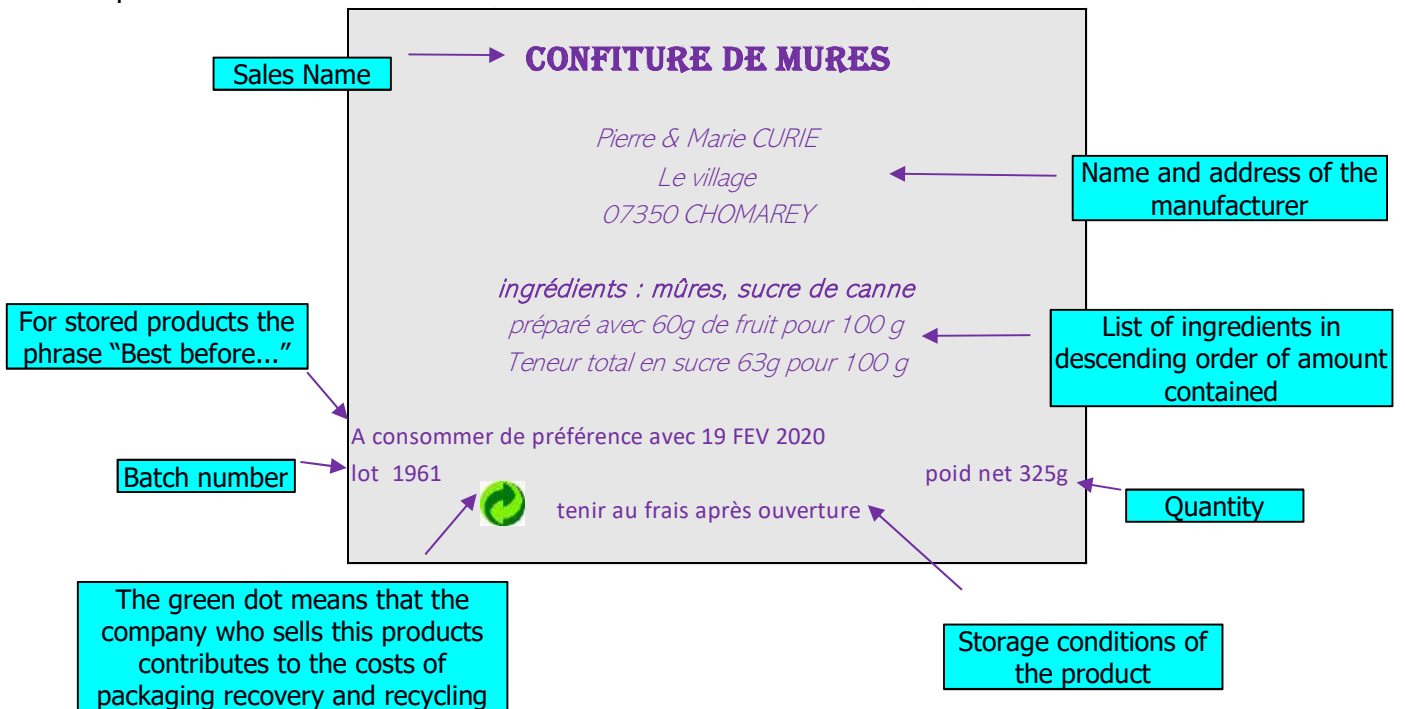
- product description: to inform the consumer about the product nature, quality and origin as well as processing methods used (dried, smoked, pasteurized, concentrated, etc.)
- the list of ingredients used in the food's manufacture: ingredients have to be listed in descending order of the amount contained in the food, and those which may cause allergies or intolerances (peanuts, eggs, fish, milk, etc.) must be highlighted and clearly mentioned
- the net quantity of product is given as units of volume for liquids and as units of weight for other products. This helps the consumer to estimate the price-to-weight ratio
- date limit of consumption: indicates the period of time during which the food remains fresh and suitable for consumption. The label may show two types of date: the "Use-by" date (UBD), preceded

¹ <https://www.anses.fr/fr/content/etiquetage-alimentaire>

by the phrase "use by ..." and the "Best before" date (BBD), preceded by the phrase "best before the ... / before the end of...,"

- manufacturer contact information
- special conditions of storage and use of the food item (to be kept refrigerated or stored in a dry place, removing the cover before heating in the microwave, etc.)
- nutritional characteristics: nutrition information is usually displayed in table format and indicates breakdown of constituent elements in the product as well as its energy value.

Example of label :



Price per kg

Weight

$$(13,75\text{€}/1000\text{gr}) \times 240\text{gr} = 3,30 \text{€}$$



$1,25 \text{€} - 1,17 \text{€} = 0,08 \text{€}$

$(0,08\text{€}/1,25\text{€}) * 100 = 6,40\%$

This represents a **6,40% discount**



All nutrition information is displayed on food labels. However, it is not easy to make one's way through it and to understand it. In addition to reading labels, there are tools which can help to understand them more easily:

⇒ *Open Food Facts* is a collaborative database on food products from around the world (150 countries covered), collecting ingredients, allergens, nutritional composition and all information shown on food labels. This website is available both in English and French.

<https://fr-en.openfoodfacts.org/>

⇒ *Yuka* is a mobile application you can use to scan food labels and decode information provided on them to analyze impacts on health. It helps to make the difference between good products and products you should avoid.

<https://yuka.io/>

⇒ *SugarLess* is an application which identifies the amount of sugar hidden in food and drinks.

www.sugarless.com

Symbols and logos displayed on labels

Understanding labels on food products does not only mean reading text elements. Some information is also provided in the form of a pictorial representation related to the environmental or ethical aspects of the product.

Recognizing logos displayed on packaging¹



Green dot

It does not mean that the product is recyclable, but that the manufacturer contributes to the French household packaging recycling program. This logo should soon be dropped.



Triman

This logo was created in 2015 and means that the product can be recycled. Therefore, the product or packaging should be sorted or returned to a collection point (and not be disposed of in the household waste).

¹ Explanations provided in this part are from the ADEME website:

<https://www.ademe.fr/particuliers-eco-citoyens/dechets/bien-jeter/comprendre-symboles>



Mobius loop

This logo indicates that the product or packaging is capable of being recycled. When this symbol is used with a percentage figure in the middle, it means that the product or the packaging contains x% of recycled material.



Tidy Man

It is here to remind the consumer to dispose of products and packaging after consumption.



Material identification symbols

These logos indicate the nature of the plastic used:

- 1 = PET : Polyethylene Terephthalate
- 2 = PEHD or HDPE : High Density Polyethylene
- 3 = PVC : polyvinyl chloride
- 4 = PELD or LDPE : Low Density Polyethylene
- 5 = PP : Polypropylene
- 6 = PS : Polystyrene
- 7 = Other, Miscellaneous

This marking method helps to sort plastic products which can be recycled. By now, only 1 and 2 plastics are recyclable¹.

Recognizing logos concerning food eco-certifications

Organic farming “ensures that the production methods are environmentally friendly and respectful of animal welfare. Rules applying to organic production methods are the same for all European countries, and imported products are subject to the same requirements.” These production methods are based on following guiding principles: “the non-use of synthetic chemicals, the non-use of GMOs, the re-use of organic matter, crop rotation and biological control².”

¹ <https://emballageecologique.com/2011/06/30/les-symboles-du-recyclage-sur-les-emballages-plastiques/>

² <http://agriculture.gouv.fr/lagriculture-biologique-ab>



EU organic products label

This certification is mandatory for European pre-packaged organic products.



Agriculture Biologique (AB)

AB is France's national quality certification for voluntary use: this logo "helps to identify products made by professionals who comply with rules and standards and wish to use it. It guides the consumer and makes his choice easier¹."



Demeter is an international certification indicating that Biodynamic farming practices have been used. Biodynamic farming is based on compliance with both natural laws and natural cycles. Biodynamic farming also attaches great weight to animal welfare.



The Ecogarantie label can be used on any kind of product made from organic ingredients, the composition of which is mineral-based, namely cosmetics, cleaning agents and sea salt².

¹ <http://agriculture.gouv.fr/lagriculture-biologique-ab>

² www.ecogarantie.eu

Recognizing logos concerning certifications identifying product origin and quality



Controlled Designation of Origin (Appellation d'origine contrôlée / AOC)

This French label is used "to classify products complying with AOP criteria and to protect the product name on the French territory. It is a step towards AOP. Designations of origin are based on the concept of terroir¹."



Protected Designation of Origin (Appellation d'Origine Protégée / AOP)

AOP refers to the implementation of the French AOC on a European level. It concerns all the dairy and food products (except wine). It is used "to define a product whose authenticity comes from all production steps made according to a recognized know-how within a geographic area. It is a European logo protecting the product name throughout the European Community²."



Red label (Label rouge)

Red label is "a national sign that define products from superior quality as compared with similar products usually sold, because of their production or manufacturing standards³."



¹ <https://www.inao.gouv.fr/Les-signes-officiels-de-la-qualite-et-de-l-origine-SIQO/Appellation-d-origine-protegee-Appellation-d-origine-controlee>

² <https://www.inao.gouv.fr/Les-signes-officiels-de-la-qualite-et-de-l-origine-SIQO/Appellation-d-origine-protegee-Appellation-d-origine-controlee>

³ <https://www.inao.gouv.fr/Les-signes-officiels-de-la-qualite-et-de-l-origine-SIQO/Label-Rouge>

French Meat (Viandes de France)

This label represents the various branches of the meat sector (pork, poultry, rabbit, beef, horse, sheep and goat) and guarantees that the animals were animals born, continuously reared, slaughtered and processed in France. However, this is not a real guarantee concerning the quality of meat.

Recognizing the logo used for ethical labels



Fairtrade mark

This label provides the consumer a guarantee that foodstuffs have been produced (in developing countries) in fair working conditions and that farmers have obtained a fair price for their harvests.

✓ Storing food

Making sure that food is stored in proper conservation conditions is important for health, hygiene and food preservation.

Cold chain

Cold chain is a process used "to preserve hygienic, nutritional, and organoleptic qualities of food products, and to keep them healthy from the production stage to the consumer's kitchen. Cold temperatures limit or prevent microorganisms (which can cause food poisoning) from proliferating. Respecting cold chain means ensuring that refrigerated or frozen foods are permanently kept at their proper positive or negative temperature, according to regulations or label indications¹."

A **break in the cold chain** is the consequence of an increase in recommended temperatures: "any temperature rise causes and favors microbial growth, reducing the life cycle of the product. A healthy product may become unsafe, its appearance and organoleptic qualities may deteriorate²."

Most food poisoning are benign. However some germs, such as listeriosis, can cause severe illness.

There are precautions to be taken from the purchase date until the food is stored in the kitchen to avoid breaking the cold chain:

- Buy frozen and fresh foods at the end of your shopping.
- Place fresh and frozen products in a cool bag to keep them cold during transportation
- Limit as much as possible transportation time from shop to home
- Once you're back at home, start by storing fresh and frozen food in the fridge or in the freezer.

¹ <https://www.economie.gouv.fr/dgccrf/Publications/Vie-pratique/Fiches-pratiques/Chaine-du-froid>

² *Ibid.*

Tips to organize and store food products in the refrigerator¹

To avoid risks of food and fridge contamination:

- Remove secondary packaging: some micro-organisms can grow on cardboard and plastic secondary packaging to be found around some food products, such as yogurt packs.
- Protect partially consumed food products (opened cans, leftovers) in a plastic wrapping or in airtight containers.
- Allow hot foods to cool before storing them in the refrigerator (within two hours after cooking at room temperature).
- Raw food and cooked food should be packed and stored separately.
- Wash hands before handling food and after handling different products.

To help proper conservation of chilled food, you should store every food product in the proper place, according to temperature² :

- Store food products according to temperatures indicated on food labels.
- Make sure the refrigerator is set on correct temperature (+4° C). Depending on the model, the coldest part (0 to 4° C) can be in the upper or in the lower part of the refrigerator.
- Meat, fish, thawed products have to be stored in the coldest part.
- Dairy products, packaged products and ready-made dishes have to be stored on the middle shelves.
- Butter, eggs, vegetables and fruits can be stored in the warmest part of the refrigerator (door and vegetable compartment).

To avoid the risk of food waste:

- Organize your fridge so that products with a close deadline of consumption remain visible and can be consumed first.

Food conservation period

Here are some indications concerning the conservation period suitable for various kinds of food. Times given are indicative because they also depend on the state of freshness of the products at the time of purchase:

Food item	Conservation period
Raw meat	48h
Cooked meat	2 to 3 days (well wrapped)
Raw fish and seafood Poisson cru	24h
Cured meat	3 to 4 days

¹ Recommendations provided on the ANSES website:
<https://www.anses.fr/fr/content/r%C3%A9frig%C3%A9rateur-et-hygi%C3%A8ne-des-aliments>

² Recommendations coming from the Ministry of Agriculture and Food's website
<http://agriculture.gouv.fr/infographie-un-frigo-bien-range-des-aliments-mieux-conserves>

Home-cooked dishes (pasta, vegetables, etc.)	2 to 3 days (in an airtight container)
Pastries (with eggs and milk)	3 days
Opened cans	2 days (in an airtight container)
Opened milk bottle (UHT)	3 days
Opened milk bottle	2 to 3 days

Source: UFC Que Choisir

<https://www.quechoisir.org/conseils-refrigerateur-duree-de-conservation-des-aliments-dans-le-refrigerateur-n8507/>

UBD and BBD

The **"Use-by" date (UBD)** applies to perishable food and indicates the date beyond which consumption of the product may present a health hazard. It is preceded by the phrase "use by ...". Most of the time, this inscription is placed on foodstuffs to be stored in the refrigerator.

The **"Best before" date (BBD)** (in replacement of the former "optimal use-by-date") does not have the same mandatory character: consuming a product with the indication "best before the... / before the end of..." after due date will not affect the consumer's health: taste and texture may be altered, but it is still edible. Such is the case for pasta, rice or sugar.

✓ Menus and recipes adapted to different family members

Resources: websites

Recipes

The use of recipe websites can help to prepare various menus and to save time thanks to different tools dedicated to grocery list creation or customized menus (search by ingredient, by kind of dishes, by season, etc.).

The following list is not exhaustive:

- Cuisineaz.com <https://www.cuisineaz.com/>
- Marmiton.org <http://www.marmiton.org/>
- 750g.com <http://www.750g.com/>
- Odelices.com <https://www.odelices.com/>
- Cuisineactuelle.fr <https://www.cuisineactuelle.fr/>
- Supertoinette.com <https://www.supertoinette.com/>
- Manger Bouger <http://www.mangerbouger.fr/Manger-Mieux/Recettes>
- La Fabrique à menus <http://www.la-fabrique-a-menus.fr/front/#menu>

Basic recipes

French salad dressing (French vinaigrette)

Ingredients: vinegar, oil (canola, olive or walnut oil), possibly mustard, salt and pepper.

Place 1 teaspoon mustard, salt and pepper in a bowl, then dilute with 1 tablespoon vinegar and add 3 tablespoons oil. Shake well until combined.

Light salad dressing

The recipe is the same as the previous one, but you will have to replace the third tablespoon of oil with water.

Mayonnaise

Ingredients: 1 egg, mustard, oil (canola, olive or walnut oil), salt, pepper.

Take the egg out of the fridge a few minutes before making the mayonnaise. Place the egg yolk in a small bowl and mix it with 1 teaspoon mustard. Add salt and pepper. Slowly pour the oil into the bowl while whisking constantly until the sauce thickens.

Bechamel sauce

Ingredients: butter (or margarine), flour, semi-skimmed milk, salt, pepper, nutmeg.

Melt 15 to 20g of butter in a saucepan. Once melted, stir in the same amount of flour and continue stirring with a wooden spoon until it is well absorbed. Slowly whisk in milk (around 2 to 3 dl, according to the desired thickness) and stir milk and flour together until no lumps remain. Once milk incorporated and when the sauce begins to thicken, add salt, pepper and occasionally a little nutmeg.

Light Bechamel sauce

The recipe is the same as the previous one, but you will have to replace flour with cornflour.

French pastry pie crust

Ingredients: 200 g flour, 100 g butter (or margarine), water and salt.

Take the butter out of the fridge until it is waxy. In a large mixing bowl, sieve the flour and add small pieces of butter and a pinch of salt. Knead the dough and add a little cold water if necessary. Form a ball with the dough. In theory, the should rest around 1 hour in the refrigerator before rolling out. To get a shortcrust pastry, you only have to add an egg when making the dough.

Light pastry pie crust

Ingredients: 200 g flour, 1 egg, 30 g butter or margarine or oil, water and salt.

Sieve the flour in a mixing bowl and add a pinch of salt, the beaten egg and small pieces of butter. Add a little water and knead the dough. The dough should become soft. Spread the dough in the pie dish.

✓ Preparing meals

Preparing workspace

Organizing meals requires attention and respect for certain health and safety rules:

- **Washing hands** is essential before you start cooking and touching food, but also after each preparation task (peeling vegetables, handling boxes, washing dishes, etc.).
- **Clothing** should be specific to meal preparation. It includes appropriate shirt and shoes, which should be dedicated to work.
- **Hair** should be short or tied back. Avoid wearing jewels and a watch (unless they are under clothing).

- **Dishcloths** must be regularly changed: they carry germs which can multiply quickly because of humidity.
- Use **different cutting boards according to the kind of food**: for hygienic reasons, you should use one cutting board for raw meat and fish, and another one for cooked products and vegetables (once washed).
- Work on a **clean bench**.

Meal preparation time

When following a recipe, preparation and cooking times are mentioned. As an indication and according to the number of persons and requirements, it takes about 5 to 7 min to prepare a breakfast (time needed to prepare drinks and toasts); it takes around 15 to 20 min to prepare lunch and dinner.

Preparation time will necessarily vary according to the kind of meal: concerning breakfast, for example, time needed depends on whether you have to press fruits by hand or only to serve bottled fruit juice. Preparation and cooking times may also vary: they are not the same for a stewed dish and for a pasta dish.

To be efficient, it is better to be organized and proactive. For example: if you intend to prepare grated carrots with French dressing for dinner, and beef cooked with carrots for lunch, peeling all carrots at once will save you time.

Equipment

The following list is not exhaustive:

- 1 pressure cooker or cooker
- 1 set of pans with lids
- 3 frying pans of different sizes
- 1 heavy skillet with a cover
- 1 slow cooker with a lid
- 1 shallow gratin dish
- 3 molds: tart mold, bread mold, cake mold
- 4 mixing bowls of different sizes
- 1 kitchen scale
- 1 hand blender
- 1 deep fryer
- 1 measuring jug
- 1 set of kitchen knives
- 1 vegetable peeler
- 1 universal rasp
- 2 wooden spoons
- 3 spatulas: one PVC spatula, one wooden spatula, one hard plastic spatula
- 1 ladle, 1 slotted spoon
- 1 funnel
- 1 juicer
- 1 garlic press
- 1 pepper mill

- 1 can opener
- 1 corkscrew
- 1 sieve
- 1 strainer
- 1 whisk
- 1 rolling pin
- 1 salad spinner
- 1 pair of kitchen scissors
- 3 cutting boards (meat, fish, vegetables)
- 1 pair of oven mitts

Household appliances

There are four types of small kitchen appliances:

Hand mixer-blender

It is used to whisk and mix small quantities. Some of them are really complete and have several attachments such as metal whisks, dough hooks and a blending rod for soup. There are variations with only a mixer or a blender.

Blender jug (or blender)

It is used to blend soup, prepare beverages, mayonnaise, etc. In general, it can also crush ice and puree dried fruits. Bowls are more or less easy to lock/unlock. There is also a "cooking" version.

Kneading machine

As its name suggests, its use is limited. The appliance can become multipurpose if optional accessories are purchased.

Multi-use food processor

It can do almost everything: grate, slice, chop, mix, press, knead, etc. It may be complicated to assemble, disassemble, clean and store it. It can be placed on the bench. Some food processors can also weigh and cook.

Cleaning small kitchen appliances

After use, unplug the unit and clean it according to the instruction manual (by hand or using the dishwasher).

Traditional oven

- Gas fired or electric oven (with resistances at the top and at the base)
- Natural convection oven/conventional heat (with resistances at the top and at the base)
- Fan assisted oven (hot air circulates and is stirred by a fan located on the back wall)

Cleaning ovens:

- Catalytic self-cleaning ovens: the walls of catalytic self-cleaning ovens are coated with porous enamels which destroy most fats.
- Pyrolytic cleaning: the oven is heated to extreme temperatures of near 500°C during 2 or 3 hours. The glass of the oven door should always be cleaned manually with non-abrasive cleaners.

Steam oven

Steam ovens can cook, reheat without drying out, defrost, sterilize food, thanks to a water canister.

Cleaning

Clean after each use: empty the canister, dry the walls and the door glass.

Microwave oven

- Grill microwave
- Combination microwave

Cleaning

Regular cleaning of the walls, the inside surface of the doors and joints with a damp sponge (avoid using abrasive products)

Cooktops

- Induction cooktop
- Glass ceramic cooktop
- Gas cooktop
- Electric cooktop

Cleaning

Clean after each use according to recommendations provided in the instruction manual.

Cooking range

Cooking ranges are large stoves. Their cooktops usually include at least five gas burners. Most of the time, there is a wok burner to enable cooking with a wok and seize pieces of meat.

Cleaning

Clean after each use according to recommendations provided in the instruction manual.

Range hood

- Recirculating/Ductless range hood: draws dirty air before returning it back to the kitchen once filtered.
- External range hood: the lack of activated-carcoal filter improves the vacuuming efficiency and may require less maintenance.

Cleaning

Clean on a regular basis according to the frequency of use and following recommendations of the instruction manual.

Refrigerator, Freezer

- Combined refrigerator-freezers
- Top freezer-refrigerators
- Single door refrigerators

Cleaning and maintaining refrigerators

To store fresh products and avoid any contamination, the refrigerator must be set to proper temperature and should be kept clean. There is a measurement indicator, usually located in its coldest area (between 0° C and +4 °C).

It is recommended to empty, defrost and clean the refrigerator (including shelves and oven racks) once or twice a month with soapy water, then rinse it with a little vinegar or lightly bleached water and dry it with a clean cloth.

Kitchen safety

Kitchen is a place where many domestic accidents occur, especially with kids. Basic safety rules can help preventing them:

- Better use your stove's back burners and keep pot handles turned to the back of the stove (next to the wall).
- If pan catches fire, cover it with a damp cloth or a larger pot lid.
- Regularly check the electric cords of all appliances.
- Unplug, clean and store small kitchen appliances after each use.
- Never place a plugged electrical device near water.
- When moving knives, keep blade tips facing down.
- Knives should be placed with blade tips facing down in the dishwasher.
- Wear non-slip footwear

What to do in case of a cut¹ ?

The severity of a cut depends on its depth, size and location. Once checked that this is only a minor cut, it should be treated to reduce the chance of infection:

- Wash your hands with water and soap.
- Clean the cut with water and soap (or an antiseptic solution).
- Dry the skin around the cut.
- In case of bleeding, press on the wound with a dry compress, hard enough to stop the bleeding.
- Cover the cut with a sterile bandage.
- Check that your tetanus vaccination is up to date. If not, you should contact a doctor within 48 hours.
- Change the dressing every day and watch for signs of infection. In case of infection, call a doctor.

¹ <https://www.ameli.fr/assure/sante/urgence/accidents-domestiques/coupure-cutanee>

What to do in case of a burn¹ ?

The severity of a burn depends on its depth and its extent on the body. The first gestures are crucial to avoid it becoming worse:

- Run the burn under cool water (15-25 °C) for at least 15 minutes or as long as the burn still hurts: cool water will relieve pain and prevent burn extension.
- Never apply ice nor ice-cold water because it would damage the skin even more.
- Call for medical assistance if necessary.

Kitchen hygiene

Recommendations:

- Wash your hands on a very regular basis and dry them with single-use paper towel.
- Tie back your hair and avoid wearing jewels.
- Wash, disinfect and rinse benches, sponges and dish mops on a regular basis.
- Carefully wash, disinfect and rinse kitchen equipment (chopper, mixer, whisk, etc.)
- Wash, disinfect and rinse cutting boards after each use.
- Quickly clean any stains on the floor (fat, peelings, etc.).
- Cooked foods should not be in direct contact with raw foods.
- Don't allow animals in the kitchen.
- Do not put peelings on the cutting board but put them apart (in a bowl, for example)
- Carefully wash all fruits and vegetables before use.
- Separate waste.
- Throw away any suspect food (swollen cans, defrosted products).
- Check the condition and temperature of the refrigerator/freezer.
- Do not put food products on the floor.

Different cutting techniques

Thinly sliced: cut into thin slices.

Brunoise dice: cut into very small 2mm dices.

Julienne cut: cut into very thin sticks (length: 5 cm, thickness: 2 mm).

Large dice: cut into 1cm dices.

Small dice: cut into 3 to 4mm small dices.

Balls: cut fruits or vegetables into balls thanks to a melon baller.

Tagliatelle cut: cut vegetables into long and thin strips with a peeler.

Chiffonnade cut: roll up the leaves and start slicing vegetables over entire length.

Oblique cut (roll cut): cut vegetables into oblique slices.

Paysanne cut: cut into 1cm thin squares or triangles.

¹

<https://www.ameli.fr/assure/sante/urgence/accidents-domestiques/brulures-peau>

Different cooking techniques

Water cooking

Recommended equipment: stewpot, pot.

Type of food: suitable for starchy food, legumes, certain fish, pieces of meat and poultry.

Properties: vitamins and minerals are subject to deterioration in hot water. The longer foods are cooked, the more vitamins and minerals are lost. Therefore, foods are plunged into boiling water.

Steaming

Recommended equipment: large pot with steamer basket or electric food steamer.

Type of food: suitable for meat, fish, poultry, fruits and vegetables.

Properties: Steaming is an optimal cooking method to preserve flavors. Food can be seasoned with spices, herbs, condiments, a dash of olive oil or a slice of lemon.

Microwave cooking

Recommended equipment: better use glass dishes.

Type of food: suitable for all kind of food, but avoid eggs.

Properties: microwave cooking destroys vitamins and mineral salts, and provides no added value in terms of flavor. It is mainly used to reheat food.

Roasting

Recommended equipment: roasting spit.

Type of food: suitable for meat and poultry.

Properties: roasting destroys vitamins but preserves mineral salts. Roasting ensures a juicy and crispy meat with a golden brown skin.

Grilling

Recommended equipment: electric grill, barbecue, plancha.

Type of food: suitable for meat, poultry, fish.

Properties: grilling is a fast method of cooking, which generates hydrocarbons by burning fats and proteins. Hydrocarbons can cause cancer in the long term. Do not abuse it.

Deep frying

Recommended equipment: deep fryer, electric deep fryer.

Type of food: suitable for fruits, vegetables, meat, poultry and fish.

Properties: deep frying causes the formation of hydrocarbons. It is a high fat cooking method. Even more if food is coated with batter (doughnuts), which absorbs oil !

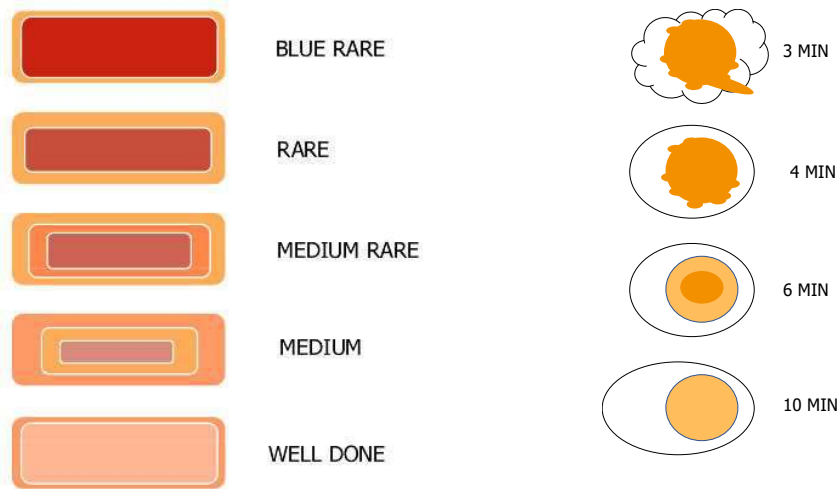
Stewing

Recommended equipment: cast-iron pot.

Type of food: suitable for meat and poultry.

Properties: vitamins are more and more destroyed during a long cooking time; however, mineral salts are preserved.

Cooking times



Cooking times		
MEAT AND POULTRY	NET WEIGHT	COOKING TIME
Boneless leg of lamb	800 gr	30 min
Beef (round)	800 gr	30 min
Hamburger	250 gr	7 to 8 min
Duck breast	400 gr	13 to 14 min
Turkey breast	750 gr	15 min
Minced turkey or chicken	600 gr	15 min
Rabbit	800 gr	25 min
Pork « filet mignon »	500 gr	30 min
FISH / SEAFOOD	NET WEIGHT	COOKING TIME
Steaks or pavés	500 gr	15 min
Filets	650 gr	10 min
Large cubes	400 gr	12 min
Scallops	400 gr	5 min
Prawns	500 gr	8 min
Mussels	1 kg	15 min
VEGETABLES	NET WEIGHT	COOKING TIME
Artichoke		25 to 35 min
Asparagus		20 min
Eggplants		10 min
Carrots		15 min
Cauliflower		20 min
Zucchini		20 min
Spinach		5 min
Turnips		20 min
Fresh peas		3 to 4 min
Leeks		15 min
Potatoes		20 min

Preserving prepared food

During consumption of food items:

- For sensitive foodstuffs, limit exposure to room temperature and make sure they are stored in the refrigerator immediately after use
- Part eaten food should be consumed quickly.

Recommendation on freezing and thawing dishes

- Never refreeze a product once thawed: thawing process boosts the growth of bacteria. Refreezing a product which has already be thawed would favor bacteria growth even more and could cause food poisoning.
- Do not thaw products at room temperature.

Thawing tips

Frozen food should be thawed in the refrigerator (it is necessary to anticipate thawing time), by using the defrost setting on your microwave, or directly cooked in a pan or a pot.

Freezing tips

- Place the food item in a container suitable for freezers, indicate packaging date and check temperature (-18°C).
- You can freeze any kind of food. However, you should avoid freezing fresh cheese or salad.
- Better blanch raw vegetables (that is putting them a few minutes in boiling water) before freezing them.
- Never place hot food in the freezer or in the refrigerator to avoid breaking the cold chain.

Practical tools

Mathematics for cooking

Mathematics is used for cooking, because you have to:

- deal with conversions: weight in grams \Rightarrow pounds, temperature in degrees Celcius \Rightarrow Fahrenheit
- add or divide ingredient quantities: for example, in a crepe recipe (see example below), it can be indicated that you have to mix $\frac{2}{3}$ of the 500 grams of flour needed with eggs and milk, and then add the last third.

Guideline: the cooking recipe provides ingredient quantities for a certain number of people. Therefore, you will need to change quantities for each ingredient to adjust the recipe to the number of servings planned.

Example:

Crepe recipe – Ingredients for 6 servings (around 20 crepes)

- 6 eggs
- 500g flour
- 1l milk
- 2 tablespoon oil

☞ If you wish to adjust this recipe for 12 people, you will have to multiply all quantities by 2. It is a proportionality rule.

☞ If you wish to adjust this recipe for 3 people, you will have to divide all quantities by 2 instead.

Table of equivalence

Equivalence	1 level teaspoon	1 level tablespoon	1 mid-size cup
Powdered sugar	5g	15g	200g
Flour, semolina	4g	12g	100g
Butter	5g	15g	200g
Fresh cream	5ml	15ml	175ml
Oil	5ml	15ml	-
Cocoa powder	5g	8g	80g
Coffee	6g	15g	75g
Salt	5g	15g	-
Pepper	2g	5g	-
Rice	7g	20g	150g
Grated cheese	4g	12g	65g

Conversion table (weight/volume)

Kg Kilogram	Hg Hectogram	Dag Decagram	G Gram	Dg Decigram	Cg Centigram	Mg Milligram
1kg	0,1 kg	0,01kg	0,001 Kg			
1000g	100g	10g	1g	0,1g	0,01g	0,001g

l Liter	cl Deciliter	cl Centiliter	ml Milliliter
1l	1dl	1cl	1ml
1000ml	100ml	10ml	0.001l

✓ The art of the table

According to the employer's requirements, the domestic worker can have to lay the table and to serve daily meals in an informal way. The domestic worker may also be occasionally required to do these tasks for more formal meals.

Some useful tips

- Develop the habit of checking that dishes are clean before laying the table.
- Use clean and dry dishcloths to avoid carrying bacteria and bad smells.
- Consider bringing a mat, a jug of water, napkins, utensils to serve the meal.

Examples of good practices

- Remember to smile.
- Be discreet.

It is essential to remain discreet and to respect the employer's privacy. The domestic worker must never disclose information heard or seen during service delivery. Do not listen to conversations nor participate without being invited by the employer.

- Consider wearing conventional and clean clothes.

A white shirt and black pants will be fine. The more conventional clothes are, the better it is.

✓ **Valuation of remaining food**

There are more and more private and public initiatives fighting against food waste these days, at national and international levels.

For example, "gueules cassées" is an initiative created in France and developing in other countries to value and sell (at lower prices) consumable food items which have minor imperfections and are usually thrown away. The logo of this brand is a smiling "ugly apple" to help you recognizing the concerned products:

<http://www.toogood-towaste.com/>

A number of anti-waste actions have already been provided previously. Here is a summary of good practices to be applied on a daily basis in order to contribute to the prevention of food waste:

- During grocery shopping, buy only the necessary amount of food.
- Pay attention to expiry dates.
- Store food properly (following label indications).
- Organize food in the refrigerator and place foodstuffs with the closest UBD at the front edge of the shelf.
- In case the employer does not wish to eat leftovers, make sure to cook proper quantities.
- Use leftovers in new dishes to avoid throwing them away. There are more and more cookbooks and cooking websites proposing simple recipe ideas to cook leftovers.

Examples:

<http://agriculture.gouv.fr/des-recettes-anti-gaspi-0>

<https://www.cuisineaz.com/diaporamas/anti-gaspi-1523/interne/1.aspx>

- Value fruits and vegetables which have lost their freshness: for example, wilted vegetables can be cooked in a soup, a puree or a coulis. Overripe fruits can be used to prepare compotes, smoothies or a crumble.

Examples of anti-waste recipes¹

- *A cake with leftovers from the fridge:* once a smooth dough obtained (the basis of a cake is always made of flour, yeast, eggs and olive oil), add ingredients available: ham, smoked salmon, olives, goat cheese, cherry tomatoes, grape, etc.

- *A ratatouille crumble:* to prepare this salted crumble, mix 45g butter, 45g flour, 20g breadcrumb, 20g parmesan cheese and poppy or squash seeds. Add salt and pepper. Place the ratatouille on the bottom of a baking dish, occasionally add herbs (laurel, thyme), then cover with crumble dough. Bake for 20 min.

¹ Both examples come from the Ministry of Agriculture and Food's website:

<http://agriculture.gouv.fr/des-recettes-anti-gaspi-0>

MODULE 4 ADAPTING COMMUNICATION TO DIFFERENT SITUATIONS

Training contents

✓ The role and basic principles of communication

To communicate comes from the Latin word *communicare* meaning “to be part of, share”, and “enter a relationship with.”

Communication is the action of sharing information.

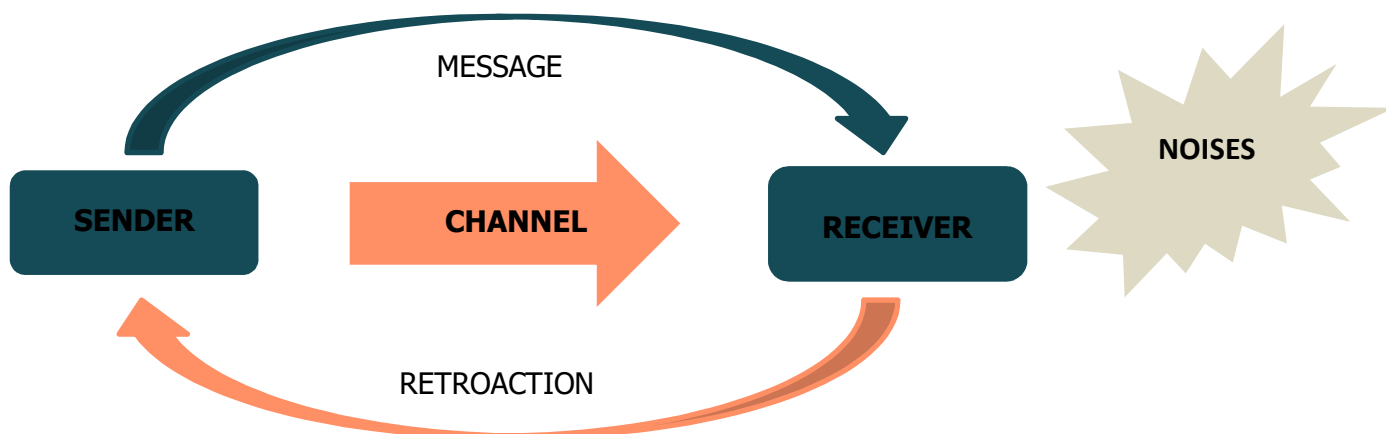
Communicating is a social need which is the base of a relationship between individuals.

Communication pattern

For communication to happen, at least two people must be involved: the message sender and the message receiver. The receiver is able to interact and provide an adequate response to the message received providing she/he:

- Hears the message;
- Understands the message;
- Analyses the message.¹

Broadly speaking, communication relies on various elements as follows:



Communication pattern

The *sender* is the person who sends the info.

The *receiver* is the recipient of the information.

A *message* is the information shared.

A *channel* is the medium used to convey information.

Retroaction is the receiver’s response; the receiver becoming in turn the sender.

Noises are elements which can be harmful to the quality of communication.

Communication goals

¹ Jacqueline Gassier, Corine Cordon, *Diplôme d’Etat d’Auxiliaire de vie sociale*, Paris, Masson, 2004, p. 407.

Communication prevails in both private and collective spheres and plays many various roles. It notably helps to:

- inform and disseminate information,
- create bonds between individuals,
- persuade,
- influence,
- convey a positive image of oneself.¹

Communicating at home in a professional context

As part of their duties, domestic workers will have to handle communication of various frequency and type depending on the tasks assigned and the employer, and in various contexts.

When the spectrum of tasks is limited to cleaning the house and laundry or preparing meals for working people, domestic workers usually work totally autonomously and have little contact with employers. If the domestic worker works for an elderly person who she/he accompanies out, or if she/he looks after children after school, in addition to housecleaning tasks, then situations where communicating is required are therefore more diverse and frequent. In any case, the domestic worker must strive to establish and maintain a link with the child or the elderly person she/he is caring for, as well as with parents or any other adult she/he works for.

The main communication times we can identify between the employee and the employer are the following:

- Job interview;
- Interim assessments (of recurring tasks, a specific assignment, a usual task);
- Occasional meetings (management of setbacks such as delays or absences, questions about paid leave, salary, etc.);
- Adjustment interview (if there is an issue for the employer or the employee);
- Care of children or independent elderly person.

The aim of these meetings is to:

- collect information regarding the employer/family's needs and expectations;
- disseminate information regarding activities performed;
- define the scope of work together;
- express, when relevant, opinion or advice;
- communicate about an issue encountered by the employee or the employer in order to solve it together (a task that could not be performed; the employer is not happy with the result; the domestic worker does not understand something or does not know how to perform a certain task required by the employer; necessary material is missing or faulty; deterioration of the relationship; etc.) or prevent it from happening (in case of absence or delay; or incident).

¹ Tool kit: [http://www.cerpeg.fr/arcu/index.php?title=Le langage verbal et le langage non verbal](http://www.cerpeg.fr/arcu/index.php?title=Le_langage_verbal_et_le_langage_non_verbal)

The different forms of communication

Verbal communication

It is based on the oral or written use of words. Oral communication is based on the immediate nature of speaking and the interaction between two or more people.

Written communication targets one or several very specific recipients via a document. It may be a letter, email, text message, etc. With this form of communication, the response is not immediate, and the creation of the message requires more thinking and time for the choice of words -essential for the message to be comprehensible. In the professional world, written communication leaves a written trace of what has been accomplished or observed.

Non-verbal communication

Non-verbal communication refers to all the means of communication other than language and words. It is used to express emotions, feelings, rites (handshakes or waving to greet, thumb up to show your approval, etc.). It comprises all the signs, gestures and mimics expressed through the body: we speak about body language.



Main non-verbal cues and their expression

Other meaningful elements must be considered when communicating:

- silence: the absence of speech may mean different things depending on the situation. Silence can be a sign of interest, boredom, discontent, or reflection
- interpersonal distance and body contact
- How people dress and look.

The meaning and value given to these different signals may vary considerably according to cultures: visual contacts can be more or less sustained, physical distance more or less big, etc.

If relevant, non-verbal communication can reinforce the verbal message. Conversely, if it is not relevant, it clouds the original meaning of the verbal message. We speak about congruent communication when verbal and non-verbal communications converge (i.e. the facial expression, gestures, attitude, voice, etc. are consistent with the words) and blocked communication when verbal and non-verbal communications diverge. An idea may indeed be expressed through words but may be reflected totally differently through the body.

Verbal and non-verbal communications are therefore complementary: voice intonation and the way of saying things greatly modify the meaning of a word or sentence.

Through their tasks and especially the ones related to care, i.e. when in contact with children and elderly people, domestic workers must use non-verbal communication such as smiles, nods, gestures, postures. They must also pay attention to the person's non-verbal cues.

✓ What is efficient communication?

Obstacles to communication ("noises")

We may sometimes send confusing or negative non-verbal messages involuntarily. These obstacles, which can come from both the sender and the receiver, are harmful to communication:

Speech-related barriers

⇒ Level of formality in language

Depending on the context, an idea may be expressed in different ways:

- Formal language: it is the language used in literature or in a professional environment. It is not spontaneous and is based on the written form;
- Everyday language: it is the language used in everyday life;
- Informal language: it uses colloquialisms and slang. It is characterised by spontaneous speech, based on the oral form.

Within the scope of the domestic worker's tasks, everyday language is the most adequate to communicate with the person or family she/he cares for. Informality, both in terms of behaviour and language, is to be avoided by any professional.

⇒ *Speech flow*

It is the speaking rate. For an oral message to be well understood, it is important not to speak too fast (which is often the case in situation of stress), nor too slowly.

⇒ *Articulation*

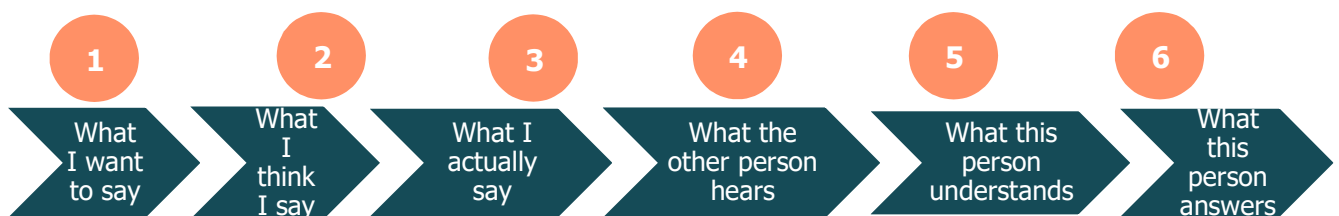
The manner of uttering words. In order to be understood, a person must enunciate words clearly and distinctly.

⇒ *Semantics*

The message may lack clarity, be confusing or incomplete; it may also contain ambiguous double-meaning words (polysemy, i.e. a word with multiple meanings, or homophony: words that are said the same way but are spelled differently and with a different meaning).

⇒ *Distortion of information*

The initial message may be distorted and there may be a discrepancy between what the sender means, what she/he actually says, and what the receiver understands:



It is essential to choose simple words and make sure the message has been well understood by the other person. Also, it is necessary to make sure you have correctly understood what the other person said.

⇒ *Facts, opinions and feelings*

Failing to distinguish between facts, opinions, and feelings may lead to misunderstandings. During a conversation, it is thus important to know what the person talks about. Whether it is:

- a *fact*: objective, precise, indisputable piece of information
- an *opinion*: assessing, judging situations or people ("this person is cold")
- a *feeling*: expressing what we feel ("I feel...", "I (dis)like this a lot", "I have a feeling that...").

Psychological barriers

⇒ *Lack of receptiveness*

The receiver of the message may be tired, ill, having a bad day, anxious, busy doing something else, etc.

⇒ *Stress level*

Stress can cause to misunderstand a message and use negative or incoherent non-verbal cues. Whether voluntarily or not, the body betrays our thoughts and this leads to inappropriate behaviours in the professional world: showing signs of impatience or annoyance (looking at your watch, nervous tics like tapping your foot or interrupting), being defensive (raising your voice) or aggressive (clenched jaw/fist, raising your voice, sudden movements), etc.

Context-related barriers

⇒ *Surrounding environment*: too loud, disturbances (TV on, cell phone ringing)

⇒ *Cultural differences*

Depending on countries and cultures, non-verbal communication is more or less present, and the meaning assigned to these cues may be different. For example, in some cultures hands are used to support verbal speech, in others facial expressions are rather used to show emotions, or in some others no sign of feeling or emotion is shown, and messages are essentially conveyed through words. This requires observing and adapting to avoid misunderstandings.

On the other hand, each individual has her/his own system of beliefs and values: it is through them that she/he sees the surrounding world, sometimes overlooking the fact that they are not necessarily shared by everyone.

How to overcome these stumbling blocks

Barriers to effective communication can be avoided in different ways:

Listening

Listening consists of making oneself available (on an intellectual, physical, and emotional level) to understand and analyse verbal and non-verbal information delivered by the speaker. It contributes to facilitating interactions between the domestic worker and the employer and fostering mutual understanding.

Active listening

In a conversation, listening is not sufficient: it is also important to show you are listening and check the understanding of what has been said.

Active listening consists of paraphrasing and asking questions in order to make sure you have understood the speaker's message and demonstrating it. This technique was developed by Carl Rogers, an American psychologist. Based on goodwill, it is the basis of a counselling technique but can be applied to various domains. Its principles are based on empathy and neutrality, the need to listen without interrupting, focus on the speaker, avoid judging, rephrase, and check what you have heard is correct.¹ Within the scope of the domestic worker's tasks, active listening can contribute to improving the relationships between the employer and the family, gathering info about their need, establishing and maintaining the link with the child or the elderly person cared for, or handling conflict.

⇒ Questioning

It helps clarify and explain what the speaker says. Depending on the job duties and the type of conversation, the questions asked may be open-ended (preferred) - e.g. "What do you think?" - to facilitate the dialogue (difficult situation such as tension or conflict, counselling) or closed-ended to gather factual information (about needs).

⇒ Rephrasing

Rephrasing consists of repeating, by paraphrasing or summarising what the speaker said, to ensure you have understood well. It is often introduced by phrases such as "you mean...", "In other words...", "If I've understood correctly..."

¹<https://psychotherapie.ooreka.fr/astuce/voir/724433/ecoute-active>

Non-verbal signals

Non-verbal communication also helps show attention to the speaker, these behaviours being often natural: they consist of leaning towards the person, keeping an open posture (arms uncrossed), sending signals demonstrating comprehension and/or approval (nods).

✓ Managing difficult situations

Stress management

Stress is “an automatic response whose primary goal is to help a person survive danger or overcome difficulties, either by eliminating the threat or adapting to the circumstances or fleeing.¹” Even though it may initially be a positive response, it may also have negative effects on the well-being, health, and communication, especially if it occurs frequently.

Stress factors

Work-related stress factors can be classified into six categories²:

- work intensity and schedule (complexity, excessive demands, difficulty achieving work-life balance);
- emotional demands (required to conceal emotions, tensions with the public);
- lack of autonomy
- deterioration of workplace social relations (conflicts, lack of recognition);
- value conflicts (ethical issues);
- insecure employment situation (fear of losing one’s job, uncertainty regarding the future of one’s job).

Besides these general factors, some more domestic work-specific and -related constraints generate stress:

- Working fragmented hours: the work schedule can be fragmented and concentrated on specific time slots (early morning, noon time, late evening) leaving sometimes gaps in the schedule or, conversely, leaving little room for manoeuvre to manage unpredicted events occurring at home or between two shifts (potential commuting issues);
- It is a very demanding job physically (carrying loads, tiring and repetitive postures) and/or psychologically speaking (working long hours or not feeling you’re qualified for the tasks required by the employer): the individual employer may have a hard time estimating the workload accurately (he hasn’t received training for that);
- Having independence in one’s work is positive and rewarding but working at the employer’s home is odd and can make the domestic worker feel isolated in her/his professional life;
- The domestic worker may be faced with recurrent excessive or ambivalent demands from the employer or the family (demands that go beyond the scope of their professional duties, e.g.: providing care, looking after a baby);
- The lack of recognition exists in all industries, but it is especially true of domestic work due to its poor image and all the stereotypes associated with it (financial and symbolic stigma);
- Tensions or conflicts with the employer are of particular importance.

¹ https://www.ulg.ac.be/cms/c_2847451/fr/definition-du-stress

² This information comes from the website of French National Research and Safety Institute for the Prevention of Occupational Accidents and Diseases:

<http://www.inrs.fr/risques/stress/exposition-risques-facteurs-stress>.

In addition to everyday hassles, stress for the employer can come from difficult adjustments to life changes and events: retirement, emotional and private life, parenthood (birth, children leaving the house, etc.).

Stress-related signs

Common signs of stress include increased heart rate, irritability, lump in the throat feeling, nervous twitches or difficulty to concentrate.

Ways to solve it

Symptoms are numerous and various but there are ways to control them better:

- Time management is one of them: establishing priorities and anticipating setbacks help to channel daily stress.
- Establishing simple rules and mutual commitments with the employer can help to reduce stressful situations and facilitate good relationships (listening without interrupting, being polite and kind in all situations, giving notice in case of absence or problem, not putting off saying when something is wrong, committing to finding avenues for improvement, having clear demands, etc.)

Other techniques, more or less suitable depending on the person, may be explored before choosing one of them¹:

- Breathing techniques: mastering breathing techniques helps to increase oxygen levels and decrease blood pressure. These exercises can be practised anywhere and at any time;
- Relaxation techniques: the goal of relaxation is to achieve a deep state of rest in all the parts of the body by eliminating stress-induced tensions. There are different relaxation techniques;
- Meditation: consists in fully engaging in reflection and therefore, with lots of practice, setting aside emotions and thoughts.

Facing others' negative emotions

When facing others' stress, aggressiveness, anger or sadness, it is not always easy to know how to respond, especially in a professional setting and in particular at the employer's house. Each situation being unique, there is no magic solution. However, some behaviour can help to defuse difficult situations: identifying/understanding causes and mechanisms helps to anticipate, adjust one's behaviour, and protect oneself, all of it through observation and distance, and by keeping calm and firm.

Most of the time, aggressiveness is caused by fear, anger, feelings of injustice or helplessness which have not been expressed. If the aggressive or violent reaction is handled with aggressiveness in turn, it makes it worse. Listening, communicating, and understanding others are on the other hand more appropriate responses².

¹ https://www.ulg.ac.be/cms/c_2847494/fr/lutter-contre-le-stress

² Jacqueline Gassier, Corine Cordon, *Diplôme d'Etat d'Auxiliaire de vie sociale*, Paris, Masson, 2004, p. 419.

Conflict management

Sources of tension and conflict vary but here are some warning signs which require a response from the employer and/or domestic worker. The professional relationship binding them cannot be considered from a simplistic, black-and-white point of view (the employee is always wrong/the employer is always wrong). Please see table below showing the main examples of difficulties likely to generate tensions on both sides:

The employee	The employer
Lack of punctuality/repeatedly late	Excessive/taxing requests
Poorly accomplished task	Non-constructive criticism
Overlooks some tasks	Lack of recognition
Refuses to perform a task	Does not listen well enough
Does not follow instructions	Degradation of working conditions
Lifestyle choices called into question	Unclear demands
Incomprehension	
Change of behaviour	
Inappropriate comment	
Excessive informality	

How to solve a conflict

Mrs MARTIN has asked the grandmother of the children you look after to come for a week. She has told you and she requires that you take a week off. It is not convenient for you as you have planned a trip with your family and want to take all of your paid holidays off for this trip.

First, Mrs MARTIN does not care: she does not need your services that week. For your part, you check with the legal authorities and find out Mrs MARTIN is within her rights. After having written to Mrs MARTIN, you meet up with her to explain your problem. By the end of the meeting, you have found a solution that works for both of you: you will work 2 hours extra every week to make up for the imposed week off.

A conflict is an opposition between people: ***"Mrs MARTIN does not need your services and you need your week off."*** It is loaded with emotions such as anger, fear, sadness, resentment, or even aggressiveness and/or violence.

Disagreeing does not necessarily mean conflict. Conflict often occurs when one of the parties tries to assert their position without taking into account the others' positions. ***Mrs MARTIN is within her rights.***

It is necessary to solve this disagreement. Both the employer and domestic worker must try to understand and analyse what separates them and find a solution by meeting up and talking. ***You have found a solution...***

Small tensions are inevitable, but it is better to settle them immediately to avoid them from building up, as well as tell the employer everything that is bothering you or that could impede your work. A long-term conflict is likely to degrade working conditions and consequently the quality of your work. If it is not handled well, it generates resentment and deep disagreements which can lead to a breach

of contract. On the other hand, when it is handled well, it can reinforce the trust between the employer and her/his employee.

Tips to defuse a tension or handle conflict

- **Channel you stress:** keeping calm helps to communicate better with the other person.
- **Regulate your emotions.**
- **Listen:** listening fosters empathy for this person.
- **Be aware and respectful of differences** which can separate you. It is important to be respectful and listen to the other's point of view.
- **Establish priorities:** conflict resolution shall take priority over being right. Maintaining a good relationship must come first.
- **Forgive**
- **Prevent conflicts** by maintaining good communication.

✓ **Soft skills**

Soft skills refer to interpersonal and behavioural skills that enable someone to adopt the relevant attitude and behaviour according to the context, situation, and person. When applied every day, these skills -just as adopting a professional attitude- also help to prevent conflict and difficult situations.

Etiquette

Politeness refers to social customs and etiquette which define the appropriate way of behaving and speaking with other people. Its objective is to regulate social interactions and facilitate, through a common code, communication between people. In everyday life, it is reflected in the use of words and phrases such as:

“-Hello madam/sir”

“-Good bye”

“-Welcome”

“-Sorry”

“-Excuse-me”

“-Please”

“-Thank you”

It is also reflected in specific attitudes and behaviours: smiling, choosing an outfit adapted to circumstances, not cutting off people. Not following these rules may be perceived very negatively by others, especially in the professional world.

Social skills

Several skills are sought after by employers and should be highlighted:

- Good social skills: ability to listen well, empathy (especially important when caring for children and elderly people), friendliness.
- Integrity and ability to take responsibility without hiding behind false pretences to justify the poor quality or late delivery of a task.
- Loyalty: e.g. even in case of difficulties encountered with a former employer, you should under no circumstances denigrate this employer.

- Honesty: be honest with your employer about what you can do or whether you need help with something in particular to try to find common ground. This approach can reassure and prevent tensions.

✓ Professional attitude


Creating a professional relationship

The domestic worker principally works in people's house performing domestic tasks and providing care. She/he works for families, working single people or couples, children, elderly people, etc. Despite this great diversity in terms of public and activities she/he may be entrusted with, there is one recurring aspect: the need to establish a healthy professional relationship based on trust, discretion, and mutual respect, always within the boundaries of professional duties. A good relationship needs to be cultivated on a daily basis and by both sides.

In the long-term, the domestic worker and the person/family cared for may create bonds. However, one must not forget your employee is not a friend, nor a family member, but a professional working in a well-defined and limited framework. Any invasion of the employer's intimacy and privacy is crossing professional boundaries.

There are several types of violations in the relationship between employer/domestic worker which can have an impact on working conditions and the quality of work performed: change in roles (the worker takes the place of the child, grandchild, confidant), interference in the employer's/employer's family private life, or infantilisation (especially when in the care of an elderly person).

Examples

Hello Mrs MARTIN, your dress is beautiful! 

Hello Mrs MARTIN, what a beautiful dress! Was it expensive? 

"Mrs DUPONT is like a grandmother to me." I call her granny. I have been working for her for a long time, I know her children and even her grandchildren. I like her a lot and she loves me like her own daughter. And I can say I do more for her than her own daughter. She tells me lots of personal things and I can say I consider her as someone from my own family."

The first example shows the difference between a compliment and an intrusive question (nosy question).

The second example is a case study which addresses the issue of boundaries between professional and private life. The boundary is so blurry there that it seems abolished, creating confusion between the private and professional spheres.

Here are some rules to abide by in order to maintain good relationships with the employer/family:

- Maintain a professional distance.
- Do not reveal too much about your private life.
- Do not denigrate a person (relative or other) that is close to the employer.

Dangers of being too familiar

This refers to a close relationship between people similar to that between relatives.

The simple contractual framework which binds the relationship between employee/employer should be sufficient to create a distance and prevent any informal attitude (from either side), e.g. using the informal form of "you" as opposed to the formal form or using nicknames.

However, it is not as simple as it seems: working in someone's home is very strange in the sense that the domestic worker's workplace and the employer's private space are one single place. Without the adoption of a professional approach and clearly defined boundaries, informality is a trap which removes barriers and can result in issues such as bullying, showing disagreement in front of a third party, or even making excessive requests presented as services and therefore difficult to refuse.

✓ Communication means and tools used with the employer

Collecting information about needs

Gathering information helps the domestic worker identify the employer's needs by defining which tasks must be performed, how often and how, as well as the family's characteristics and habits. Gathering information is also a way of adjusting and customising your work, therefore providing quality services without offending the person or her/his family due to a lack of knowledge of her/his habits and lifestyle. Based on observations but also clear and precise questions to the employer, the domestic worker will be able to list everything that may influence the organisation and the performance of her/his work:

- cultural and religious practices: they may affect the preparation of meals or the cleaning of the house;
- the type of language must be adapted to the employer;
- family: composition, concept, background;
- eating habits: food to avoid due to a medical diet and personal choices, organic/halal/kosher products, usual shops, etc.;
- Cleaning products and material used;
- ...

This implies that the domestic worker commits to respecting the employer and her/his family's culture, religion, and life choices.

Transmissions

Domestic work requires lots of autonomy as tasks are often carried out when the employer is absent. Most of the time, when the domestic worker starts her/his shift, the employer has already left for work. To avoid misunderstandings, it is therefore essential to provide the employer with information regarding the nature of the tasks accomplished, their place and frequency.

This is why transmissions are necessary. In the field of domestic work, transmissions refer to all the means used to transmit information between the domestic worker and the employer in order to trace the tasks performed and facilitate communication between them. Also, they allow for a better understanding of instructions, which helps meet demands.

Transmissions may be oral or written. These two ways of communicating are frequently opposed, the oral form being prioritised over the written form. This can notably be explained by the universal character of speech in all societies (which is not the case for the written form) and the natural character of oral language acquisition (writing is taught at school)¹. They are however complementary.

Oral transmissions

There are two kinds of oral messages:

-*Face-to-face*, which involves listening to the message and being attentive to non-verbal communication cues.

-*Phone*, which involves relying solely on verbal communication to understand the information transmitted. Rephrasing is a good way to ensure the message was heard or received. Taking notes during the conversation or preparing notes beforehand may be useful to avoid forgetting something.

Written transmissions

During her/his work, the domestic worker may have to carry out a variety of activities ranging from cleaning the house to doing the laundry or preparing meals, and caring for children or elderly people. She/he must leave a trace, a proof of her/his activities to describe what was done and observed.

The *communication log* is a tool used for daily communication with the employer. The objective of using a simple notebook is to transmit crucial information related to the domestic worker's professional activities. The notebook is like a log book/ a record of all the tasks performed. Its role is essential, especially when the employer is not around: it is sometimes the only liaison between the employer and the employee. The employee reports her/his observations in it, as well as her/his comments or suggestions. The employer writes the tasks assigned in it and potential comments and questions.

The information recorded in the communication log may be used as references to plan future activities.

A few tips for the use of this tool:

- It stays in the employer's house, so her/his family can consult it;
- It must always be kept in the same place;
- It is only used to record factual information (a cleaning product that needs to be bought, notify about any device failures or a bulb that needs to be changed, etc.) which may be useful to the employer (no need to detail everything for each activity) about the tasks performed (starting the washing machine, ironing, changing bed linen, etc.) or the people cared for (refusal to eat, agitation or good participation in a game, anger, etc.);
- Make sure you write the date and sign after each workday;
- It must be consulted by the domestic worker at the beginning of the workday (to read the instructions left by the employer) and updated at the end of the workday.
- Information must be accurate and written with short sentences and simple words to describe what has actually been described, the child's behaviour, etc.
- writing must be legible and comprehensible. Spelling and grammar are not essential, information is.

¹ Eric Bidaud, Hakima Megherbi, « De l'oral à l'écrit », dans *La lettre de l'enfance et de l'adolescence*, n° 61, 2005/3, p. 19-20.

Some elderly people may resent the idea of having information about their daily lives recorded in this notebook. In order to establish a relationship based on trust and reassure them, it is important to explain to them what the purpose of the communication log is and tell them what is written in it.¹

On the other hand, the communication log is not there to settle a disagreement between the employer/family and the domestic worker. In case of disagreement or tension, a conversation is necessary, so it is advised to organise a face-to-face meeting in order to solve the problem.

12/02/18	KITCHEN	I have changed the filters of the extractor hood.
	MEAL	There is quiche and lettuce in the refrigerator
	HALLWAY	The light bulb burnt out
<i>Signature</i>	I'm planning to wash the freezer in the laundry room next week, thank you for not charging it. I'll come Friday 20/02 at 9:00 if that's ok with you. Have a good week, Marie.	

Examples of information recorded in the communication log

Depending on the employer's habits and the type of tasks, text messages can complement messages written in the communication log.

Mrs DUPONT is ill...
Mrs DUPONT is ill!



Mrs DUPONT is ill
Mrs DUPONT is ill?



Make sure your punctuation is correct and the use of emoticons is relevant.

✓ **Family types**

In their job, domestic workers must work with different types of families. The composition of the family influences the nature and conditions of the domestic worker's work. This is why it is essential to understand how the family works- via observation, information about their needs or other types of communication- to best meet their needs.

A family is a group of people related to one another by blood, marriage or adoption.

Family models have evolved a lot over the past decades in Europe, as well as the relationships between parents and children. Especially in France², these changes result from a series of trends such as:

- redefinition of women's role
- assertion of children's identity, independence, and rights,
- decline in marriage,
- increase in the number of divorces and separations,

¹ <http://www.domidom.fr/domimag/18-prise-en-charge/l-utilite-du-cahier-de-liaison>

² Gérard Neyrand, « Evolution de la famille et rapport à l'enfant », *Enfances & Psy*, 2007/1, n° 34, p. 144-146.

- increase in the number of births out of wedlock,
- increase in single-parent families,
- emergence of blended and same-sex families.

Today, the main types of families are the following:

Nuclear family (traditional)

Composed of two parents (married or not) with one or more children.

Single-parent family

Composed of a single parent and one or more children. This family model is more and more frequent due to the increase in divorce rates and separations.

Same-sex family

Homosexual couple with one or more children.

Blended family

A couple, married or not, with at least one child born from a previous relationship.

✓ **Culture and cultural diversity**

According to the definition given by UNESCO, culture is “the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.” Also, “in our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together”: as “the defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity.¹” These definitions lay the foundations for the acknowledgment of cultural differences and promote intercultural dialogue.

Because they live in multicultural societies, people meet people from different cultures both in their private and professional lives. In some situations, and due to the aforementioned barriers, these differences can be the source of misunderstandings, or even conflicts. The best attitude to adopt to avoid these pitfalls is to strive to understand others better, including their values and how they function.

It is impossible to fully know someone else’s culture or even one’s own. Friendly curiosity and open-mindedness are two key dispositions necessary to get to know a culture well. It is also advised to demonstrate the following aptitudes to maintain good relationships and effective communication with the employer, whatever her/his family situation and cultural environment:

¹ http://portal.unesco.org/fr/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html

-*Respect*: respect people, their privacy, habits, cultures, and beliefs. Each individual has her/his habits and points of reference. The family and the worker must agree together on rules regarding confidentiality (conversations, information), schedule, the person's or her/his family's routine, beliefs and opinions.

Example:

Mrs MARTIN's armchair is always positioned diagonally in front of the TV. You find this strange and well-intentioned, you put it directly facing the TV, so Mrs Martin can be right in front of it. Mrs Martin asks you to reposition her armchair diagonally, as she is hearing impaired on one side and she needs to have her "good" ear facing the television.

-*Tolerance*: consists of accepting without judging a way of thinking that is different from yours. For example, if the employer is a vegetarian, I won't offer meat to her/his children (except if the employer asks you to);

- *Discretion*: e.g. the employer takes antidepressants and sees a psychiatrist. This is none of the domestic worker's business who should under no circumstances reveal this fact. However, even though she/he is bound by the secrecy obligation, the domestic worker is required to inform competent authorities if she/he estimates that someone is in danger (breach of trust, abuse, mistreatment, etc.);

-*Empathy*: consists of feeling others' emotions, putting oneself in others' shoes. This behaviour is valuable when you want to prevent misunderstandings and tensions.

-*Benevolence*: this way of being involves adapting to other people, customising your services, working with positive intentions.

-*Confidence*: it is the basis for successful collaboration. The domestic worker must try to create a climate of trust with the person/family she/he works for. It is important to remember that she/he often works in someone's house and has the keys to the house.

It is essential to ponder over these different notions as working at a person/family's place requires adopting a positive attitude in the respect of the person/family's habits, convictions, and expectations. This definitely requires knowing oneself and one's own mechanisms.

MODULE 5 ORGANISING SOCIAL AND LEISURE ACTIVITIES FOR CHILDREN

Training contents

✓ Play, toys and activities

Play can be defined as a physical or psychological leisure activity, performed for simple enjoyment and recreation.

- *Toys* can be used in play.
- There can also be *play* without any item.
- An *activity* is more supervised and takes place within a defined space and time period.

Playing is an integral part of a child's life. When caring for the employer's child/children, the domestic worker's job consists of looking after children and keep them busy while parents are away, but also contributing to developing their autonomy and social skills by choosing games and activities suitable to their age, tastes and abilities.

✓ Collecting information about needs

List of questions to ask the employer to gather information regarding the care of children over three years old and the organisation of activities:

- How old is/are the child/children?
- What are the specific tasks the parents wish to entrust the domestic worker with (collecting a child at the end of the school day, taking him to sport or cultural activities and picking her/him up afterwards, organising activities, playing with her/him preferably at home or outside home, etc.)?
- What is the frequency of the child/children care tasks (every day, during school holidays, each Wednesday, etc.)?
- What are the child's habits (meals, after school, snacks, naps, bedtime, etc.)?
- What are his/her favourite games and toys?
- What are his/her favourite activities?
- Does he/she like stories / short songs?
- Do the parents agree with organising outings (park, toy library, zoo, etc.) and if so, what are the instructions in terms of organisation (including transportation)?
- Are there areas at home or objects which are forbidden to children?
- Where are the child's spare clothes and care products (plasters, disinfectant wipes, etc.) stored?
- Does the child have allergies or any other health problems that should be monitored?
- What are each parent's telephone number, to contact them in case of emergency?
- Do the parents have any specific requests?

Based on the information given by the parents, the domestic worker will be able to question each child on his/her specific tastes and interests. Such attention will help to build a climate of trust.

✓ Children's development and pace

Main aspects of the child's development

Starting at birth, a child develops in different areas:

- ⇒ the **physical** development includes growth (weight and size) and maturation (bones, teeth, puberty).
- ⇒ the **psychomotor** development includes motor development (the acquisition of movements and coordination) as well as sensory, mental, social, and emotional development.

These various dimensions interact with each other and develop in waves: a child's development is not linear with successive stages but progresses in a sort of "ebb and flow"¹, with stagnation or even regression periods. It means that this is a progressive evolution which is different from one child to another, everyone developing at their own pace. The variability and non-linearity of a child's development are essential principles, while research in this field (including milestones by age) is constantly evolving².

It is indeed usual to talk about child development in terms of milestones by age and type of development (mental, emotional development, etc.). However, these divisions reflect theoretical orientations which may vary from one country to another, according to the current state of knowledge in the field and priorities given at the regional/national level. Each trainer will have to adjust the identification of these development stages according to framework rules, trends and discussions conducted in their own country.

As part of her/his care tasks, it is useful for a domestic worker to know the basic principles of the holistic development and main needs of a child while taking her/his lifestyle into account. This will help her/him to understand the children she/he has to supervise and provide adequate assistance. However, it is not necessary to deal with complex details on development theories. It is better to concentrate on practical considerations which will be helpful for professional activities such as: what does a child that age know how to do and is able to do?

Concerning needs, there are five essential areas that contribute to harmonious child development and partly cover various holistic development dimensions, since birth³:

- *Feeling secure* by building basic trust (emotional development).
- *Taking care of oneself* by mastering technical personal care activities.

¹Sylviane Giampino, *Refonder l'accueil des jeunes enfants*, éditions érès, Toulouse, 2017, p. 18-19.

²<http://www.portailenfance.ca/wp/modules/developpement-de-lenfant/grands-principes-du-developpement-humain/>

³These areas are taken from the framework text resulting from scientific and public consultation conducted by Sylviane Giampino, and entitled "Development of the young child, childcare methods and training of professionals" ("Développement du jeune enfant, modes d'accueil et formation des professionnels"). It was given to the French Ministry of Social Affairs in 2016. This report focuses on children under the age of three, but the points developed remain valid beyond this limit and can be adjusted for various age groups.

<https://www.egalite-femmes-hommes.gouv.fr/wp-content/uploads/2016/05/Rapport-Giampino-vf.pdf>

- *Finding one's way in relationships*, identifying oneself in the construction of one's individual identity (emotional development).
- *Deploying and learning* (motor and mental development).
- *Socialising* through language, codes and values (mental and social development).

The development of these five main abilities is the result of long and complicated processes.

Children's rhythms

Children as well as adults have a natural biological clock. They are subject to a biological rhythm based on a 24-hour day, which controls their biological and behavioural functions.

The nature and duration of sleep vary a lot between the first months and adolescence: step by step, children will sleep at regular times, naps will disappear, and sleep time will decrease¹.

It is essential to respect a child's sleep pattern, and particularly the alternation between sleep and wakefulness. Not respecting the natural sleep pattern can lead to both physiological and cognitive dysfunctions.

Evolution of the average sleep time (per 24 hours) according to age

Age	0-6 months	3 years old	6 years old	12 years old	from 20 years old
Sleep time	16-17 hours	12 hours	10 hours	9 hours	7 hours

Source: Ameli

<https://www.ameli.fr/assure/sante/themes/troubles-sommeil-enfant/sommeil-enfant-evolution-etapes>

Napping

Taking a nap is essential for younger children, but its duration decreases gradually and eventually disappears, usually between 3 and 6 years old.

Attention span

Children generally move quickly from one activity to another because their attention span is much shorter than for adults. This must be taken into account when organising activities. As an indication, this is approximately how long a child can stay focused on a particular activity according to its age group (various parameters may affect these durations, such as individual development particularities, the kind of activity performed, environmental influences, etc.):

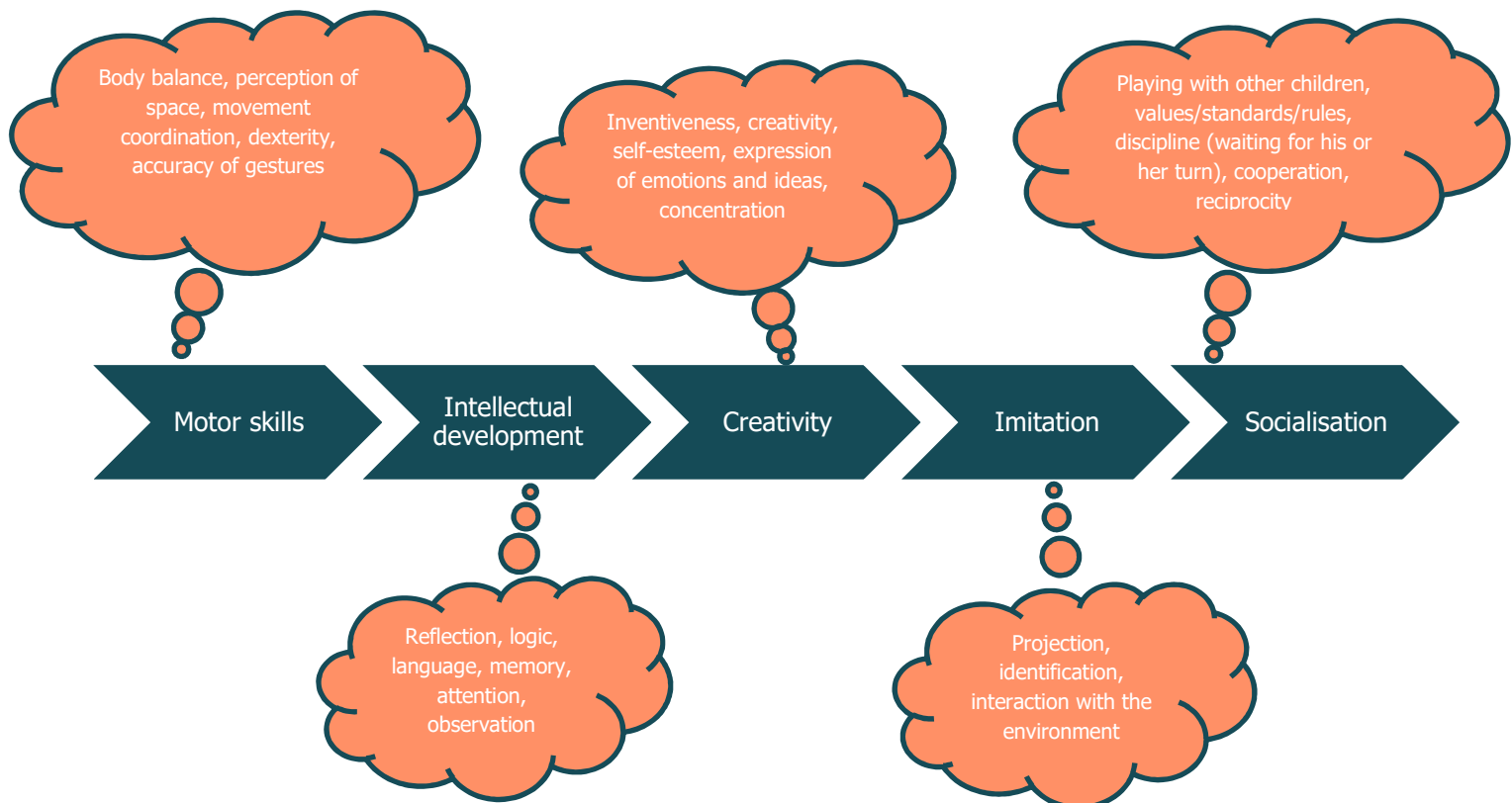
- Before the age of three, it is necessary to change activities after 10 minutes of concentration time (reading, for example). It is useful to alternate intellectual, physical activities, and inactive periods so the child does not get tired too quickly.

¹<https://www.ameli.fr/assure/sante/themes/troubles-sommeil-enfant/sommeil-enfant-evolution-etapes>

- From 3 to 6 years old, concentration time increases from 10 to 20 consecutive minutes. Children are able to put their abilities at work for a more or less long period of time, depending on the activity.
- From 6 to 10 years old, attention span is half an hour.

✓ The role of play for children

Play and toys are essential for the child's development because they support learning and knowledge acquisitions:



The impact of play on child development

Play helps children grow and develop as individuals through:

- ⇒ developing their motor and manual abilities
- ⇒ helping them overcome difficult stages in their lives
- ⇒ making them communicate with others and integrating them into society. This will help them to build their adult life.

Role of adults during play¹

The primary role of adults is to encourage and support children during play: depending on the child's age, she/he will have to guide the child, prepare accessories, control play time and space. She/he will arrange a playing area (on a carpet or a table), provide games, and inform the child that play time is about to end (rather than stop it suddenly) to avoid any frustration and any misunderstanding.

The method used by the adult mainly depends on the kind of activity introduced and its course, as well as the number of children participating. There are different organisation methods, with a more or less active role of the adult during play and boosting more or less the child's independence:

- ⇒ Guided facilitation is when an activity with precise rules is imposed to the child.
- ⇒ Semi-guided facilitation is when the adult suggests (and does not impose) an activity to the child, for example when he or she does not know what to do or has difficulties taking initiatives. She/he provides guidance and helps the child if necessary.
- ⇒ Non-guided facilitation is when the adult does not get involved and lets the child play on its own, while ensuring safety and remaining available if necessary.

Young children especially need the reassuring and caring presence of an adult nearby. They can ask her/him to be a game partner or a passive observer. As they grow, they are increasingly looking for moments away from adults to play freely in a corner of the garden or the house.

✓ Different types of games and activities for children and teenagers

You can propose many games and activities, suitable for all age groups. In theory, there are no good nor bad games: when adapted to the child's age and abilities, they can all contribute to develop various skills.

Just like different facilitation styles determine the domestic worker's participation in games, there are structured games and free play. In the first case, the adult explains how to play in order to help children learn specific skills. In free play, children have a set of objects and are fully involved in their own game without guidelines: the adult does not interfere and is only there to provide support.

The issue of free play is often discussed by the different categories of child professionals (educators, teachers, foster parents, psychologists, etc.); there are strong supporters, as well as professionals promoting a balanced mix between guided activities and free play time.

As part of her/his work, the domestic worker may have to care for pre-school-aged children, school-aged children, and teenagers. Her/his work will have to be adjusted according to the family context, parents' requests and the singularity of each child. But it should also be based on the knowledge of references which will help to better select activities according to the child's age.

¹Sources : Jacqueline Gassier and Corine Cordon, *Diplôme d'état d'auxiliaire de vie sociale*, Paris, Masson, 2004, p. 336-338 ; Aline Coste, Josiane Brin, Carine Chiarazzo and *al.*, *Savoirs et techniques professionnelles CAP Petite Enfance*, Paris, Hachette, 2014, p. 245-247.

Activities according to age: some points of reference

PERIOD	EARLY CHILDHOOD (~ from 3 to 6 years old)
MAIN CHARACTERISTICS	The child becomes increasingly autonomous. She/he will especially develop her/his intellectual and social abilities, and her/his psychomotricity will continue to evolve.
TYPES OF RELEVANT ACTIVITIES AND SKILLS DEVELOPED	<p>Miming situations and events, imitating adults</p> <ul style="list-style-type: none"> ◆ <i>Symbolic games</i>: role-plays with objects from daily life (kitchen, nursery, costumes, doctor outfit, craft workshop, etc.). ⇒ Developing creative abilities, imagination and projection capacities.
	<p>Concentrating, thinking, conceiving</p> <ul style="list-style-type: none"> ◆ <i>Games with rules</i>: <i>educational games</i> stimulating memory, reading and counting (such as lotto, memory), <i>games of chance</i>, <i>games of skills</i>. ⇒ Intellectual and social development: learning codes and community rules. ◆ <i>Construction toys</i> (blocks, bricks), <i>puzzles</i>. ⇒ Motor and intellectual development.
	<p>Creating, inventing, building, manipulating, self-expressing</p> <ul style="list-style-type: none"> ◆ <i>Arts and crafts activities</i> (colouring, drawing, painting, songs and rhymes, musical games, tales and stories; play dough, salt dough, crafts, paper folding). ◆ <i>Cooking workshop</i>. ⇒ Motor, intellectual, sensory and creativity development.
	<p>Being physically active</p> <ul style="list-style-type: none"> ◆ <i>Locomotion</i> (running, climbing, jumping, biking, etc.). ◆ <i>Outdoor activities</i> (ball games, toboggan, swing, etc.). ⇒ Motor and social development.
ADVICE ON THE PROPER ATTITUDE TO ADOPT	<ul style="list-style-type: none"> - Ensuring the child's physical and emotional safety (presence, trusting environment, reassuring). - Praising the child during and/or after the activity. - Setting references and routines.
PERIOD	CHILDHOOD (~ from 6 to 11 years old)
MAIN CHARACTERISTICS	This period is mainly characterised by a better physical ease and motor coordination, the development of personality (on an emotional level), and the development of logical thinking (on an intellectual level). It is also important for the development of self-esteem, socialisation becoming increasingly important.
TYPES OF ACTIVITIES TO BE OFFERED AND SKILLS DEVELOPED	<p>Exploring, discovering, manipulating, seeking knowledge</p> <ul style="list-style-type: none"> ◆ <i>Exploration games</i> (animal and natural world, sciences, adventure, technology) ⇒ Intellectual and sensory development.
	<p>Thinking, reasoning, concentrating</p> <ul style="list-style-type: none"> ◆ <i>Games with rules</i> (logic games, educational games, quizzes, cooperative games, card games). ⇒ Intellectual and social development.

	<p>Assembling, building, sculpting, gluing, cutting, manipulating</p> <ul style="list-style-type: none"> ◆ <i>Arts and crafts activities</i> (drawing, sculpting, singing, dancing; crafts, jewellery creation) ◆ <i>Building sets</i> (wood/metal/plastics; models, circuits, birdhouse, etc.). ◆ <i>Cooking workshop.</i> <p>⇒ Motor, sensory, intellectual and creativity development.</p>
	<p>Learning, being attentive, dreaming, memorising</p> <ul style="list-style-type: none"> ◆ <i>Reading</i> (books, comics, magazines) <p>⇒ Intellectual and imagination development.</p>
	<p>Spending energy, thinking, investigating, exploring</p> <ul style="list-style-type: none"> ◆ <i>Sports and sports games.</i> ◆ <i>Outdoor and adventure games</i> (paper chase, treasure hunt). <p>⇒ Motor, intellectual and social development.</p>
<p>TIPS REGARDING ATTITUDE</p>	<ul style="list-style-type: none"> - Defining a framework in providing precise explanations on what is forbidden, what is allowed, and explaining why. - highlighting positive attitudes and achievements. - Guiding, listening, arousing curiosity.
<p>PERIOD</p>	<p>PRE-ADOLESCENT AND ADOLESCENT AGE (~ from 11 to 17 years old)</p>
<p>MAIN CHARACTERISTICS</p>	<p>This period is marked by significant physical changes, the establishment of one's own values, and an increasing need for autonomy and independence.</p>
<p>TYPES OF ACTIVITIES OFFERED, AND SKILLS DEVELOPED</p>	<p>Externalising, managing emotions, experimenting, taking risks</p> <ul style="list-style-type: none"> ◆ <i>Expression games</i> ◆ <i>Theatre and improv games</i> ◆ <i>Creative activities</i> (photography, sculpture, painting, etc.) ◆ <i>Self-expression activities</i> (singing, music, dance) <p>⇒ emotional, sensory, social and creativity development</p>
<p></p>	<p>Thinking, deducing, concentrating, reasoning</p> <ul style="list-style-type: none"> ◆ <i>Board games</i> ◆ <i>Logic and puzzle games</i> ◆ <i>Activities related to advanced techniques and specific tools</i> (for example: audio-visual and computer techniques) <p>⇒ Intellectual and social development.</p>
<p></p>	<p>Opening to the world, criticising, questioning, discussing</p> <ul style="list-style-type: none"> ◆ <i>Debates and discussions</i> ◆ <i>Reading</i> <p>⇒ Intellectual and social development.</p>
<p></p>	<p>Spending energy, pushing and testing limits, exploring</p> <ul style="list-style-type: none"> ◆ <i>Team sports</i> ◆ <i>Physical outdoor activities</i> (canoeing, sailing, climbing, mountain biking, etc.) ◆ <i>Team sports and competition</i> <p>⇒ Motor, intellectual and social development.</p>
<p>TIPS REGARDING ATTITUDE</p>	<ul style="list-style-type: none"> - Delegating more responsibilities. - Needs for assistance and level of support are very different from those necessary when dealing with a 5-year-old, so relationships may become more distant. However, this does not at all prevent from remaining available and attentive.

Sources:

«Je suis animateur» (“I am an instructor”) website -

<https://www.jesuisanimateur.fr/metier/subcategory/list/fiches-pratiques/besoins-et-caracteristiques/>

«Association Service Jeunesse» (youth service organisation) website -

https://www.servicejeunesse.asso.fr/Ressources/Outils_Animateurs/Connaissance_de_l_enfant.htm

Adapting games and activities to children

It is important that the domestic worker adapts games and activities according to the number of children, their ages, as well as parents’ instructions. Parents may want to encourage certain kinds of games and activities. As a professional, the domestic worker should also take into account the needs of the children he/she has to care of:

- *The child’s pace*¹ depends on the rest periods needed (sleep, nap) as well as play time and the nature of the game:

⇒ Organised and free play do not require the same amount of attention nor the same abilities. Switching between them helps to offer various kinds of games and meet the children’s needs according to their level of fatigue and attention.

⇒ Play time must have an end, but you should avoid any sudden interruption: this would lead to frustration and misunderstanding. Better warn the child in advance she/he will soon have to stop playing. On the other hand, play time should not interfere with life routines (meals, rest, sleep). If the child shows signs of fatigue, it is recommended to let him rest rather than force her/him to finish the game².

⇒ Activities and games must be adapted depending on the time of day: you should avoid any energy spending activities before a nap or before bedtime and choose reading instead.

- *Need for physical and emotional safety*: The child’s well-being and amount of concentration on the game depend on the environment and the atmosphere, which are determined by the domestic worker’s attitude and behaviour. She/he should make sure that the child can play safely, and a warm atmosphere and a trusting environment are created, thanks to her/his friendly presence, availability and communication.

- *Autonomy*: a child likes to explore, manipulate and discover by her/himself. Therefore, it would be counterproductive to do it on her/his behalf. However, the domestic worker can help develop the child’s autonomy by enabling her/him to take initiatives, choose the game and organise it in her/his own way. If necessary, the child may be guided through demonstration, explanations on the game, stimulation, etc. Bearing this in mind, the domestic worker can choose several games without rules (various games rather than numerous ones), such as symbolic games, drawing, play dough or

¹Guislain Camus, *Prendre soin de l’enfant de 3 mois à 3 ans. Guide pratique à l’usage des professionnels de la petite enfance*, De Boeck, Brussels, 2013, p. 343.

²Guislain Camus, *Prendre soin de l’enfant de 3 mois à 3 ans. Guide pratique à l’usage des professionnels de la petite enfance*, De Boeck, Brussels, 2013, p. 343.

building toys: they can be played in different ways, the child can give free rein to his/her imagination and invent his/her own way of doing things (symbolic games, drawing, play dough).

- *Singularity*: a domestic worker does not have to be an expert in child psychology in any way. However, she/he should know how to foster and use information given by the parents in order to adapt games and activities to the child's personality and mood. This requires patience and a good sense of judgement. Several criteria can help the domestic worker know the child better and choose suitable plays and activities¹ :

- ⇒ Activity level: the child can be calm and play with his/her toys for several hours. But conversely, he/she can also move a lot and have difficulty sitting still for several minutes.
- ⇒ The child's attention span dedicated to a specific activity can vary. Games and activities offered may be longer or shorter, and diversified accordingly.
- ⇒ Concentration: some children are able to play or get involved in an activity despite disturbing factors (noise, another child trying to impose her/his choices or to annoy), whereas other children are easily distracted and need a calm environment.
- ⇒ Adaptability: changes are handled with more or less ease by children (a friendly classmate moving, change in nannies/teachers, meeting new people within the family or at school). This means that new activities should be introduced progressively to children who adapt more slowly, and clear guidelines have to be provided to reassure them.
- ⇒ Type and intensity of the responses: a child's reaction towards a positive or negative situation, news, event may be very strong (anger, disappointment, frustration, etc.) and require calm and patience again. For example, does the child cry for a long time or does he/she move on quickly after an injury?
- ⇒ Mood: it is about determining the proportion of positive reactions and behaviours (smiling, enthusiastic, friendly child) as compared to negative ones (the child cries frequently, is often displeased or upset).

A few ideas to adapt games and activities according to these criteria

Activities requiring precision and concentration

- Construction toys and assembly kits.
- Arts and craft activities: colouring, drawing, crafts, jewellery creation, etc.
- Discovery activities: scientific experience games, magic sets.

Activities stimulating imagination and creativity

- Imitation games
- Construction toys
- Costumes
- Reading

¹Sources: Vincent Quartier, «Le tempérament de l'enfant et ses réactions émotionnelles», *Enfances & Psy*, n° 49, 2010/4, p. 31-39. And «Naître et grandir» ("birth and growth") website:

https://naitreetgrandir.com/fr/etape/0_12_mois/viefamille/fiche.aspx?doc=ik-naitre-grandir-enfant-personnalite-temperament

- Artistic activities: painting, drawing, theatre, music, cartoons, films, etc.
- Manual activities: colouring, stencils, cuttings, stickers, mosaics, etc.

Energy channelling activities

- Manual activities: drawing, salt dough, play dough, pottery, crafts, gardening, cooking.
- Artistic activities: drawing, theatre.
- Tasks of daily living presented in the form of a game.

Relaxing activities

- Jigsaw puzzle
- Reading, telling a story or a tale in a playful manner
- Stretching games
- Relaxation exercises
- Listening to relaxing music, sounds of nature (waves, bird songs, water flowing).

Boredom

This feeling of weariness and idleness is usually negatively connoted, and the void must quickly be filled in our society. However, contrary to appearances, boredom can be beneficial for a child:

- It encourages creativity and helps the child to listen to his/her own inner world, desires and tastes.
- Learning how to play alone and finding what to do on his/her own will contribute to developing the child's autonomy
- Boredom stimulates the development of imagination: it may encourage daydreaming, self-knowledge, observation of the environment.

The issue about screens

Screens (television, computer, tablet, smartphone) have become increasingly important over the past decade and are now part of many families' daily lives. At the same time, the issue of screen use by young children, children and teenagers crystallises fears and criticisms: it is the focus of many discussions between experts.

These discussions result in the multiplication of official recommendations and awareness campaigns in several countries, sometimes with different approaches. Some of them recommend screen times according to the child's age. Others suggest that parents should limit screen time focusing more on the quality of the programs chosen and guiding children during screen use.

Having four screen-free times in a day can be a good starting point for limiting screen use¹:

- No screen use in the morning: screens capture the attention and have a negative impact on the child's attention span and concentration abilities, which are essential for school learning.
- No screen use during meal times: it limits interactions between children and adults (parents, domestic worker) and slows language development.

¹These four times are described on the following website: «Alerte écrans» ("Screen alert") - <http://www.alertecran.org/les-4-pas/>. Awareness posters on this topic are also available in English and Spanish.

- No screen use before sleeping: watching television, playing on a tablet or using a smartphone are no relaxing activities that help sleep.
- No screens in the child's bedroom: they tend to decrease his/her sleeping time.

In France, the initiatives resulting from reflections of practitioners, researchers and academics, include for example the "3-6-9-12"¹ program based on the idea that screens are not inherently negative, but that everything depends on how they are used (when are they introduced to children and how?)². Therefore, "3-6-9-12" is a tool with flexible guidelines: according to the program, screen use should be avoided as much as possible before the age of 3, game consoles before the age of 6, and the Internet before the age of 9³.

Risks and benefits associated with different screen uses

It is clear that today's digital revolution has positive effects on children and teenagers: this evolution plays an important part in the acquisition of knowledge and skills, developing their ability to think and socialise. However, using digital tools in their various forms can also have negative impacts⁴. Besides, it is a known fact that excessive uses mainly appear during adolescence. But here again, everything depends on the use and, in most cases, they do not fall within problematic uses. However, they can become problematic when a drop in grades or a decrease in social relationships appear, for example.

¹Figure "3" refers to the age of kindergarten admission, "6" to 1st grade (first class of the French elementary school), "9" to the age when reading and writing skills are mastered (8-9 years old on average) and "12" refers to the age for secondary school admission.

²<https://www.3-6-9-12.org/notre-combat/>

³As part of international campaigns, posters and flyers providing these guidelines have been translated into English and Italian: <https://www.3-6-9-12.org/campagne-internationale/>

⁴Jean-François Bach, Olivier Houdé, Pierre Léna and Serge Tisseron, *L'enfant et les écrans. Un avis de l'Académie des Sciences*, Paris, Le Pommier, 2013, p. 11.

SCREEN TYPE	RISKS ASSOCIATED WITH EXCESSIVE USE	BENEFITS ASSOCIATED WITH MODERATE USE
TELEVISION	<ul style="list-style-type: none"> - Potential impacts on behaviour (aggressiveness, passiveness, etc.), - inhibiting language development for young children, - Lack of stimulation/passiveness, - Reduced time dedicated to physical activities and tendency to be more overweight among children, - Decreased attention span and concentration, - Exposure to violent images. 	<ul style="list-style-type: none"> - Helps discussion between parents and children (on sensitive topics), - helps to gain knowledge of other societies and cultures, - develops critical judgement on society and the world, - increases interest in music, arts, and cinema.
VIDEO GAMES	<ul style="list-style-type: none"> - Potential impacts on behaviour (aggressiveness, impulsiveness), - social isolation, - Escape from everyday life to an imaginary world. 	<ul style="list-style-type: none"> - Develop strategic thinking, - develop cognitive skills (quick decision making, multi-tasking), - develop social skills, stimulate interactions with others.
INTERNET	<ul style="list-style-type: none"> - Insecure space (fraud attempts, cyber-bullying, paedophilia, etc.), - Unreliable content/disinformation sometimes, - Content not suitable for children. 	<ul style="list-style-type: none"> - Develops creativity (for example: video tutorials online to learn how to draw, how to make origami figures, etc.), - openness to the outside world and new cultures, - educational tool which gives search possibilities on various subjects, - entertainment tool (music listening, games, etc.).
SOCIAL NETWORKS	<ul style="list-style-type: none"> - Overexposure, - sleep disorders, - cyber-bullying, - bad encounters, - not being able to erase an unwanted former message or remove an embarrassing picture. 	<ul style="list-style-type: none"> - social contacts, - space conducive to the discovery of new forms of intimacy and staging of one's life, - increased self-esteem and self-confidence, - facilitate interactions (for people with relationship problems).

Sources:

Information campaign: «Sur le bon usage des écrans» ("about proper use of screen media"):

<https://lebonusagedesecrans.fr/les-ecrans-et-votre-entourage/adolescents-ecrans/>

<https://lebonusagedesecrans.fr/les-ecrans-et-votre-entourage/jeunes-enfants-ecrans/>

Jean-François Bach, Olivier Houdé, Pierre Léna and Serge Tisseron, *L'enfant et les écrans. Un avis de l'Académie des Sciences*, Paris, Le Pommier, 2013.

✓ Organising activities

Where to find resources for activities

- ⇒ Obtain information at the city hall, or at the local social centre.
- ⇒ Visit libraries and games libraries (reading, activities, games).
- ⇒ Word-of-mouth (environment, meeting other child care workers).

Useful resources for activities

There are numerous websites, blogs and books providing activities and games for children according to their age and areas of interest.

⇒ For example, the website "Le Petit Moutard" helps to find ideas for outings with children near their homes:

<https://www.lepetitmoutard.fr/>

Creating an activity schedule

This tool helps the domestic worker to organise activities and enables the parents to remain well informed on their child's daily life.

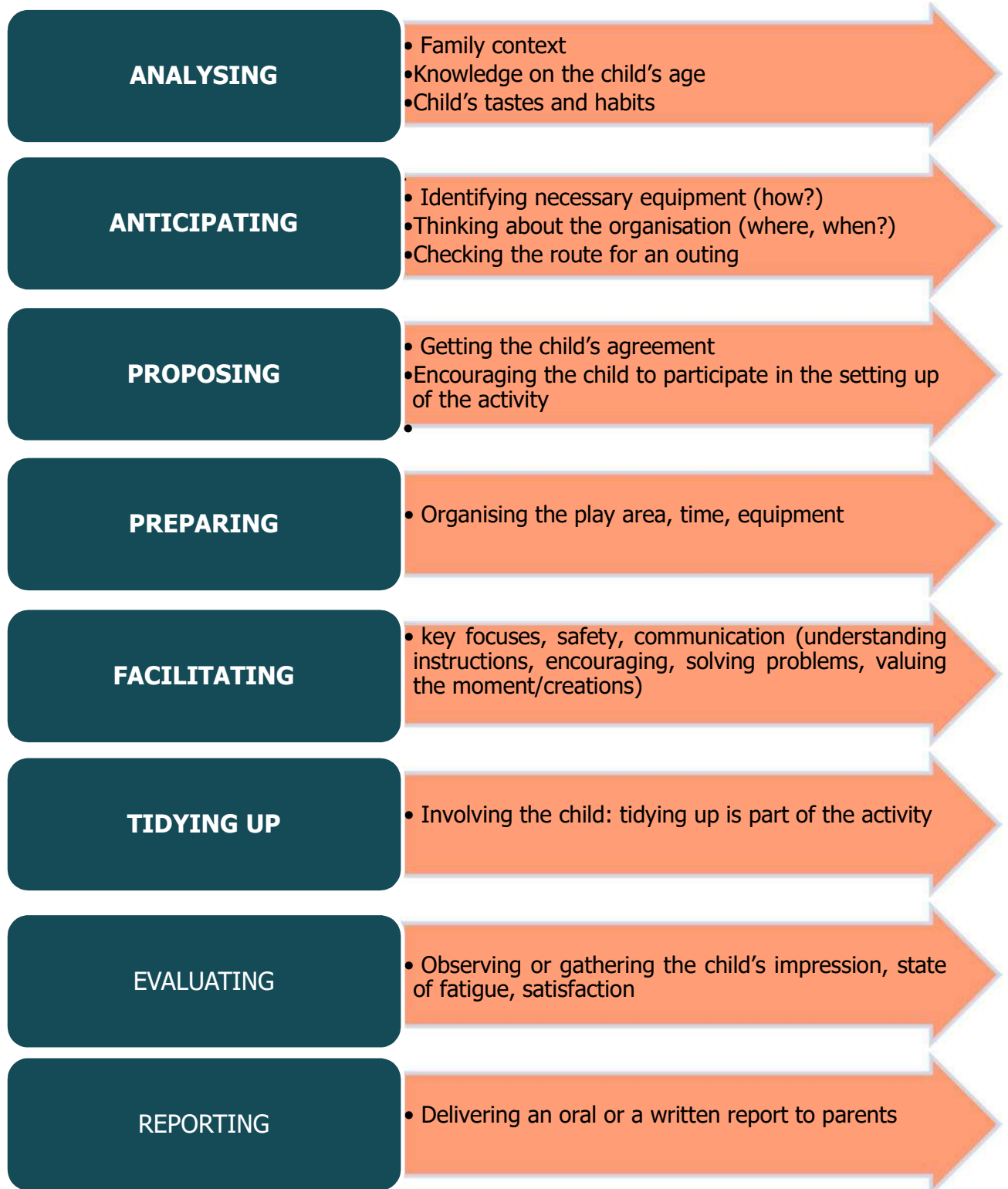
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning			- Bike ride - Cooking workshop		
Afternoon	Games in the park	Painting workshop	- Nap - Media library	Crafts workshop	Party games

Example of activity programme

for a five-year old child care integrating extracurricular times

Steps to set up an activity

The following graph shows the main steps involved in the creation of an activity, inside or outside the house: from the preparation of the activity to the information provided to parents, as well as the adaptation and organisation of the activity.



Summary of the steps to follow for setting up an activity

Specific rules related to the organisation of outings

In addition to these steps, there are specific and essential rules applying if the domestic worker wishes and has the possibility to organise an activity outside the house, with the parents' agreement (park, zoo, cinema, museum outings, etc.).

Rules for the transportation of children

Whether it is a stroller, a child seat or a booster seat, all children facilities must comply with European norms.

Car transportation

Transport authorisation

Parents have to provide a written authorisation to allow the domestic worker to transport their children by car.

Using his/her own car

If the domestic worker uses his/her personal vehicle to transport children, he or she has to inform his/her insurer (using his/her vehicle for professional purposes). Without such notice and in case of an accident, the insurer would still be liable for the children but may also take action against the domestic worker to ask for a refund of the amount paid.

Using the parent's vehicle

If the domestic worker uses the parent's vehicle to transport the children, the parents will have to contact their insurer to make sure they can lend their vehicle to a third party according to their contract.

Rules to observe

- Children should get into and out of a car on the pavement side, and not on the road side to avoid any accidents. Doors will be opened by the domestic worker.
- Smoking is prohibited in the presence of children in the car (even in one's own vehicle).
- The outfits worn by the children should be adapted to hot weather, and even more if the children sit in a booster seat, as they are next to the window. You should equip the car with sunshades and air out every time you take a break.
- Switch on the air conditioning (try not to direct it towards the child). To avoid any cold or sore throat, the difference between inside and outside temperatures should not exceed 5°C. Keep in mind children have to drink regularly to avoid heat strokes; you can also use a water spray to refresh them.
- Never let a child or children alone in a vehicle (even for a short duration), particularly in case of hot weather, because the temperature in a car can climb quickly, which could cause hyperthermia.

Walking

Tips to ensure safety when walking with a child

- Even if you are late, there is no need to hurry: this could lead to an unpredictable behaviour potentially dangerous for the child, such as unexpectedly letting the adult's hand go, starting to run suddenly, crossing the road without looking at cars coming.

Bicycle and scooter trips

Roller skates, scooters, skateboards or small bikes (for children under the age of 8) are not considered vehicles: they are only tolerated on pavements¹.

Users are treated the same way as pedestrians and must:

- Respect other pedestrians.
- Observe traffic lights for pedestrians.
- Use crosswalks.

Besides, a bike ride scheduled with children should be organised: the route should be chosen according to the child's age and endurance. Moreover, since 2017 in France, wearing a helmet has been mandatory for children under 12 as it strongly reduces the risk of serious head injuries².

Organisation

Any outing and outdoor activity (even in the park near the employer's home) requires proper organisation.

Before an outing

➡ Preparing

As a first step, the domestic worker should make sure she/he has the parent's written agreement before planning any outing with the children.

Before leaving, she/he will check whether the weather conditions are suitable for the activity chosen and will prepare the necessary equipment:

- A jacket, a coat or a raincoat, according to the weather and season.
- A cap and sunglasses.
- A first aid kit including an alcohol-free disinfectant, sterile compresses, bandages, or a pair of tweezers.
- Snacks if necessary.
- A water bottle.
- Toilet paper and a litter bag.
- Outdoor games (balls, rackets, etc.).

➡ The trip

- Before taking any trip with children, different routes should be investigated and the safest should be chosen (pavement, pedestrian crossings, bicycle path). Children should walk along walls and you should hold their hands.
- Before crossing a road, you must abide by the road safety rules:
 - ⇒ use crosswalks,
 - ⇒ Beware of parked vehicles which may hide other users (cars, bikes),

¹<https://www.service-public.fr/particuliers/vosdroits/F308>

²<http://www.securite-routiere.gouv.fr/medias/espace-presse/publications-presse/a-velo-le-casque-devient-obligatoire-pour-les-enfants-de-moins-de-12-ans-qu-ils-soient-conducteurs-ou-passagers>

- ⇒ Check if the road is clear and look first to your left (where cars come from), then to your right; remain careful and keep looking left and right when crossing the road.
- ⇒ Better not to start crossing if a vehicle is coming, according to its speed and distance. You should wait until it passes or stops to let pedestrians cross.

In a car, children should ride in rear seats, a booster seat or a car seat adapted to their age and weight (the car seat is chosen according to the weight of the child; weight ranges have been established by European standards). This operation requires to know the car seat installation procedure (in compliance with safety rules).

When using public transport, it is possible to place children in priority seats.

During the outing: childcare in a public place

In a public place, it is important to be extra vigilant about children safety and keep a close eye on them:

- accompanying them to the playgrounds and to the bathroom,
- warning children who tend to walk away,
- denying access to dangerous plays, or to games which are unsuitable for younger children.
- If weather conditions change (rain, drop in temperature), it is better to go back home to avoid children catching a cold or getting ill.

✓ **Supervising homework**

In addition to childcare and the organisation of appropriate activities, the domestic worker may have to supervise the successful completion of homework. Homework assistance is not part of his/her tasks, but he/she will have to make sure the child can do her or his homework in good conditions.

Tips to create favourable conditions

- Make sure the child has had a snack before starting homework.
- Place the child in front of a desk or a cleared clean table (not on a small part of the table between various objects or administrative papers).
- Make sure the child is sitting in a comfortable position (for example: not on a stool to avoid back pain).
- Place the child in a quiet area, where she or he won't be bothered by younger brothers or sisters playing. Besides, homework time should preferably be the same for all children to avoid distractions.
- Make sure every item the child needs is within reach (school material, notebooks, textbooks).
- Remove every object likely to be a distraction from the working space (phone, tablet, television remote control, food).
- Eliminate any distraction in the room (turn off the radio, television, computer and music) and noise sources by avoiding other activities: for example, you should avoid blending the soup prepared for dinner or vacuuming during homework.
- Help the child get organised: encourage her or him to prepare his/her school bag a day before, do just one thing at a time and consult his/her planner.
- Arrange small breaks between different subjects to allow for more concentration.
- Encourage the child, for example by congratulating him as soon as she/he finishes an exercise or a lesson.

✓ Communicating with children

Communication has to be adjusted according to the needs and age of the child, on a language and vocabulary point of view, as well as for postures and attitudes adopted:

Tips for appropriate guidance during activities

⇒ *Being understood by the child and understand her/him*

- When speaking to a child, you should use language and vocabulary adapted to her/his age and interests.
- Communication should be clear and accurate. Therefore, you should use simple words and short sentences.
- Repeat and rephrase instructions to ensure the child has understood well.
- To ensure you have understood what the child said, rephrase what she or he said using your own words.
- Provide benchmarks and explain the schedule of the day: "After lunch, we will do..."

⇒ *Adjust your behaviour*

- When addressing the child, bring yourself down to her/his eye level.
- Show the child or the teenager that she or he is listened to, his/her interests, views, opinions are taken into account, by showing attention and availability (avoid doing several activities at the same time, choose a quiet environment and the proper time for a talk, do not insist if the child is tired or playing).
- Avoid insisting too much (when talking about their school day, for example) or asking too many questions when the child is tired or absorbed in a game.
- Let the child speak at her or his own pace and choose the words to describe emotions she or he seems to experience without providing any advice nor judgement, and using sentences like "I can see that you are sad", "you seem to be upset about...", "Is there something scaring you?" or "..., is that what is bothering you?"

✓ Communicating with parents

Dialogue times

It is not always easy to communicate with parents: they may be anxious, demanding, cooperative, yet they need to be reassured. This is the reason why it is essential to establish a relationship based on trust between them and the domestic worker in charge of childcare after school or Wednesdays (day off school in France).

The domestic worker's job is to meet parents' expectations and adapt: she or he must not intervene nor interfere with the upbringing provided to children, the values delivered nor their lifestyles. It is essential to learn how to reconcile different values and habits so both parents and professionals can support children together.

However, all parents' requests should not necessarily be satisfied by the domestic worker, especially when they go beyond professional boundaries (providing medical care to children, bathing them) or when the safety and well-being of the child are at stake (picking up a child after school in a car without a car seat, installing a webcam at home so parents can see the children in real time). In this kind of situation, the best thing to do is to talk with the parents and find some common ground, so the domestic worker's tasks, children's needs, and parents' expectations can converge.

This cooperation can especially be achieved through regular dialogue times with the parents, to reassure them and provide them with necessary information. This will enable them to follow the evolution of their child in their absence, but also help them care for her/him in the evening depending on how the school day went as well as extracurricular activities (Did the child take a rest? What was her/his rhythm? How did she/he behave with other children / siblings / the domestic worker? Was she/he very active?).

Communication log

The log book is a communication tool between the professional in charge of childcare and the parents, as well as a complement to dialogue. It is a simple notebook in which the domestic worker records:

- the programme of the day (naps, meals, sickness/care, activities, etc.),
- the child's mood,
- potential problems encountered,
- the daily menu,
- evolutions noticed (progresses for example),
- activities and outings,
- Child's achievements (colourings, drawings, paintings, crafts, etc.).

MODULE 6 ORGANISING SOCIAL AND LEISURE ACTIVITIES FOR ADULTS

Training contents

✓ Introduction

The increase in life expectancy has made healthy aging a priority and a challenge worldwide. The WHO defines healthy ageing as “the process of developing and maintaining the functional ability that enables well-being in older age¹”.

Nowadays, the field of healthy ageing is increasingly the subject of studies, programs and actions whose aim is to inform, raise awareness (amongst professionals and the general public) and encourage elderly people to participate in social life. The objective is to promote behavioural changes, improve lifestyles, and preserve elderly people’s ability to make decisions². To that end, prevention is essential and numerous initiatives contribute to boost this awareness and spread information on the issue. For example, the European work group “Healthy Ageing” presents health promotion programs, makes an inventory of the various existing initiatives across the European Union, and offers resources on healthy ageing.³

✓ Collecting information about needs

List of questions to ask the person cared for and the employer (it may be a close relative) to collect information regarding care for an independent elderly person and the organisation of activities:

- What duties must be performed when caring for a person and what type of care is it (keeping company to the person at home, organising activities at/outside the house, taking the person out, etc.)?
- What is the desired care frequency (every day, occasionally, once or twice a week, etc.)?
- What are the person’s habits (meals, nap, activities, etc.)?
- What are her/his interests?
- What are her/his favourite activities and hobbies?
- What are the person’s regular activities (volunteering, sport, non-profit organisations, etc.)?
- Is the person regularly in contact with people around her/him (relatives, friends, neighbours) or is she/he socially isolated?
- Does the person have any medical issues?
- Does the employer and/or the person cared for have a special request?

✓ The ageing process

What is ageing?

Humans throughout their lives go through different stages, starting with birth until old age: childhood, adolescence, and adulthood. Every stage of human development has its characteristics.

¹ WHO report on “Ageing and Health”, 2016, p. 28.

² Source: « Pour bien vieillir » - <http://www.pourbienvieillir.fr/intervenir-aupres-seniors>

³ <https://eurohealthnet.eu/>

Ageing and old age

Old age is a social construction resulting from social and individual representations. Examples of how the boundaries may differ significantly: some consider that retirement age marks the beginning of old age, while for some it comes later; For the WHO e.g., elderly means 60 years old and over.¹

Ageing is a process that affects the person, both physiologically and psychologically. It is a natural, slow and gradual process genetically-determined, but which can also vary depending on the social background and living conditions (housing, neighbourhood, social and economic status): the environment therefore plays a role.

It is important to differentiate normal ageing (natural process, not due to diseases) from pathological ageing (due to the occurrence of one or several diseases).

Just like in child development, changes due to ageing are not linear and are not actually related to the person's age. In fact, some 75-year-old people are healthy and have good physical and intellectual abilities whereas some others, at the same age or younger, are fragile and need support to perform basic daily activities. This evolution thus varies a lot from one person to another.

Social representations

How age is perceived varies a lot depending on the environment, culture and values, or promoted models. Each society conveys a more or less positive image of this stage in life. In our society, it usually has a fairly negative connotation. While youth is associated with dynamism, curiosity, quest for independence or strong desire to learn, old age on the other hand is often associated with slowness, a form of closed-mindedness, and the loss of physical and intellectual abilities. More or less explicitly, older people may be seen as a burden for society.

The different dimensions of ageing

The psychological dimension

This stage in life is marked by various events which involve real transitions in a person's life:

- ⇒ Retirement: Stopping work is a major milestone and sometimes a difficult and negative shift as it not only leads to key changes in one's lifestyle, but also has an impact on self-esteem (slower pace of life, feeling useless). Especially since work helps to build (sometimes exclusively) someone's identity.
- ⇒ Married life: retiring and children's leaving the house can have consequences on one's married life and couples may sometimes have a hard time being face-to-face again.
- ⇒ Moving into a more suitable place: an elderly person's living environment is filled with spatial, temporal and emotional points of references. Moving to a new house can destabilise these points of reference and thus the person.
- ⇒ The negative perception of ageing conveyed by society and the media can make the elderly person see this period as humiliating and deteriorate the image she/he has of her/himself.

Physiological dimension

Ageing changes occur in cells and metabolism and affect the functioning of the body systems, but also the physical appearance of a person: wrinkles gradually appear, the skin becomes more

¹ <http://www.who.int/topics/ageing/fr/>

sensitive, muscles shrink, walking and movements become slower, bodily functions slow down (renal, respiratory, digestive) and sensory abilities decline.¹

Cognitive dimension

Capabilities linked to attention, reasoning, memory or concentration slowly deteriorate with age.

Mental dimension

Mental capabilities can decline and lead to disorders (depression, memory problems, dementia, psychosis) as well as behavioural changes (aggressiveness, sadness, etc.).

The notion of autonomy and dependence

These two notions are not opposite but complementary. Autonomy can be defined as “the quality or state of being self-governing. It means being capable of judging, i.e. anticipating and choosing, and the freedom to act, accept or refuse according to one’s judgement.”² Simply put, it refers to the ability of performing daily life activities (eat, wash, move).

Dependence means loss of autonomy, a person’s “partial or total inability to perform without any help daily physical, psychological, or social activities, and to adapt to one’s environment.”³

Emotional and social isolation

Each society builds its own specific culture on standards and values. Socialising refers to a person’s lifelong process whereby she/he acquires these standards and values; socialising turns a biological being into a social being while also defining every individual’s roles and status: the different dimensions of a person’s life is built upon her/his relationship with her/his fellow men.

However, in our Western industrial societies, a growing number of people are confronted with isolation. According to INSEE (the French Institute of Statistics and Economic Studies), in 2103, 38% of people aged over 75 were living alone in 2013⁴. In 2017, 300,000 people of over 60 were almost never or very rarely meeting other people⁵.

Isolation refers to “people who never physically meet the members of their social networks (relatives, friends, neighbours, work or volunteer colleagues) or have very occasional contacts with these different networks, i.e. a few times a year or less.”⁶

¹ <http://etreaidesoignant.canalblog.com/archives/2010/12/30/20000072.html>

² Source: « medecine.sorbonne-universite.fr » - <http://www.chups.jussieu.fr/polys/geriatrie/index.html>

³ Source : « medecine.sorbonne-universite.fr » - <http://www.chups.jussieu.fr/polys/geriatrie/index.html>

⁴ INSEE Première, no. 1663, August 2017 : <https://www.insee.fr/fr/statistiques/3047266#titre-bloc-7>

⁵ The Federation of Little Brothers of the Poor (survey conducted with the CSA-a French institution whose role is to regulate the various electronic media in France- about people over 60 years old)- <https://www.petitsfreresdespauvres.fr/nos-actualites/solitude-et-isolement-quand-on-a-plus-de-60-ans-en-france-en-2017.html>

⁶ Source: The Fondation de France (the leading philanthropic network in France): 2016 report Les solitudes en France)- <https://www.fondationdefrance.org/fr/aqir-contre-les-solitudes>

The definition provided by the Economic, Social and Environmental Council complements that of the Fondation de France as it raises the issue of consequences linked to social isolation: any person facing social isolation, “due to insufficient or poor relationships, may be suffering and in danger.”¹

Social isolation causes

Factors contributing to an elderly person’s social isolation are most of the time related to a loss:

⇒ The *absence of family* or *isolation from family*: isolation is the consequence of a family breakdown, with children leaving the household and their distant geographical location, a situation which is often linked to the increase in professional mobility. This reality is even more difficult to endure for people who lived in a family in which several generations lived together under the same roof.

⇒ *Loss of spouse*: this event results in a sudden state of loneliness and is difficult to accept after many years of living together.

⇒ *Retirement*: when a person retires, she/he may feel useless (lack of self-esteem) and lose her/his points of reference connected until then to her/his working life (change of pace, disconnect from ex-colleagues or friends who are still working). Retirees sometimes have a hard time rebuilding their social network.

⇒ *Limited resources*

⇒ *Loss of independence*: the deterioration of health results in difficulties to move and communicate. Consequently, the person cannot go out as frequently, limiting the number of contacts and opportunities to meet people and create social ties.

Loneliness

In general, elderly people want to stay home, in an environment both familiar and reassuring to them as it is the place associated with their habits and memories (whether good or bad). Even if this choice is totally understandable and legitimate, it also has consequences on quality of life: many of these people suffer from loneliness.

Isolation and loneliness are close in meaning yet different. Isolation is “a measurable phenomenon describing a concrete situation” whereas loneliness is a feeling (subjective) which may be experienced when isolated but not only².

The issue of loneliness is the focus of non-profit organisations and philanthropic foundations (as for example, the Red Cross, la Fondation de France, the Little Brothers of the Poor in France); it is also being increasingly addressed by public authorities. In 2018, the UK has for example created a secretary of state dedicated to combating loneliness.

¹ The Economic, Social and Environmental Council’s opinion, *Combattre l’isolement social pour plus de cohésion et de fraternité*, 2017, p. 8: <http://www.lecese.fr/travaux-publies/combattre-l-isolement-social-pour-plus-de-cohesion-et-de-fraternite>

² Philippe Pitaud and Marika Redonet, « Solitude de l’âge, solitudes des âges », *Solitude et isolement des personnes âgées*, Toulouse, érès, 2007, p. 25-76.

In France, loneliness was recognised as a “major national cause” in 2011. A TNS Sofres survey conducted in March 2010 revealed that 48% of French people felt they had already suffered from loneliness in their lives; 91% of them thought a large number of people were affected by this phenomenon and 78% thought it affected more people than in 1990. This survey also reveals that loneliness can affect anybody: not only elderly people but also many disabled and unemployed people, working women, as well as one young person under 25 out of three¹.

✓ Maintaining a link between the people cared for and their environment

Why?

⇒ To prevent solitude.

⇒ To limit social exclusion.

⇒ To limit health-related risks and preserve autonomy longer. Isolation and loneliness have consequences on health. They contribute to:

- The deterioration of physical and mental health,
- Stress and anxiety,
- Depression,
- Sleep issues,
- Loss of appetite,
- Sloppiness (outfit, not taking care of oneself)
- Change in behaviour (aggressiveness, dark ideas).

Conversely, maintaining social ties has many benefits on a physical, psychological and cognitive level.

Social relationships and memory stimulation

One of these benefits is to stimulate memory. Memory can be defined as “the ability to record information from various experiences and events, store it and retrieve it in the form of memories, knowledge or abilities. Memory therefore is recollecting old and recent facts². It can be short-term (recent events) or long-term (lasting and of unlimited capacity).

Memory is at the heart of relationships between individuals and the whole benefit of interactions between social connection and memory is based on their reciprocity. An elderly person stimulating her/his memory will find it easier to maintain her/his network of contacts and friends and create new bonds; Likewise, a fulfilling family and friendly environment supporting the elderly person will stimulate her/his memory and will contribute to the prevention of disorders.

Whether the topic of conversation is about a book, a movie or the news, the contact with others stimulates memory but also keeps you open to the world around you through information,

¹ Source: French government website http://archives.gouvernement.fr/fillon_version2/gouvernement/la-lutte-contre-la-solitude-grande-cause-nationale-2011.html (consulted on 20-07-2018)

² Ameli website - <https://www.ameli.fr/assure/sante/themes/troubles-memoire/troubles-memoire-causes>

understanding, learning, giving you food for thought. Having a good memory also helps strengthen the ties with your beloved ones: remembering an appointment, thinking of writing a card to a relative or a friend for her/his birthday, remembering a neighbour's request about a good Japanese restaurant and promising to give her/him the address of a good one, etc. All these little things showing that you are thinking about others stimulate your memory.

Relationships between generations also help stimulate memory and go both ways. Elderly people with their long experience, memories and knowledge of family history have a role to play in handing down their knowledge to their grandchildren (historical event, values, recipes, gardening, etc.). In addition to the positive mood they infuse into elderly people, young people also have things to teach them, such as how to use a mobile phone or a tablet.¹

How?

The role of a domestic worker caring for an independent elderly person is therefore essential as it can contribute to put into place preventive measures to maintain independent living. Her/his job is to help the person maintain and/or develop social ties. She/he can provide support in different ways, depending on the elderly person's situation and desires. The domestic worker may have to:

- encourage the person's interactions with family and friends;
- Prompt the person to go out and help her/him meet up with other people (neighbours, shopkeepers, people of the same age);
- Create the right conditions to encourage active participation: the person cared for must be in control of her/his life and make her/his own choices;
- Praise efforts and improvement;
- Choose activities conducive to expression;
- Offer activities according to the person's preferences and desires;
- Provide support during the chosen activities

Example

If the person cared for is naturally curious, open-minded, and sharp and she/he'd like to participate in an activity but is not sure which one, the domestic worker can tell her/him about the benefit of signing up to conferences or classes at the university: learning dynamics, knowledge development on a topic which the person is interested in or even passionate about, preserving one's memory, new encounters, etc.

Example

"You work as a domestic worker for Mr DUPONT. This retiree has been a widow for 2 years and has been living alone since then. He is healthy but has been very affected by his wife's death and sometimes tends to withdraw. Every morning you buy bread for his lunch and dinner. You have two options:

1. You buy bread for Mr DUPONT before getting to his place. It is a lot faster and convenient for you.
2. You ask Mr DUPONT if he wants to go to the bakery with you. He will maybe meet the baker, or neighbours, he will get to choose bread himself and pay with his own money."

☞ Which option will you choose?

¹ Website « Pour bien vieillir » - <http://www.pourbienvieillir.fr/echanger-avec-les-autres-cest-bon-pour-la-memoire> (consulted on 20-07-2018)

Proposing activities according to the person's abilities

In order to propose activities suitable for the person cared for, it is important to look into her/his background and habits. Communication with the person will highlight her/his abilities (physical, cerebral) and tastes.

With a view to preserving the care recipient's independence, the choice of activities must meet several objectives:

- Stimulate memory.
- Feed the imagination.
- Stimulate the five senses.
- Encourage physical activity.
- Be fun.
- Improve self-esteem.

How to identify the warning signs of the loss of independence in older adults

The activities organised ideally mean sharing times, which are as pleasant for the person cared for as for the domestic worker. These moments are also a good opportunity for the domestic worker to identify any potential change in the elderly person's abilities in terms of physical and/or mental health and to recognise the warning signs of loss of independence.

For information, the average age when people become dependent in France is 83 years old.¹ However, it can happen at 65 or 85, there is no rule. The loss of independence among older adults may have different causes: it may result from a neurodegenerative disease (Parkinson's, Alzheimer's, and other related disorders), a stroke, an inflammation of the joints (arthritis), or femoral neck fracture, which is often the result of a fall.

Some symptoms are warning signs of the loss of independence:

- Physical problems: loss of sight or hearing, increased fatigue, physical pain, incontinence, loss of balance (dizziness, falls, difficulty to get up, unsteady gait), decrease in physical activity, weight loss.
- Psychological disorders: depression, sloppiness (unkempt appearance, neglecting personal hygiene), memory disorders, mood changes (aggressiveness, sadness, apathy), memory loss (not recognising a beloved one, losing track of time, repeating questions), social isolation.

If the domestic worker notices one or more of these signs and sees it occur more and more frequently and with more intensity, she/he must advise the care recipient's family and friends that she/he should see a doctor. If needed, the doctor will make a global evaluation and implement adequate medical measures.

Proposing activities

The collection and analysis of information are crucial for setting up an activity and hobby plan suited to the person cared for. The person is at the heart of the project. Each activity is specially designed

¹Source: Silver Economie national portal <https://www.silvereco.fr/lage-moyen-de-perte-dautonomie-est-de-83-ans/3118505>

for her/him and must take into account her/his desires, capacities (financial and physical) and pace. To this end, it is important to:

- listen to the elderly person, focus on the dialogue quality, interactions and communication.
- listen to her/his dreams, longings and desires;
- propose without imposing. The person must want to do the activity. If this is not the case, the person may become passive and not get involved. Conversely, if the elderly person feels like doing an activity, she/he will get involved and participate actively.

Information- and knowledge-sharing activities

Sharing a pleasant moment means having someone to talk to about books, news, and opinions. Several activities enabling this exchange include:

- Getting informed by reading the newspaper, watching TV or listening to the radio.
- Going to the movies, talking about the movie over a drink or a coffee.
- Sharing memories (sorting out photos or postcards, etc.)
- Preparing gifts: finding them, creating them, and wrapping them.
- Having friends and family over (setting the table, baking a cake).

Brain exercises

These exercises require the use of knowledge and logic. They enable you to keep your memory sharp and maintain cognitive skills: stimulating your memory frequently is as important as exercising your muscles.

Brain exercises can be board games (number and word games, checkers, dominoes, card games, dice, etc.), electronic brain training games, crossword and jigsaw puzzles, etc.

Cultural activities

In addition to breaking isolation, cultural activities help to preserve cognitive skills. They must be offered according to financial resources and physical abilities, from the simplest to the most exceptional ones:

- museum, exhibition,
- cinema,
- conferences,
- Fairs and craft markets,
- weekend.

Manual and artistic activities

This type of activities can be performed at home, at a club or non-profit organisation, which is definitely an advantage.

Most activities including painting, music, singing, sculpture, pottery, craft, or cooking, require skill and creativity. Also, they maintain many abilities such as focus, reflection, exactness, and patience. Craft requires as much creativity as artistic activities and gives you the opportunity to set objectives and turn your thoughts into action.¹

¹ <http://www.pourbienvieillir.fr/comment-etre-creatif-en-restant-chez-soi> (consulted on 20-07-2018)

Physical activities

Physical exercise maintains body fitness, muscle strength and joint mobility. Whatever your level, sport maintains the person's physical independence, enables the person to evaluate her/his abilities, maintain and preserve existing reflexes, and provide well-being and relaxation. Some of the sports activities that can be offered include swimming (doing laps or aquatic fitness), walking, senior fitness, dancing or yoga.

Learning new technologies

Learning how to use a computer, a tablet or a mobile phone is an activity which combines an interest in learning and knowing how to use these different tools for various purposes, as for example:

- Sending emails or pictures to share your daily life with friends and family;
- Reserving a train ticket or a ticket for a show;
- Buying books and gifts online.

Daily activities

Daily activities are good opportunities to feel useful as you participate in the household's life and keep your independence, e.g.:

- Cooking
- Setting the table,
- Helping with menus,
- Going shopping with the domestic worker; choosing fruits and vegetables you like,
- Paying with your own money,
- Taking care of the pet (cleaning up the litter, walking the pet, taking it to the vet, etc.),
- Planting flowers or tomatoes in pots.

Where can these activities be performed?

- Clubs: senior clubs, Internet clubs, bridge clubs, reading clubs, etc.
- Non-profit organisations: social, sport, cultural volunteering.

Where can you find out about excursions and events?

- Town hall: culture, and sport and recreation departments- events programme.
- Town's theatres, museums, exhibition halls, concert halls (dedicated websites).
- Multimedia library, library, games library.
- Tourist information centre.
- Newspapers, websites providing showtimes and movies being shown in the local theatres.

✓ Setting up activities

Setting up an activity aims at arousing the intellectual curiosity of the person cared for, encourage her/him to go out, discover the local heritage, get out, and create friendly moments while being open to the outside world.

Through attentive listening, domestic workers may find out that elderly people want to go out, go to the movies, discover exhibitions but they don't always want to go alone for various reasons, including the fear of falling or taking public transportation.

Once an outing has been chosen, the domestic worker must prepare it, taking into account the person's routine (nap, fatigue) and habits.

Example

Mr DUPONT wants to see a detective movie at the cinema.

Preparation work: look up showtimes, less busy times, trip (how and how long), theatre accessibility.

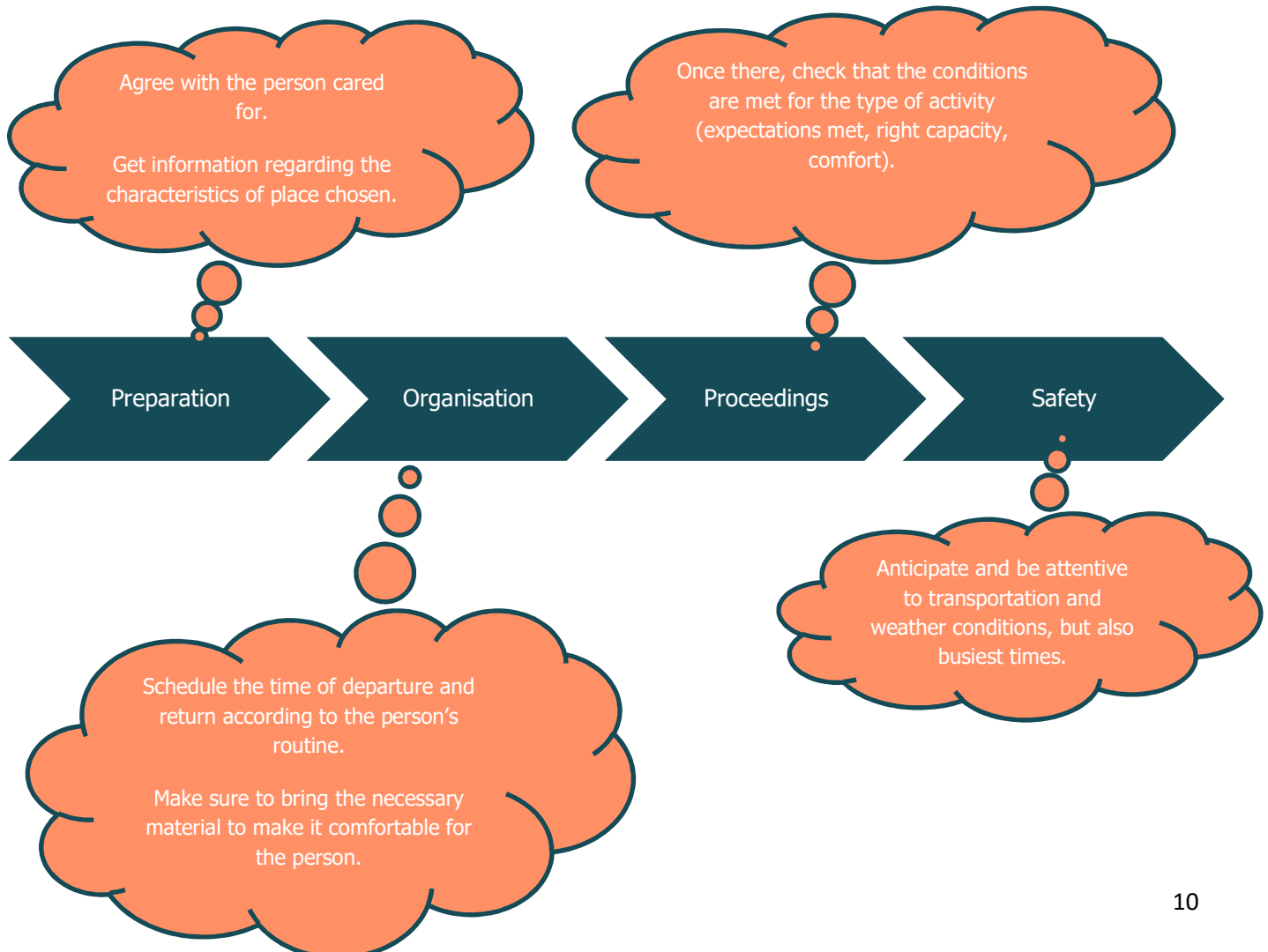
Organisation: the movie is at 2:00 pm, Mr DUPONT will not be able to take a nap, the domestic worker can feed him earlier than usual, so he can rest a little before going to see the movie. The domestic worker is thinking of bring a bottle of water.

Proceedings: ask if you can go into the theatre first, choose a seat close to the exit, check the location of the toilets.

Safety: make sure the lights on the stairs work and Mr DUPONT is well seated. It is better to be the last ones to leave the room, so you are not jostled.

Back home you can talk and give your opinion about the movie.

The different steps concerning the organisation of an outing



✓ **Connected objects and elderly people**

Today, elderly people want to follow the development of new technologies and have a good command of high tech objects used in daily life. However, they don't always know how they work. The domestic worker can help and guide them with the performance of easy tasks on a computer, tablet, or smartphone.

Computers

A computer is an easy device to use for elderly people but requires patient and pedagogical guidance. First, the person must be willing to learn how to use a computer because if not, it will make things difficult and making her/him do it anyway does not make sense.

The domestic worker can start listing everything the person is able to do on a computer: run a search on the Internet, sort out photos and send them, print and save documents, etc. She/he can first answer the person's request (how to send an email, share pictures, start a Skype call) but giving technical explanations is unnecessary: the objective is to show her/him the functions she/he is interested in and how to access them.

If the person cared for wants to create an email address to communicate with her/his grandchildren, the domestic worker will just deal with that first and then could show her/him how to attach images to messages.

The use of simple devices with enough storage space is recommended. Some computers are specially designed for seniors-beginners. They have a simplified keyboard (one character per key, a zoom key to instantly zoom in the text on the screen), bigger keys, a simplified display of programs, or a mouse with only a simple one-click function.

Tablets

The advantage of tablets for elderly people is its light weight. It can be taken everywhere. The most difficult for some people is to use the touch screen, especially for seniors who suffer from arthritis. It may slow down the learning process.

First, the elderly person should be told that a tablet is not a computer and does not have the same features. Depending on needs and desires, a tablet could complement a computer. The person cared for (or the relative or friend making the purchase) should preferably choose an easy-to-use intuitive tablet with a big screen. Brightness is important as legibility is a determining factor, especially if the elderly person is a reader and an e-reader app has been installed.

Mobile phone and smartphone

For many young people and adults, life without a smartphone is hard to imagine. This is different for older people, even if an increasing number of them own one.

A smartphone has the same functions as a computer and in addition to making calls, it can also be used to access the Internet. However, for an elderly person a mobile phone is primarily used to make calls.

The main difficulty is linked to the size of the phone or smartphone. Even the biggest phones have a very small screen, which may cause vision, legibility, and brightness problems. With smartphones, there is also the touch screen problem as it is not intuitive. However, there are models specially designed for seniors-beginners: they are easier to use, the keys are bigger as well as the icons and the characters, and contacts are easy to access.

Seniors' safety on Internet

Caution is essential on the web. Here are some safety guidelines to follow when using the Internet and give to the person cared for in order to avoid issues:

- ⇒ Never reply to advertising emails (spams) or emails whose sender is unknown.
- ⇒ Never provide your bank details to unknown websites and never reply to emails asking for them.
- ⇒ Often change passwords for online payment accounts¹.

The Internet can also be used to warn friends and family. If the person is reluctant to have any equipment to ensure her/his safety, a GPS tracker (watch, portable base) could convince and reassure her/him: this tool is used to call for help by pressing one key only. The person will have nothing to install and no manipulation will be necessary. The family will be able to track the person's movements and locate her/him in case of fall.

Useful resources

-  [Universités de tous âges](#)
-  [MOOC Francophone l'annuaire des cours en ligne](#)
-  [Ateliers numériques et autres formations](#)
-  [UVTD, conférences en ligne](#)
-  <https://cours-informatique-gratuit.fr/>

¹ <http://www.pourbienvieillir.fr/maitriser-le-numerique-pour-mieux-vivre-avec-son-temps> (consulted on 20-07/2018)

MODULE 7

HELPING THE CHILD TO PERFORM PERSONAL HYGIENE ACTIVITIES INDEPENDENTLY

Training contents

✓ Introduction

Etymologically hygiene refers to "health." It refers to "a set of principles and individual or collective practices that help to maintain health and ensure the normal functioning of the body¹."

Social life is governed by a multitude of norms. Those related to personal hygiene are first used within the family unit at a very young age. Not only do these norms vary according to the country, region, or culture, but they also evolve throughout history² and scientific discoveries.

✓ Collecting information about needs

List of questions to ask the employer to collect information useful to assist a child over 3 with performing personal hygiene activities:

- How old is/are the child? /children?
- What are the child's personal care habits (bath or shower? frequency)?
- What does the child know how to do independently, and which personal hygiene activities does he need help with?
- What is the child's relationship to personal hygiene? Does one have to repeat to the child to wash her/his hands, brush her/his teeth, etc.? Does she/he seem reluctant or on the contrary does she/he enjoy taking care of her/himself?
- What products does the child specifically use?
- Does the child have allergies or rashes?

✓ Why is body cleanliness important?

Body cleanliness is essential for the following reasons:

- It limits the spread of diseases and germs, and contagion.

One of the main roles of the skin is to protect the body from external aggressors (pollution, cold, sun rays, infections, etc.). At the same time, especially via hands, it is in contact with many objects in one day, which increases the risk of spreading germs.

A germ is a microorganism invisible to the naked eye and present everywhere: in the air, skin, but also inside the body. Even though some of them are useful (yeasts to make bread dough rise, bacteria involved in the production of dairy products), others may cause infections, as for example bacteria and viruses (gastroenteritis, flu, common cold, etc.).

Personal hygiene activities help keep your skin healthy and prevent infections and irritations.

- Respect yourself and others

Personal hygiene has a social impact and widely influences the image you convey to others. The lack or absence of personal care can lead to rejection or guilt.

¹ Source: Larousse Encyclopaedia - <http://www.larousse.fr/encyclopedie/divers/hygi%C3%A8ne/59218>

² Source: Febrap - <http://febrap.be/hygiene-personnelle>

➤ Take care of yourself

Personal hygiene also consists of routines which improve a person's comfort and well-being, but also self-esteem through clothing habits, hairdo, jewellery, make-up, perfume, etc.

It is thus essential that a child learns good habits at a young age.

✓ **Toward the child's independence**

This is true for personal hygiene, language acquisition or playing a music instrument: each child develops at her/his own rhythm. In theory, a child can learn to perform personal hygiene activities independently at a very young age by following the adults' examples and imitating them. Learning personal hygiene comes from example and mimicking: the child copies what adults around her/him do: she/he sees her/his parents wash their hands several times a day, take a shower before going to work, brush their teeth after meals, etc.

The personal hygiene activities that a child gradually learns to perform on her/his own include:

- Washing one's hands
- Washing one's body (bath/shower/sink)
- Brushing one's teeth
- Blowing one's nose
- Washing and brushing one's hair
- Getting dressed

Safety

There are many dangers for a child in a bathroom: risk of drowning, falling, getting burnt, etc. The child is watched by the domestic worker who prevents accidents and injuries due to slipping in the bathtub or getting burnt by very hot water. This is why it is highly recommended to:

- Never leave the child alone in the bathroom and stay close by while the child is taking a bath or a shower;
- Equip the bathroom with a bathmat and anti-slip mat;
- Equip the bathroom with a mixer tap or cover the taps with a face cloth or small towel;
- Access to the sink can be facilitated by a step stool.

The domestic worker's role

The domestic worker plays a role in teaching independence and how to perform personal hygiene activities: she/he ensures that the child takes care of her/himself and performs daily personal hygiene activities safely; when necessary, she/he tells and/or shows her/him what to do so the child can mimic what the adult does; the domestic worker also explains with simple words why personal care is important.

The domestic worker is there to support the child and help her/him to perform daily hygiene-related activities independently. This requires patience, the setting up of landmarks and rituals (while taking into account the parents' desires and habits), having positive attitudes and using words to praise the progress made by the child in terms of personal care such as "Well done!", "Bravo!", "Good girl/boy!". The acquisition of personal hygiene habits is also facilitated by games and fun activities.

To this end, the domestic worker must sometimes develop strategies to make the child understand the importance of personal hygiene by explaining things like:

- Brushing your teeth is essential if you want beautiful teeth;
- Being clean means being in shape, looking good, smelling good, etc.;
- The little germs on your hands can go into your mouth and make you ill.

HOW TO FOSTER INDEPENDENCE IN A CHILD?
Help her/him learn progressively
Encourage her/his initiatives
Adapt the environment whenever possible
Make requests suitable to the child's age and abilities
Use games
Let her/him make choices
Do not not do things for her/him
Respect her/his privacy

Source: "Learning to educate" -

<http://apprendreaeducer.fr/developper-autonomie-des-enfants/>

✓ Hand-washing

Why wash your hands?

80% of germs are spread through hands¹. In one day, children's and adults' hands touch many objects and surfaces full of stains and germs. This can cause illnesses, often minor ones, which can lead to complications. When done properly, hand-washing is a simple and effective preventive measure to eliminate most of the germs. Not only does it protect you but also others by limiting the risk of spreading diseases.

For children under 5, washing hands with soap can also decrease the risks of diarrhoea by half as well as respiratory infections².

When should you wash your hands?

You should wash your hands primarily:

- Before eating
- Before cooking
- After going to the toilet.

¹ Source: INPES - <http://inpes.santepubliquefrance.fr/70000/cp/13/cp131206-virus-hiver.asp>

² <https://naitreetgrandir.com/fr/mauxenfants/sante/fiche.aspx?doc=lavage-mains>

- ☑ After having played outside.
- ☑ When they are dirty (after doing craft, playing in the sand or dirt, petting a dog or a cat, doing an art project with paint, etc.).
- ☑ After sneezing or blowing your nose.

These situations where washing your hands should be systematic must be frequently reminded to the child so that it becomes a habit.

How to wash your hands properly

Follow these steps to wash your hands effectively:



Tips

- Use a step stool adapted to the child's height.
- Make the activity fun and attractive, for example by suggesting the parents buy a soap dispenser with funny images or soap with little characters that children get every time they use the soap. Making soap with the child can also be an idea to encourage her/him to wash her/his hands or body.
- For practical reasons, it is better to use liquid or foam soap as opposed to bar soap.
- Remember to change towels regularly: moisture creates favourable breeding conditions for germs. In public places, it is recommended to use paper towels.
- Suggest the child sings a song while she/he is applying soap to her/his hands.

There are useful and fun tools to start a discussion with a child on hand-washing and personal hygiene in general. It is for example the case of "Ella's Hand Washing Adventure", a free application available both in French and English. It essentially targets children ages 3 to 6 and aims to teach them the importance of hand-washing.

<https://app-enfant.fr/application/application-utile-laventure-lavage-mains-della/>

✓ Tooth brushing

Teeth play a role in chewing food, speech (pronunciation of sounds), but also aesthetics and social interaction when you smile.

Bad oral hygiene causes pain and various health issues:

- ☒ *Plaque* is a sticky deposit on tooth surfaces, composed of pieces of food and saliva, in which bacteria proliferate.
- ☒ If plaque is not removed, it thickens and accumulates to form *tartar*, which could cause inflammations.

☒ A *cavity* develops when a tooth decays: bacteria eat away the outermost layer of the tooth, creating a hole in the tooth which grows deeper and bigger over time if not treated. The decayed tooth can be treated but will always be more fragile.

☒ An *abscess* occurs when a cavity has not been treated.



Brushing your teeth eliminates plaque and keeps your teeth healthy. To prevent cavities, dental hygiene for a child must start as soon as the first baby teeth come in.



The dentist prevents and treats dental problems. It is recommended to go see a dentist at least once a year, starting at 18 months old¹.

Brushing techniques²

Before 6 years old: the 1-2-3-4 method



After 6 years old: the B.R.O.S. method



Recommendations

-When children brush their teeth, make sure they use a toothbrush and toothpaste designed for children.

-Brush teeth two or three times a day after meals, at least once in the morning and once in the evening, i.e. in the morning before going to school (after breakfast) and evening before going to bed (later dinner).

-You should brush your teeth for two minutes.

-Explain to the child why it is important to not waste water by not letting the water run while she/he is brushing her/his teeth.

-Having a balanced diet contributes to good dental hygiene. In fact, eating certain types of foodstuff (especially food with a high sugar content) leads to weight gain and dental decay.

-Explain to the child that brushing her/his teeth regularly is essential if she/he wants beautiful and healthy teeth, as well as fresh breath.

¹ Source: INPES and UFSBD, *Oral Health in four points* -

<http://inpes.santepubliquefrance.fr/CFESBases/catalogue/detaildoc.asp?numfiche=495>

² Source: Recommendations from the French Union for Oral Care - <http://www.ufsbd.fr/espace-grand-public/votre-sante-bucco-dentaire/recommandations-hygiene-bucco-dentaire/>

-Make tooth brushing fun and friendly, like a game or challenge for the child. There are for example toothbrushes which change colour when the time is over; it is also possible to use a timer. Some toothbrushes also feature children's favourite characters, which may motivate the most reluctant ones to start brushing their teeth more regularly.

✓ Nasal hygiene

The nose has many functions. It is the body's primary organ of smell: it is through the nose that we perceive smells and identify aromas and flavours. It acts like a warning: when we identify a smell, we are warned not to eat expired products or inhale substances that are harmful to our health¹.

The nose also provides two lines of defence, which protect the body against external aggressors and respiratory infections. The nasal mucosa is lined with hair-like projections known as cilia, and with mucus. Together, cilia and mucus humidify and filter air, and collect dust and microorganisms.

Too many impurities (dust, pollen, pet hair, etc.) in the air cause sneezing which helps clear the nose and get rid of these impurities.

Good nasal hygiene consists of two actions:

➤ *Nose-blowing*, which may be difficult to learn for some children. The difficulty lies in the ability to blow through the nostrils one at a time, and control exhalation.

Explain and/or remind the child of the different steps to follow to blow her/his nose correctly (according to her/his abilities):

- 1- Use a clean tissue, preferably a paper one as it is more hygienic.
- 2- Unfold it and place it over your nose.
- 3- Inhale through the mouth.
- 4- With your mouth closed, close a nostril off and blow the other one.
- 5- Repeat the process on the other nostril.
- 6- Wipe your nose.
- 7- Throw the tissue away after use.

Sometimes this is not enough and you have to find other ways to make the child understand how to blow her/his nose. One of them consists of using a glass of water with a straw and have the child first blow through her/his nose. If she/he is able to do it properly, squeeze the straw and have the child breathe out through the nose to help her/him to control the exhalation process and not blow too hard².

➤ Once the child is able to blow her/his nose, you may wash her/his nose with a saltwater wash or saline solution to keep the cilia in your nose healthy and remove excess mucus. This will make cleansing easier because by blowing her/his nose, the child will play an active part in the elimination of mucus according to the following steps³:

- 1- Ask the child to sit down and tilt her/his head sideways.

¹ Source: Febrap - <http://febrap.be/hygiene-personnelle>

² <https://www.bloghoptoys.fr/astuces-pour-apprendre-se-moucher>

³ <https://www.ameli.fr/assure/sante/bons-gestes/petits-soins/pratiquer-lavage-nez>

- 2- Insert the tip of the squeeze bottle or spray into the nostril and spray a few drops.
- 3- Ask the child to blow her/his nose hard.
- 4- Ask the child to tilt her/his head to the other side and repeat the process with the other nostril.

✓ **Hair washing and brushing**¹

Hair has an aesthetic function but also a protective role (it protects against cold and sun). Taking good care of your hair by washing it regularly helps to remove dust from it but also disentangle it.

How to do it right

1. Detangle

When the hair is wet, it is fragile. It is therefore recommended to detangle it thoroughly before washing, by separating it into small sections and not pulling when you find a knot.

2. Washing

Washing is done in two steps. Firstly, hair must be wet with lukewarm water: the water temperature must not be too high to not damage the tips. Secondly, massage the scalp downward to the nape with a dab of shampoo. Massage with the tip of your fingers making sure you cover all the hair with shampoo, especially the top of the head. No need to wash a second time, it may irritate the scalp.

3. Rinsing

By rinsing hair with lukewarm water, you remove all the shampoo. If you do not rinse correctly or sufficiently, hair may become dull and more sensitive to air pollution. Also, once hair is dry, shampoo residues will form dandruff and cause irritations or rashes. If hair is washed when taking a bath, it is necessary to rinse hair with clean water.

4. Drying

Air-drying is better than using a blow-dryer as it is less aggressive: blow-drying hair tends to dry it out and create static electricity. If you are using a blow-dryer, you can set it on the "cold air" position and hold it downward to avoid burning the child's facial skin.

5. Brushing

Brush hair at least twice a day (morning and evening) using a comb or a brush, depending on the child's age and type of hair. It eliminates dust that has accumulated on the hair all day but also dead skin cells and old hair. Hair-brushing stimulates scalp vessels (improves blood circulation) and sebaceous glands (spreads sebum from the roots to tips to create a protective oil coating on the whole hair).

Hair wash frequency and products used

Recommendations may vary in terms of hair wash frequency depending on the child's age, type of hair and lifestyle (e.g. sport practices several times a week).

As a child's hair is thinner and more fragile than that of an adult, washes must be regular but not daily.

¹ Source: Febrap - <http://febrap.be/hygiene-personnelle>

Hair must be washed with a gentle shampoo designed for children. If the hair is dry or tends to tangle, it may be useful to use conditioner.

Lice

If a child often scratches her/his scalp, she/he may have lice. A louse feeds on blood: this is what creates and maintains itching. Contrary to some beliefs, lice do not jump, they can only be spread through direct head-to-head contact. They are common in schools. Therefore, when a child has lice, you should avoid lending or swapping hats, scarves and everything that comes into contact with hair. Swimming in public places should also be avoided as lice are good swimmers.

If you spot lice in a child's hair, two treatments can be indicated:

- Chemical treatment available in pharmacies. Pharmacists can give necessary advice for appropriate use.

- An essential oil-based treatment against head lice (tea tree, lavender, or geranium). There again, it is essential to seek advice from your pharmacist before use as essential oils are not harmless.

✓ Why should you wash every day?

The body produces about half a litre of sweat per day. The breaking down of sweat by bacteria can make it smelly and unpleasant for other people. In addition, impurities build up on skin all day (dead skins, dust, etc.). Bad body odours and germ proliferation are good reasons to wash every day. Here are guidelines for your information:

Personal hygiene learning

AGE	Around 2-3 years old
MAIN CHARACTERISTICS	<ul style="list-style-type: none"> -The child wants to perform some of the activities on her/his own. - She/he learns to wash: she/he can wash some parts of her/his body that are easy to reach, like the belly and arms.
THE ADULT'S ROLE	<ul style="list-style-type: none"> -It is essential for an adult to stay close by to watch the child, ensure she/he is safe (water temperature, fall, etc.) and assist her/him if needed. -The adult will make sure all the toiletries are available and within reach.
AGE	Around 4-5 years old
MAIN CHARACTERISTICS	<ul style="list-style-type: none"> - The child is able to wash on her/his own: she/he washes her/his arms, buttock, etc. on her/his own.
THE ADULT'S ROLE	<ul style="list-style-type: none"> - The adult watches the child and reminds her/him which parts of her/his body should be washed well. -She/he adjusts the water temperature. -She/he helps her/him rinse her/his back and hair if necessary. -She/he makes sure the child has rinsed well and there's no soap left.

AGE	Around 5-6 years old
MAIN CHARACTERISTICS	<ul style="list-style-type: none"> -The child is autonomous enough to shower alone -It is also a time when she/he may express a need for privacy.
THE ADULT'S ROLE	<ul style="list-style-type: none"> - Respect the child's privacy while staying close by: the door must not be locked. - At the end of the shower or bath, check if the child has rinsed well.
AGE	Around 7-8 years old
MAIN CHARACTERISTICS	<ul style="list-style-type: none"> - The child is totally independent in terms of personal care: she/he washes and dries her/his hair without any help.

Source: « Naître et grandir » -

https://naitreetgrandir.com/fr/etape/1_3_ans/soins/fiche.aspx?doc=naitre-grandir-enfant-soin-laver-bain-dent

Shower

Choosing between taking a shower or a bath obviously depends on the instructions given by the child's parents and the equipment available in the house. Both have pros and cons¹. Taking a shower is faster and more environmentally-friendly as it uses less water.

Bath

Taking a bath is a good way to relax and, for children, to combine personal hygiene and pleasure of playing. It is however recommended to not stay in a bath more than 15 minutes. Depending on the age of the child looked after, the domestic worker may have to run the bath, in which case certain rules must be followed:

- Check the water temperature. It must not be too hot (usually between 34°C and 37°C);
- Make sure there is not too much water in the tub (not above the child's navel);
- Be careful about the type of product used and do not take the one for adults. The care needed for adult skin is different: bubble baths can for example be irritating for a toddler's skin. If the skin is sensitive, scented soaps may cause skin irritation.

Sink wash

Washing at the sink with a face cloth is also an option, alternating with a bath or shower, providing the cloth is changed after each use, otherwise it will become breeding ground for germs.

Like for the bath and shower, it is important to explain and remind the child how to proceed, always taking into account her/his abilities and what she/he can already do independently or not: first dampen the cloth, then lather and scrub in a very specific order: face, body (arms, belly/back, legs and feet), and to finish private parts and buttock. The cloth must then be rinsed or, preferably, replaced by a clean cloth to rinse the whole body.

¹ <http://febrap.be/uploads/images/Outilt%20ilth%C3%A8que/140713%20-%208%20CARNETS%20HYGIENE-1.pdf>

Whether the child is taking a bath, a shower or washing at the sink, it is important that she/he learns how to carefully wash the most sensitive areas when it comes to germs: armpits, feet, and private parts.

How to wash

Frequency

Health professionals recommend that parents wash or let the children wash on their own every day and after any physical activity. Good daily personal care gets rid of impurities, sebum and sweat marks.

Products

There is a wide range of gentle products designed for children and their sensitive skin.

Steps¹

Every part of the body must be rubbed with soap or shower gel, and you should start by washing the face and finish with the feet.

Armpits and feet require special attention as they sweat faster than other areas.

Finish the washing process by thoroughly rinsing with clear water to eliminate all the soap.

Privacy

Children progressively develop a need for intimacy and privacy along with the socialisation process. A child generally starts showing a need for privacy between 4 and 7 years old and starts covering her/his body when naked, locking the bathroom door, undressing alone in her/his bedroom, etc. This need is more or less strong depending on the child's personality. It is however important to always respect this need and avoid humiliating behaviours such as mocking.

Intimate hygiene for toddlers

Intimate hygiene is essential to good health. At a very young age, girls must have good intimate hygiene to limit urinary tract infections. Dependent on the presence of protective bacteria, the balance of the vaginal and vulvar flora is fragile. Lack of hygiene or excessive hygiene may cause infections. It is not necessary to use specific products for intimate hygiene, but it is however advised to tell the child to rinse well, wipe and change underwear every day.

The other hygiene rule that young girls must learn and apply at a very early age is to wipe well after going to the toilet, from front to back (and not back and forth) as germs from the rectum could spread and cause infections in the vagina. Something to watch is the tendency of some young girls to hold their urine (at school especially): they must learn to go to the toilet regularly.

¹ Source: Febrap - <http://febrap.be/hygiene-personnelle>

Young boys must learn to wash their penis daily with soap and water, using a cloth like for any other part of their body.

When the child does not want to wash

Children may refuse to wash at any age, but this is especially frequent between ages 2 and 3. In any case, it requires patience and forcing the child to do it turns out to be generally useless. Depending on the age of the child, this may be due to various reasons: it can result from a bad past scary experience regarding water temperature, foam in their eyes or water in their ears; she/he may be afraid of slipping, drowning, being sucked in by the bathtub drain, etc.

Being cold is a very unpleasant feeling which can make a child refuse to take a bath or shower. To avoid this situation:

- The bathroom must be heated before the child comes in to wash;
- During the bath, the bathroom door must be closed;
- Wipe the child, or encourage her/him to do it while the tub is draining (don't wait until it's empty);
- We must have enough towels ready, as well as a warm robe for when the child gets out of the bath.

Trying to understand the cause of refusal and fear through dialogue with the child will help to prevent it and to find a way to reduce anxiety (invite her/him to touch the water before entering the bath so she/he can see whether she/he likes the temperature, use a cap hat or a tear-free shampoo, place a non-slip mat in the tub, etc.).

The domestic worker will set up different strategies to make bath time enjoyable and fun. To this end, she/he will play some music, offer the child to use funny face cloths or soaps featuring her/his favourite characters, have bath toys, or add foam. Ask the toddler to play an active part by letting her/him choose the towel, shower gel, shampoo, or face cloth. This could make her/him feel more valued and be more independent.

✓ Getting dressed

We usually consider that a child can get dressed and undressed on her/his own at around 3-4 years old. What one must bear in mind is that the acquisition of this skill is incremental and subject to the development of various skills which is gradual and different for every child. What is consistent though is the behaviour the domestic worker should adopt about this particular activity but also all the others: a positive and supportive behaviour.

Even though it varies from one child to another, some of the things that may be the most challenging and take more time to learn for children include: buttoning up (especially with small buttons located near the collar or in back of clothing), tying shoe laces, and choosing the right outfit according to the weather.

Abilities needed to get dressed¹

¹ <https://naitreetgrandir.com/fr/etape/3-5-ans/apprentissage-jeux/fiche.aspx?doc=apprendre-a-s-habiller-3-5-ans>

DEVELOPMENT DIMENSION	SKILLS DEVELOPED
Perceptual dimension	<ul style="list-style-type: none"> -Recognising the different body parts and knowing where to put each piece of clothing. -Being able to tell the back from the front, the left from the right.
Motor dimension	<ul style="list-style-type: none"> -Coordinating one's movements (putting arms in a coat sleeves and legs in trousers) -Keeping one's balance when putting on trousers. -Buttoning up; zipping and unzipping; forming a loop to tie one's shoes.
Intellectual dimension	<ul style="list-style-type: none"> -Performing a series of action in a coherent order (first putting on the t-shirt, then the jumper and finally the coat; the different steps of tying one's shoes). -Choosing clothes according to temperature and weather.
Emotional dimension	<ul style="list-style-type: none"> -Being confident enough to feel ready to dress up without help. -Being independent enough from adults.

Source: "To be born and growing up" - <https://naitreetgrandir.com/fr/etape/3-5-ans/apprentissage-jeux/fiche.aspx?doc=apprendre-a-s-habiller-3-5-ans>

Even if getting dressed and undressing require first and foremost skills mentioned in the table above, it is also related to hygiene. Good hygiene also means clean outfits, the need to change underwear every day and changing clothes very regularly. By the same token, how often someone changes clothes varies for each person (in the present case it depends on parents) and depends on her/his activities and lifestyle.

✓ Adolescents and hygiene

The adolescent period is first of all a time characterised by a series of both physiological and psychological changes that the adolescent has to adjust to. This adjustment shows in different ways: through isolation, the need for independence, the need to stand out, asserting oneself and defying parents' authority, or belonging to a group. Therefore, some adolescents spend more time taking care of themselves, while others neglect everything that has something to do with body hygiene, presenting it as a waste of time and a pointless activity.

The adolescent's absence or lack of hygiene may have different causes. It can be a kind of protection or it may result from poor self-esteem, a material issue, or family standards.

The consequences of the absence or lack of hygiene are manifold:

- In terms of health: these behaviours are the cause of bad odours, infections or illnesses; they also contribute to the worsening of skin problems such as acne and skin lesions, which cause itching on the scalp and skin.
- In terms of social life: these different skin reactions due to a lack of hygiene are often sources of rejection and bullying from peers, but also of conflicts with parents.



The domestic worker's role is not to intervene and give a lesson to the adolescent living in the household where she/he works, especially since the situation is temporary. However, depending on their relationship, the adolescent may open up more easily to a professional than her/his parents and nothing should stop the domestic worker from listening, supporting changes, or tactfully pointing out to the adolescent if her/his body odour is very strong. This may raise awareness and eventually lead to change.

MODULE 8

MAINTAINING THE ELDERLY PERSON'S INDEPENDENCE IN PERSONAL HYGIENE ACTIVITIES AND CONTRIBUTING TO THE PERSON'S WELL-BEING

Training contents

✓ Introduction

The notion of hygiene is complex: it refers to the body, others, and the social environment; it includes both individual and collective practices and concepts which vary according to cultures and evolve throughout history and scientific discoveries. Each individual has their own definition of cleanliness and dirtiness, and their own habits in terms of personal care.

✓ Collecting information about needs

List of questions to ask the employer in order to collect information regarding the elderly person's independence in performing personal hygiene activities:

- What are the employer's and/or the care recipient's expectations in terms of hygiene and well-being?
- How often will the domestic worker provide care services?
- What are the person's habits (shower/bath/sink; frequency of hygiene practices)?
- In general, when in the day does the person wash (in the morning before getting dressed? In the evening before going to bed?)?
- Is the person used to going to the hairdresser's, putting perfume or make-up on, etc.?
- What does she/he like the most and what does she/he like the least in terms of hygiene activities?

✓ Importance and different aspects of washing for elderly people

Skin aging

When the skin ages, its aspect changes gradually and visually: it becomes slack and dry, age brown spots appear, and wrinkles deepen with time. Like all the organs of the body, a person's skin changes over time. Aging signs on the face reflect the changes occurring within the different layers of the skin.

At the same time, the skin becomes more fragile: skin cell turnover slows down, the skin becomes thinner and dehydrated, and produces less sebum. These phenomena increase the risk of wounds, itching and infections.

The role of washing for an elderly person

Washing is essential for the elderly person for hygienic, comfort, and aesthetic reasons.

Hygiene and health

Personal hygiene helps eliminate perspiration, dust, and all other impurities that contribute to infections. Hygiene thus helps to prevent diseases, but also to maintain the protective role of the skin and mucous membranes.

Washing hands plays an essential role in the prevention of disease as it limits the spread of germs and infections such as colds and gastroenteritis. These are minor but could have complications, especially for elderly people.

Let's take the example of the flu: it is an upper respiratory tract infection caused by a virus. It affects the nose, throat, and bronchial tube. In France, the flu affects between 2 and 8 million people every year and causes between 1,500 and 2,000 deaths, essentially among people over 65 years old¹. The risk of serious health complications among these people is higher as flu can cause pneumonia or worsen already existing chronic illnesses such as diabetes. Adopting preventive measures is a way of limiting the spread of the virus: this is especially true for hand-washing, which is an effective yet simple preventive measure².

Comfort

Hygiene-related comfort includes all the positive, relaxing feelings experienced during personal care practices. In fact, personal care for an elderly person is not simply a matter of hygiene, it also contributes to the person's physical and mental well-being.

Aesthetics

As part of a person's aging process, her/his skin, hair, and nails change and somewhat modify the way the person sees her/himself. Accepting this new body is not easy. Through personal care, the person develops a better image of her/himself.

This notion of self-image is essential and brings into play other concepts such as recognition, self-confidence, self-esteem, which vary greatly from one individual to another, their personality, and their background.

Self-esteem is "linked to the ability to adjust, well-being, and life satisfaction as much as school and social success or health condition³." Taking care of oneself by putting cream on one's face, washing one's body, giving oneself a manicure, going to the hairdresser's, putting make-up or/and perfume on, all contribute to improving one's self-esteem.

Conversely, low self-esteem is linked to "a degrading image of oneself, one's skills, physical appearance, and interpersonal skills.⁴" Retirement for example means the end of an active and social period. Changes resulting from the loss of responsibilities and contact with work colleagues make some people feel insecure and uncertain about their abilities, usefulness, and role. Under these circumstances, self-esteem declines, which leads to a decrease in personal care or making demeaning comments about oneself.

¹ Source: Pasteur Institute- <https://www.pasteur.fr/fr/centre-medical/fiches-maladies/grippe>

² Source: French Ministry of Health and Solidarity- <http://solidarites-sante.gouv.fr/soins-et-maladies/maladies/maladies-infectieuses/les-maladies-de-l-hiver/article/grippe-saisonniere>.

³ Daniel Alaphilippe, « Évolution de l'estime de soi chez l'adulte âgé », *Psychologie & NeuroPsychiatrie du vieillissement*, n° 3, 2008/6, p. 167.

⁴ Daniel Alaphilippe, « Évolution de l'estime de soi chez l'adulte âgé », *Psychologie & NeuroPsychiatrie du vieillissement*, n° 3, 2008/6, p. 169.

✓ **The notion of care: scope of the domestic worker’s duties and professional boundaries**

The scope of duties

The request for domestic work services may be made directly by the person cared for, but it may also be made by a third party, most often a relative.

The domestic worker’s main mission is to foster all the necessary conditions to encourage the employer to perform personal hygiene and aesthetic activities.

To this effect and depending on the situations encountered, the domestic worker:

- Encourages the person receiving care to take care of her/himself with positive attitudes and words
- Sets up activities contributing to the person’s well-being;
- Helps the person maintain good personal care habits;
- Adjusts her/his work according to the situations and people cared for;
- Advises the person and makes suggestions within the scope of her/his competences (choice of outfit, house arrangements, safety rules, etc.) The nature of her/his job is closely linked to the instructions given by the employer upon recruitment and the information collected about the needs, but she/he may also make suggestions and suggest improvements according to the situations encountered;
- Offers solutions when faced with difficulties (refusal to wash, behavioural change, etc.);
- Advises family and friends if she/he notices warning signs of loss of independence. It is crucial for the domestic worker to be aware of the importance of her/his observations and her/his role as an intermediary if she/he sees that the elderly person is increasingly struggling to perform personal hygiene activities. Alleviating these difficulties by performing hygiene-related activities with or for the person does not fall within her/his competences.

Duties performed by the domestic worker

TYPE OF HYGIENE AND WELL-BEING PRACTICES PERFORMED BY THE ELDERLY PERSON	THE DOMESTIC WORKER’S JOB DUTIES	THE DOMESTIC WORKER’S DUTIES
-Taking a bath -Taking a shower -Sink washing -Washing her/his hair -Brushing her/his teeth	PERSONAL CARE	-Remind the importance of personal care -Encourage the person receiving care to perform hygiene-related activities.
	COMFORT/SAFETY	-Make sure all the toiletries are within reach. -Arrange the bathroom to prevent any risk of fall or slip.

<ul style="list-style-type: none"> -Brushing her/his hair -Putting make-up on -Shaving -Putting perfume on -Choosing her/his outfits and get dressed -Choosing her/his shoes -Cutting/filing her/his finger-nails 	<p>AESTHETICS/WELL-BE- ING</p>	<ul style="list-style-type: none"> -Encourage the person to take care of her/himself and her/his appearance. -Empower the person -If asked, provide guidance to the person for the choice of outfits, hairdo, perfume, make-up
--	------------------------------------	---



HELP MAINTAIN THE ELDER'S INDEPENDENCE

Professional boundaries

The domestic worker's role consists of putting into place all the conditions necessary for the employer to perform personal hygiene and aesthetic activities. In other words:

- She/he does not intervene directly in the performance of these activities.
- She/he does not help the person with washing or even less do it for her/him.
- Helping with washing and personal care are regulated activities carried out by specialised professionals.
- If the employer's needs include all or some of these aspects, the answer must be that it does not fit into the domestic worker's duties. The type of care will then have to be clarified/redefined by the family and friends so that the person could be oriented towards other relevant professionals.

Ethics

The domestic worker commits to adopting an ethical position based on the respect:

- Towards the person cared for,
- Of the person's privacy,
- Of the person's intimacy.

✓ Taking into account the care recipient's current abilities and needs

The elderly person's independence necessary to wash requires a certain neuromuscular ability, as well as coordination, skill, balance, and a good range of motion. With age, these activities become increasingly difficult to perform and require more time. When they become a recurrent obstacle to the performance of daily routines, it is the sign of loss of independence.

Red flags and warning signs

The first signs of loss of independence become apparent through physical or psychological disorders.

Signs of loss of independence

PHYSICAL SIGNS	PSYCHOLOGICAL SIGNS
Loss of balance Weight loss Recurring fatigue Slower gait Urinary incontinence	Poor diet Isolation Mood swings
SIGNS OF POOR PERSONAL HYGIENE	
<p>Dishevelled clothing: wearing the same outfit for several days Absence or lack of hygiene: unshaven face, body odours, refusal to wash Sudden change of behaviour: the person was elegant before and neglects her/his appearance now</p>	

If at least one of these symptoms appears, the family should be contacted so they can do everything necessary to schedule an appointment with the general practitioner.

Questions to ask yourself

- Which tasks can the person do alone?
- Which tasks can't the person do alone anymore?
- What type of need do I have to fill? What kind of assistance can be provided?

Tips to cope with difficult situations

Examples

- ⇒ The domestic worker observes a change in the person's behaviour and a gradual deterioration of personal hygiene (the person does not want to go out anymore/is depressed/does not care of her/himself/becomes sloppy/refuses to wash);
- ⇒ The domestic worker has been confronted with a person with poor personal hygiene habits for a long time.
- ⇒ The domestic worker must handle the person's refusal to wash.

➤ Try to analyse the situation based on what you know about the person (information provided by the employer's family and friends upon recruitment or after, domestic worker's observations) and strive to identify the origin of the problem: is this behaviour normal/occasional/unprecedented? Did the person's family specifically request the domestic worker's services?

➤ Try to understand the person and listen while talking with her/him in a trust-based environment and judgment-free approach. Hygiene issues are greatly linked to the person's privacy (work in the person's home and the question of relationship with the body). This is why these questions must be addressed with tact. It is essential to adapt your communication style and create an atmosphere conducive to talking (choose the right moment, mutual respect, confidentiality, kindness).

➤ If the discussions and explanations on the importance of hygiene do not lead to results, you must remain calm. There is no point insisting or forcing the person to wash or infantilising her/him: the elderly person must feel free to make her/his own choices. The domestic worker could for example suggest a quick wash and postpone showering until the next day. However, if the person consistently refuses to wash, it may be necessary to talk to the family about it.

✓ **Ensure the person washes in good conditions**

Preparing the bathroom

- ▶ Ask the person how she/he wants to wash (sink, bath or shower?),
- ▶ Offer the person to choose her/his clothes her/himself, help her/him with this choice.
- ▶ Make the bathroom safe: place a chair or stool (for clothes or so that the person can sit while drying), non-slip mat; suggest the installation of grab bars if there aren't any; make sure no object clutters the floor and the floor is not wet or slippery.
- ▶ Prepare all the toiletries - hygiene products, brush, face cloths and towels- and the chosen clean clothes.
- ▶ Make sure the room temperature and brightness are comfortable.
- ▶ If possible, adjust the thermostatic tap between 28° et 30°.
- ▶ Keep all the electrical devices which could be splashed with water away from the sink, bathtub and shower areas.

Preserve privacy

- ▶ Close the curtains.
- ▶ Close the bathroom door so the person can undress and wash without being bothered.
- ▶ Respect the person's privacy but the bathroom door must not be locked.

Bath

- ▶ Offer some bubble bath; Beware of bath oils: they make the tub slippery.
- ▶ Propose some music to create a relaxing atmosphere.
- ▶ Check the bath water temperature.
- ▶ Remind the person to use the grab bars to get into and out of the bath.
- ▶ Let the person enjoy her/his bath but stay close by.
- ▶ The water becomes cold quickly. Make sure the person does not get a cold.

Once the bath is over:

- ▶ Empty and clean the tub.
- ▶ Tidy up the bathroom.

Shower

- ▶ Use a shower chair in case the person needs to sit down.
- ▶ Adjust the water temperature and the pressure (moderate) before the person starts washing.
- ▶ Recommend to the person to sit down while drying.

Hair-washing

It is important to keep hair healthy and increase scalp circulation. The domestic worker can suggest going to the hairdresser's on a regular basis. Depending on the hair type and hairdo, encourage the person to wash her/his hair regularly just like the rest of the body to maintain good hygiene and well-being.

Between two wet shampoos, for practical reasons, you may propose to the person to try a dry shampoo.

Oral hygiene

Oral and dental hygiene are also very important. Elderly people often wear dentures which require care.

Dentures must be cleaned with toothpaste, rinsed, and then soaked in a glass with a disinfectant tablet every day before going to bed. Dentures must be rinsed before being put back into the mouth.

Dressing

Making an effort to dress well, taking the time to choose one's outfits, making oneself beautiful are factors that contribute to the well-being and self-esteem.

The domestic worker helps the person choose her/his clothes but also by suggesting clean clothes adapted to the season or the circumstances (outing, hosting friends and family).

The domestic worker will place the clothes chosen by the person on a chair, in the order they will be put on.

Depending on the weather, she/he may also recommend wearing a cardigan if the person chooses to wear a light shirt, or conversely advise against wearing a jumper if it is summertime.

It is important to adopt a positive and kind attitude to prevent the person from letting her/himself go by encouraging and praising her/him about her/his choice of clothes and colours: "this dress suits you very well, do you want to wear it today?".

On the market there are clothing lines specially designed to promote the elderly's independence (snaps, front closure bras, pants with elastic waistbands, etc.).

✓ **Adopt a kind and positive attitude**

- ▶ Find a purpose to personal care: to be attractive, go out, see one's grandchildren, etc.
- ▶ Suggest that the person brush her/his hair, put perfume on, shave, put make up on.
- ▶ Ask the person how she/he feels.
- ▶ Provide encouraging and supportive signs.
- ▶ Suggest that the person wear jewels.
- ▶ Praise the person about her/his choice of clothes and colours: "You're pretty", "this dress/pullover suits you very well", "the colour blue looks good on you", etc.

MODULE 9 PROMOTING YOUR OWN SKILLS AND MANAGING YOUR JOB SEARCH

Training contents

✓ Introduction

Domestic work between individuals is a growing and job-creating sector. It is a major economic sector as it meets basic needs of everyday life: cleaning the living environment, caring for children, assisting elderly family members or helping them to "age healthy" at home, or simply reconciling private and professional life (in making possible to delegate house cleaning tasks, for example).

As for any other profession, job search and, more specifically, the expansion of a domestic worker's occupational activities with one or several employers cannot be improvised. These steps are essential, and they require organisation and thinking about what you want to do, what you know how to do and what you can do.

✓ Collecting information about the employer's needs

List of questions to ask the employer to gather information during a job interview:

- What tasks need to be done and how often?
- What are the person's / family's habits?
- Does the employer have any particular request or comment on any of the tasks to perform?

These questions are very general. However, more specific ones will be asked to the employer, depending on his/her requests and needs: the very questions related to each module, according to the topics and activities addressed.

✓ Legal framework and actors in the field of domestic work: the example of the French system

Domestic work environment

In France, there are numerous stakeholders involved in the organisation and promotion of domestic work. Some of them help to regulate this sector among others; some of them are specifically assigned to this sector. According to their duties, they support directly employed workers throughout their professional careers with individual employers.

The Labour inspection services have a wide variety of tasks which consist in advising and informing both employers and workers on their respective rights and duties, as well as controlling the strict application of the law (Labour Code) and agreements (collective agreements), or also facilitating conciliation in case of conflict or litigation.

The National Federation of Individual Family Employers (FEPEM: Fédération des Particuliers Employeurs de France)

<http://www.fepem.fr/>

FEPEM is the socio-occupational organisation which represents individual employers and has been helping to structure the domestic work sector for 70 years. Its goal is to organise and professionalise domestic work and facilitate its access for both employers and employees. As an example, the website provides templates for employment contracts, a salary scale and guidance to encourage good relationships between workers and individual employers.

Professional branches

Domestic workers and childcare assistants employed by individual employers are represented by professional branches composed of FEPEM and trade unions of salaried employees.

<https://www.cpnefp.branche-professionnelle-spe.org/>

The professional branch of salaried employees working for individual employers includes all the workers directly employed by an individual employer at his/her home, and who are covered by the national collective agreement of the employees of individual employers. The branch has been working for several years to organise and structure working relationships between employers and employees, and to establish a real professionalisation channel for jobs between private individuals.

<https://www.cpnefp.branche-professionnelle-assmat.org/>

The professional branch of childcare assistants working for individual employers represents all childcare assistants directly employed by one or several parents, and who work either at home or in childcare assistant facilities. The professional branch has been working for several years to organise and structure working relationships between parent employers and foster parents, and to establish a real professionalisation channel for jobs between private individuals.

A national collective agreement is a text which governs working relationships between employees and their employers. It describes the framework and conditions of employment applying to employees of an individual employer (work contract, termination of the employment contract, working time and duration of leaves, salary). It applies to all employees and employers. The Labour Code supplements certain provisions, such as maternity provisions for example.

Cheques for Universal Employment Services (CESU: Chèque Emploi Service Universel) and Organisations for the payment of social security and family benefit contributions (URSSAF: Union de Recouvrement des cotisations de la Sécurité Sociale et d'Allocations Familiales).

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

CESU is a tool which helps individual employers to report wages of their employees and aims to simplify administrative tasks: employers can report working hours online and the CESU national centre handles the administrative and social aspects (calculating and collecting social security contributions -unemployment, insurance, pension contributions, etc.-, processing pay slips). The CESU's website also aims at informing users about labour laws.

"Particulier Emploi" (employment between individuals)

<https://particulieremploi.fr/>

This website is dedicated to domestic work for both employees and employers. It provides advice on working relationships, collective agreements, news and information related to the domestic sector (What is employment between individuals and what are the existing jobs? How to prepare a job interview?), and also job advertisements.

"Le Net Particulier" (internet for individuals)

<http://www.net-particulier.fr/home.html>

This web portal was created by several organizations in charge of promoting direct employment (jobs between individuals) in the field of personal services. Its goal is to help to structure and professionalise the sector in providing individual employers and employees with a single,

simplified and educational point of access to essential information regarding work relationships:

- ▶ Understanding rights and duties.
- ▶ Facilitating working relationships.
- ▶ Providing support for online administrative tasks.
- ▶ Promoting training.
- ▶ Facilitating the matching between job offers and job seekers.
- ▶ Fighting against undeclared work.

IRCEM

<https://www.ircem.com/>

IRCEM group is the social welfare institution for domestic workers. It handles pension funds, supplemental insurance, health, prevention and social action.

Iperia L'Institut

<https://www.iperia.eu/>

Since 1994, Iperia has been working to improve recognition and valuation of family and domestic employment, in the context of work relationships between individual employers and their employees.

In that respect, Iperia relies on three areas of expertise:

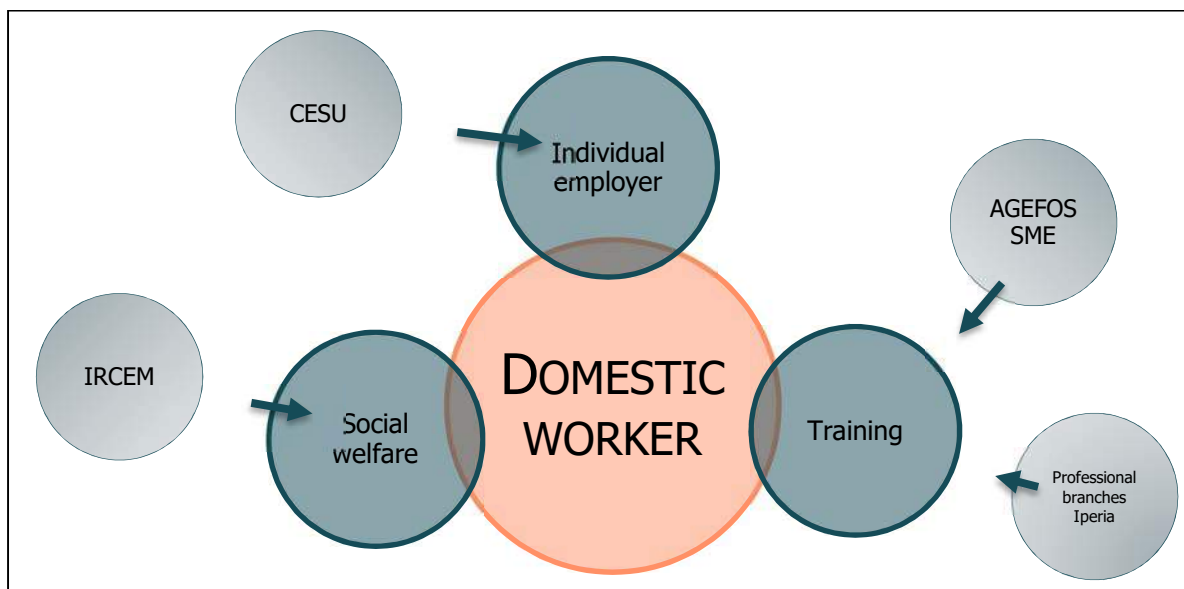
- ▶ Observation and research to identify the needs,
- ▶ Creation of innovative professionalisation tools and services,
- ▶ Continuous testing and adjustment on behalf of beneficiaries.

Pôle emploi

<http://www.pole-emploi.fr/accueil/>

Pôle emploi is the French national employment agency. It provides employment opportunities, support and training to job seekers.

Institutional environment of the family worker



Legal obligations

Employees are also required to:

- ➔ sign an employment contract: at the time of hiring (or at the end of the probationary period, at the latest), the employer and the employee have to sign an employment contract (fixed-term, permanent, full-time or part-time contract).
A written contract is compulsory for employees who regularly work more than 8 hours per week or more than four consecutive weeks per year; it is recommended in case of casual work (less than 8 hours per week or less than four consecutive weeks per year).
The contract must include:
 - the identity of both parties,
 - the date of hire,
 - the work location,
 - the job designation (nature and description of the job),
 - working conditions (working time and hours as well as their distribution during the week, days of meals, days off, etc.),
 - the trial period duration,
 - the salary.
- ➔ Carry out their professional duties (working hours, hygiene and safety rules, etc.) and do the work for which they were hired;
- ➔ Inform the employer within 48 hours in the event of an unexpected absence. The employee has to specify the cause of absence and provide a supporting document;
- ➔ shall respect professional confidentiality and discretion rules.

Rights of an individual employer's employee¹

Employees are entitled to:

- ➔ a *salary* which can by no means be less than the minimum wages provided in the national collective agreement applying to employees of an individual employer;
- ➔ *paid leave*;
- ➔ *social protection* to cover care and medication costs, the payment of sickness and maternity allowances, unemployment benefits as well as more extensive protection in the event of occupational accidents;
- ➔ *medical attention*;

¹ Sources on employees' rights and obligations:

<http://travail-emploi.gouv.fr/droit-du-travail/contrats-et-carriere/employe-de-maison-assistante-maternelle/article/les-droits-et-obligations-des-salaries-du-particulier-employeur>
<https://www.cesu.urssaf.fr/info/accueil/gerer-la-relation-de-travail/contrat-de-travail/contrat-travail-obligatoire.html>

- ➔ a specific *pension system*: in the case of incapacity for work or disability, IRCEM may pay an additional compensation, an annuity, etc. (depending on the case) to the employee. Every employee of an individual employer is affiliated to IRCEM, which is both the welfare institution and the institution of supplementary retirement;
- ➔ a number of *guarantees in the event of termination of the employment contract*;
- ➔ *continuous training*, especially through a mechanism specifically designed for them (58-hour training program).

These rights are acquired by employees, provided that they have been reported by their employers. In France, undeclared work represents between 13 billion and 15 billion euros each year¹.

Undeclared work

Undeclared work means illegal work and refers to any paid professional activity without a proper employment contract: it is when an employer gets an employee to work without prior reporting to social security bodies and without paying social contributions depending on the salary.

What are the risks for an employer using undeclared work?

- ▶ The employer can be subject to criminal prosecution if he/she does not report all or a part of wages paid.
- ▶ The employer is responsible in the event of an accident happening to the undeclared employee during working hours or on his/her way to or from work. The amount of compensation to be paid by the employer will be very high.
- ▶ An employer is liable to a fine up to 45,000 euros and up to 5 years of imprisonment when employing an undeclared employee. The punishment may be increased to 75,000 euros and 5 years of imprisonment in case the undeclared employee is a minor required to attend school².

What are the consequences for an undeclared employee?

- ▶ Employees working illegally are relatively protected by legislation, except if they receive unemployment benefits at the same time. Unemployed persons who receive benefits and accept undeclared work will have to return the allowances received. They may also be deregistered from the national employment agency. The same applies to health insurance and family services agencies: they can claim the reimbursement of the benefits paid³.
- ▶ Employees do not contribute to pension nor unemployment schemes.

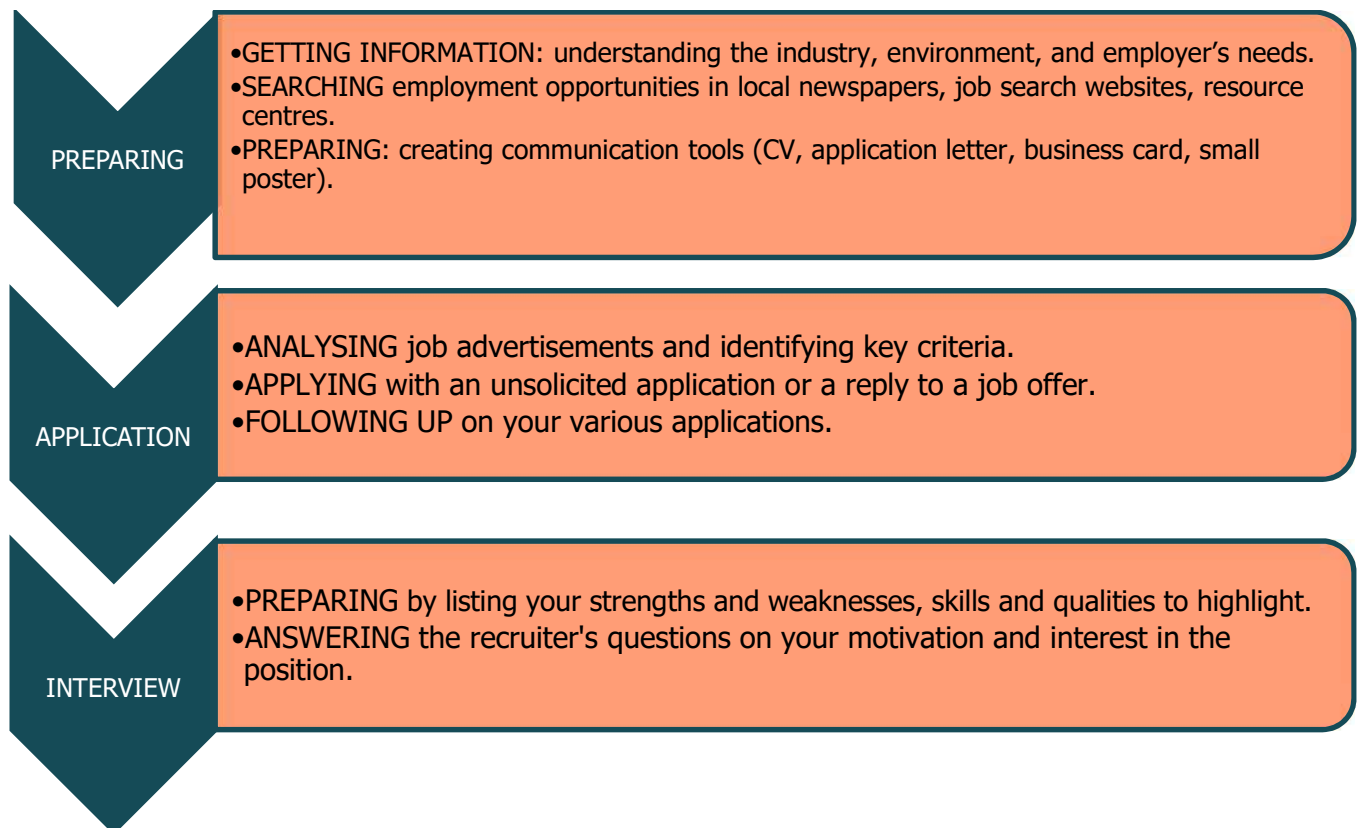
✓ **Preparing your job search**

Prior to creating communication tools using the Internet and office software, the domestic worker will necessarily have to think about the various aspects of his/her job and organise her/his job search.

¹ <https://allocation-chomage.fr/travail-au-noir-risques-consequences/>

² <http://travail-emploi.gouv.fr>

³ <http://www.coindusalarie.fr/contrats-travail/travail-au-noir>



The steps of a job search

Getting informed and gathering information on your professional environment

Collecting information on supply and demand in the field of personal services and domestic work will help you get a better understanding of your professional environment and will help you make choices.

Resource centres

Collecting information from resource centres such as local communities or an employment agency can also be very useful to have a better understanding of an employment area and a local economic network related to a specific sector. The nature and functions of these organisations are closely dependent on local/national specificities, as illustrated by the various players mentioned above involved in domestic work and specific to France.

Meeting other professionals

Meeting other professionals of the sector helps to get a better understanding of the reality of the profession and the situation on the ground. This can be done at a professional exhibition or an employment forum on domestic jobs and personal services, but also via word-of-mouth.

Job advertisements

Beyond the simple list of tasks to be completed, finding and reading job offers and job descriptions can provide valuable insight on the employers' precise requirements and what they are looking for in future hires in terms of qualities, attitudes, values (punctuality, organisational skills, trust, etc.).

Seeking employment opportunities

There are currently numerous resources to find job offers. The most frequently used include:

- the regional and local press (city newspapers, for example);
- reception centres: municipal employment services, employment agencies, individual employers' centres (in France);
- local shops where individuals can leave small ads;
- word-of-mouth;
- websites: they have become an essential resource for job searches and boasts many advantages. They can be very helpful tools and help you to save time. However, they may also be confusing, because there are hundreds of dedicated general and specialised websites. There are job search engines combining all job vacancies which contain chosen keywords ("domestic worker", "family worker", "house cleaner", "housekeeping/ironing services"). Job boards are websites placing job offers online and providing more often two kinds of services: enabling job seekers to browse through job vacancies as well as to upload their CVs into a CV library and to apply for job offers.

Resources

Search engines

- Indeed: <https://www.indeed.fr/> (the website is available in different country versions)
- Option Carrière: <https://www.optioncarriere.com/> (the website is available in different country versions: <https://www.careerjet.com/>)

Job boards

- Monster: <https://www.monster.fr/> (the website is available in different country versions)
- Pôle emploi (France): <https://www.pole-emploi.fr/accueil/>

Specialised websites

- Particulier emploi (France): <https://particulieremploi.fr/>
- Net Particulier (France): <http://www.net-particulier.fr/home.html>

Free classifieds website

- Le bon coin (France) for job searches:
https://www.leboncoin.fr/offres_d_emploi/offres/
and/or to place an ad: <https://www.leboncoin.fr/ai/form/0>

Residential House cleaner (M/F)

Part-time – permanent contract

×

APPLY

SAVE THIS JOB

Opali, a family business which has been operating in Bordeaux for 12 years, is recruiting for a job of house cleaning / ironing. Permanent contract, BORDEAUX – LE BOUSCAT -CAUDERAN area.

Employed in private households, you will be in charge of:

- Ironing
- Dusting, floor care
- Bathroom cleaning
- Kitchen cleaning
- Cleaning bedrooms and living areas

Part-time permanent contract (25 h per week), which can evolve to a full-time job if desired. Fixed salary each month (even if the client is absent).

Working time during the day, same schedule each week, adjusted according to your availability.

Quality mutual insurance provided including 50% financed by the employer.

Minimum 2 years experience in working with individuals and good level of ironing required.

SEND US YOUR RESUME AND COVER LETTER BY E-MAIL

Job basics: part-time, permanent job-creating

Experience

- cleaning/ironing IN PRIVATE HOUSEHOLDS: 1 year

Location:

- Bordeaux (33)


Sample of a job advertisement


Preparing


Defining your service offer


Along with information gathering, it is essential for a domestic worker seeking employment to consider his/her own priorities and services he/she wishes to offer. Here are some hints to start with:


- What am I going to offer?
- Home maintenance, window washing, organising cupboards, etc.
 - Laundry care, ironing.
 - Grocery shopping, preparing meals.
 - Child care after school.
 - Assistance to independent seniors.


 To whom am I going to offer my services?


-  working individuals.
 non-working individuals.
 persons living alone.
 a couple.
 a family.


 How often?

-  Full-time.
 Part-time.
 Regular work.
 Occasional work.
 Casual work.


 Taking into account means of transportation available, what are my geographical criteria?

-  Within my home town.
 15 km around my home.
 Travel time between each employer should not exceed 20 minutes.

 Who are my direct and indirect competitors?

-  Other domestic workers.
 Domestic service organisations.
 Childcare centres.

 What need does my offer meet?

-  The more proposals there are, the less competition there is.
 Therefore, I need to rely on demand.

Tips to define your service offer

Defining the limits of your working area

Oalley is a map that shows you how far you can go for a given time or chosen distance. This tool can be used worldwide and depending on the means of transport chosen (car; bike and public transportation only for France), it takes into account several criteria such as the speed on each type of road, schedules for public transport, or cycle paths.

<http://www.oalley.fr/> et <https://oalley.net/> (version anglaise).

Clearly understand the domestic worker's duties

It is important for any professional to be aware of what tasks are part of their work or not in terms of regulation and legal framework, in order to stay within their area of expertise and the limits of their duties, and also to be able to explain and promote them to their future employer.

A domestic worker is a multi-skilled employee who is in charge of home maintenance, with or without the employer's presence, and organises various tasks according to the employer's oral and/or written instructions. In an individual's home, the domestic worker usually works on her/his own with no direct supervision. All her/his activities are performed by using the equipment and products made available by the person she/he works for.

He or she may also have to care for preschool- or school-aged children and organise activities and games appropriate to their age, to drive or walk them to school, sports or leisure activities, or even help them with personal hygiene practices.

Finally, a family worker may provide social support to an independent elderly person. She or he will then propose leisure activities and outings to make sure a link with the outside world is preserved. She/he can also encourage the maintenance of the person's independence by creating the necessary conditions to help the person cared for with hygiene and aesthetic care tasks.

Here is a summary of the activities which can be performed by the carer, according to the employer's needs, as well as a reminder of the boundaries in terms of skills and employee/employer relationship:

HOUSEKEEPING AND LAUNDRY CARE

The domestic worker can be in charge of:



- Cleaning and maintaining floors, various surfaces and equipment of the house.
- Caring for clothes and household linen (washing, drying, ironing, folding, storing).
- Organising work according to space and time.
- Helping to arrange space for better comfort and safety.



Limits of competence

The sense of initiative is a positive feature. However, the domestic worker should keep in mind that she/he works in a private sphere. Therefore, every activity undertaken is subject to the employer's approval (especially concerning storage or space organisation).

PREPARING MEALS

The domestic worker can be in charge of:



- Creating menus.
- Doing the grocery shopping and storing food.
- Preparing and serving meals.



Limits of competence

The domestic worker should master basic cooking techniques and recipes to be able to adapt them to various numbers of servings and specific food requirements in case she/he receives specific instructions. However, she/he has in no way been hired as a cook and should not be involved in the preparation of very sophisticated dishes with great technical requirements.

CARING FOR A CHILD OR AN INDEPENDENT ELDERLY PERSON

The domestic worker can be in charge of:



- Encouraging development (child) and autonomy (child, non-dependent elderly person) in stimulating intellectual and physical capacities through daily routines and activities.
- Encouraging social links.
- Providing support for leisure and social activities.



Limits of competence

The domestic worker is not involved in the upbringing of children placed in her/his care and should only care for pre-school children and older: she/he has generally not been trained to ensure daily care for babies (food, hygiene, sleep, handling, etc.).

The domestic worker's duties do not involve helping an elderly person to wash, nor medication intake (for a child or an adult), and more generally medical acts and care.

COMMUNICATION

The domestic worker can be in charge of:



- Encouraging a professional and positive relationship with the employer/the person cared for (child or adult), based on trust and mutual respect.
- Gathering information on the employer's needs and expectations.
- Reporting on activities carried out or difficulties encountered.



Limits of competence

The domestic worker should maintain a professional distance to make sure the employer's intimacy is respected, as well as his/her own private life.

MANAGING JOB SEARCH

The domestic worker may have to:



- List her/his skills and professional experiences
- Organise her/his job search independently.
- Create her/his communication tools and release them.
- Prepare a job interview.



Limits of competence

The domestic worker should respect her/his own limits. In her/his job search, she/he should only promote skills and experience she/he really has.

Skills and qualities required

There are various tasks which can be assigned to a carer, and this versatility calls for multiple skills and qualities.

Understanding the idea of private space and intrusion into the private sphere is essential to define required qualities. Would you accept to entrust your children or the keys to your home with someone you don't know? What would you expect from this person?

Ethics

The domestic worker works in the employer's home, in a private and intimate living environment. Whether she or he works for a couple, a family or a single person, young adults or elderly people, this living space is both a landmark -full of history and memories, with personal belongings and furniture- and a den providing a sense of protection. Yet the employee intrudes into this private sphere¹.

Therefore, it is essential that the domestic worker adopts an ethics code based on the respect of:

- the employer's/family's/care recipient's life and intimacy;
- the employer's/family's/care recipient's property;
- the employer's/family's/care recipient's culture, religion, life choices;
- the parent's educational choices in the case of child care;
- professional secrecy: the professional agrees to not disclose any information regarding the employer's private life including opinions, religion, family events, or any relative's health, for example.

Honesty

A family worker is above all a trusted person. Since the employer entrusts her/him with her/his children, the keys to the house or money to go shopping, the professional has to show that she/he is totally reliable and works in complete transparency. As an example, the employee should inform the employer if she/he accidentally drops an object and breaks it.

Politeness and respect

In addition to politeness, which is at the base of any professional relationship, respect is also necessary to build good relationships. As respect generates respect, the domestic worker should be aware that her/his own behaviour has an impact on the quality of the employer/employee relationship.

Discretion

The family worker may witness sensitive discussions, domestic disputes, receive confidences. In this kind of situations, she/he should minimize disruption and remain discreet to avoid disclosing confidential information but also to avoid taking a role she/he does not have to take.

Punctuality

It is essential:

- for the employer, to avoid disrupting her/his schedule;
- for the employee: it is difficult to catch up on a delay. Yet tasks should be performed within the timeframe stated in the employment contract. Moreover, a lack of punctuality could have an impact on the whole organisation if the employee works for several employers on the same day.

¹ Patricia Bonamy, Myriam Desert, Shérazade Frighi and al., «Les freins à la bientraitance dans l'aide à domicile», *VST - Vie sociale et traitements*, 2012/4, n° 116, p. 67.

Main skills required to be a domestic worker

KNOWLEDGE	KNOW-HOW	SOFT SKILLS
<ul style="list-style-type: none"> - Knowing cleaning products and equipment. - Knowing hygiene and safety rules. - Knowing the main needs of a child according to age and of an elderly person. - Knowing the etiquette. 	<ul style="list-style-type: none"> - Applying techniques and performing professional activities during meal preparation, house-keeping and laundry care. - Applying hygiene and safety rules. - Creating menus. - Developing an activity program. - Using products, tasks and equipment which are suitable for the task carried out. - Maintaining used equipment. - Observing to better adapt and anticipate. - Transmitting and reporting. 	<ul style="list-style-type: none"> - Autonomy - Organisation - Adaptability - Versatility - Rigour - Good personal relationship skills (adults/children) - Attentiveness - Respect - Punctuality - Discretion

Assessing your skills and strengths¹

Understanding your skills will help you target your job search, promote your profile and feel more confident in front of the employer during a job interview. This requires an inventory work of your skills and experiences, and then an analysis of all aspects of your professional background, that is:

- Training received (initial education and continuous training) as well as degrees obtained;
- Previous jobs;
- Professional activities: where (in private homes, within an organisation, in a company)? When and how long? What (specific duties)? How (work environment and pace, organisation)? Why (employer's needs)?
- Extra-professional activities (non-profit organisations, sports, hobbies, areas of interest);
- Skills and knowledge acquired (responsibilities, office technology, languages);
- Achievements and results.

Other elements must be considered to promote your strengths. Building upon clear and obvious examples, it can be useful to think about your personality, your character, your mechanisms (such as the way you react to an unexpected or difficult situation, for example), your approach to work (What is important? What are the values that really matter?).

Among the various items listed, you will have to select the most relevant ones: the ones which are relevant for the job you're applying for.

¹ Source: le guide *Préparer sa recherche d'emploi: les bons outils* de Pôle emploi - <https://suio.univ-amu.fr/techniques-recherche-demploi-outils-convaincre>

✓ Creating and submitting professional communication tools

Creating and sending a curriculum vitae (CV)

Objectives

Curriculum vitae is a Latin expression meaning “course of life.”

The CV is a communication tool which gives a detailed overview of a person’s employment history. Its objective is to present, in a structured way, relevant information regarding a person’s professional background and obtain a job interview. This tool is essential to find a job or develop one’s business when looking for new employers.

It must reflect who the person is, what he/she has learnt, and what she/is able to do.

The different sections of a CV

PERSONAL INFORMATION & CONTACT DETAILS

- Contact details (first name, surname, phone number, email address).
- Other personal information such as age or family situation are optional (this may vary depending on the country).

JOB TITLE

- The job title is not compulsory. However, it helps the employer identify the applicant’s profile very quickly. Example: *Domestic worker - 10 years*

WORK EXPERIENCE

- The work experience section -the part which describes all your skills and strengths acquired over time and through professional experience- is the most essential component of your CV.
- List actions referring to the different tasks performed in a typical work day.
- Provide figures to support your past achievements (number of employers you have worked for, number of children looked after after school, etc.).

EDUCATION, DEGREE, AREAS OF EXPERTISE

- Training (school or professional courses).
- Degrees obtained.
- Languages spoken (especially those adding value to the application).
- Other skills (computer skills).

ADDITIONAL INFORMATION

- Useful information (driving license and car ownership, hobbies, etc.).

Source: Guidebook from the French employment agency Pôle Emploi: *Préparer sa recherche d'emploi : les bons outils-* (Prepare the right tools for your job search)

<https://suio.univ-amu.fr/techniques-recherche-demploi-outils-convaincre>

The different types of CVs

There are three main CV formats.

Chronological/reverse chronological CV

The chronological CV lists work history in chronological order (from oldest to newest). For each position, list your different duties.

In a reverse chronological CV, the most recent jobs are listed first. This type of CV highlights the skills acquired most recently, i.e. often the most significant professional experiences.

Functional CV

It is a CV organised in themes which present someone's employment history highlighting the various positions you have held (childminder, cook, housekeeper, domestic worker, etc.) and the skills you have acquired. The "work experience" section is not organised by date but by skills groupings (communication, organisational, technical, digital skills, etc.), each focusing on one or more significant professional experience(s).

Combination CV

It combines the two types of CVs aforementioned: skills are organised according to the job fields and the professional background is organised chronologically (start preferably with the most recent experiences).

Some tips about format

- Use short and clear sentences.
- Choose a well-spaced layout.
- List your skills in a clear, structured, and logical way.
- Print your CV on white paper. Avoid thin paper that gets crumpled easily, or thick paper; The CV must look clean (do not provide an illegible or crumpled copy).
- It is recommended to use the A4 standard paper size (21 × 29,7 cm) and portrait orientation.

Some tips about contents

- Remember to update your CV regularly as you gain new experience.
- Focus on what is essential: there is no point being too exhaustive.
- Provide precise examples and quantify your accomplishments.
- Target your CV to the prospective job you're seeking and select the work experience that mirrors best the job requirements: it is not necessary to list experience or degrees that are not relevant to the targeted job.
- Highlight your strengths according to the employer's needs and focus on the skills required for the job.

What you must pay attention to when writing a CV

- Check your phone number and email address are listed on the CV and are accurate.
- Your CV must reflect real experiences and tasks accomplished. There is a high probability that any lie will be exposed during the interview.
- Avoid formats that are too original.

-Try to stick to a one-page long CV. It is generally the preferred format. Do not have more than two pages.

Picture

It is not compulsory on a CV but recommended in France (may vary depending on the country). The format is that of a standard ID picture. It has to be clear when printed.

CV writing help

It is easy today to find CV templates on the Web and thus avoid spending too much time on layout and format. Here are two examples of tools available in different languages:

➤ Europass is a European Union's initiative to help you present your skills clearly and effectively. To this end, it is possible to write a CV online by filling in the different sections, add appendices (references e.g.), and publish it online.



Source: Europass - <https://europass.cedefop.europa.eu/editors/en/cv/compose>

➤ Word

Pre-defined CV templates are available in the word processor. To access it, open a new Word document: you will see the tab "Professional". By clicking on it and selecting "CV" and "Create" you will open a template. You just have to fill it in, without worrying about format as it is already built-in, then save it before printing it and sending a hard and/or an online copy to the employer.

Your name

Address, City, Postcode | Phone number | Email

Objective

To start at once, just click on the text of a dedicated space (like this one), then start typing to replace the text by yours.

Education

DEGREE | GRADUATION DATE | INSTITUTION

- Major: Click here to enter your text
- Minor: Click here to enter your text
- Additional courses: Click here to enter your text

DEGREE | GRADUATION DATE | INSTITUTION

- Major: Click here to enter your text
- Minor: Click here to enter your text
- Additional courses: Click here to enter your text

Skills

MANAGEMENT

JOB TITLE | COMPANY | STARTING DATE-END DATE

- Do you think that formatting such an elaborate document is difficult? You're wrong! To apply the formatting options included in this document with a simple click, go to Styles in the Home tab.

SALES

- Part of the sample text in this document features the style applied so you can easily apply the same format again. For example, this text uses a bullet list.

COMMUNICATION

- You have made a successful presentation? Be proud of it! This is the place where you can show how you work and interact with others.

LEADERSHIP

- You are the president of a student association, a co-ownership association, or you volunteer in a charity? You sound like a real leader. Demonstrate it here!

Work experience

JOB TITLE | COMPANY | STARTING DATE-END DATE

- This is where you can summarise your main responsibilities and most outstanding achievements.

JOB TITLE | COMPANY | STARTING DATE-END DATE

- This is where you can summarise your main responsibilities and most outstanding achievements.

Word CV sample

As it is a standard template, all the sections are not necessarily relevant and may be modified: "Management", "Sale", and "Leadership" may be replaced by "Organisation", "Flexibility", and "Technical skills".

The CV can be published online on various websites (employment agencies, job sites, job boards, specialised sites, etc.).

Whether the CV is created online or via a word processor, the advantage is you can store it in your computer and/or a job site after signing up, and then modify it according to the jobs you're applying for.

Cover letter

It is true that in terms of hiring procedures, the domestic work industry has its own and differ from a company's process where the recruiter is a professional. Depending on the given practices in a specific context, a cover letter from the applicant is not systematically requested. However, with a view to professionalising domestic work in general and more especially care-giving jobs, it may be useful to require a cover letter tailored to the sector.

There are two types of cover letters:

- The letter written in response to a job ad,
- The unsolicited application.

Objectives

A cover letter is a single-page document (maximum) sent to the employer along with the CV to explain your motivation to work with her/him, highlighting your competences and qualities matching the job requirements. Like for the CV, the letter's objective is to obtain a job interview and provide additional information not listed in the CV.

The organisation of a cover letter

Templates may greatly vary depending on the country and the industry's requirements (number of paragraphs, contents, preferred salutations, etc.). This is why we do not provide any sample letter but instead mandatory information to include in the cover letter and tips for writing it.

Key information

The letter starts with:

- The applicant's personal information: surname, first name, phone number, and email address.
- The sender's information (information gathered from the ad): surname, first name, phone number, and email address.
- Place (city) and date when the letter is written.
- Subject: it includes the position the applicant is applying for.
- Header: "Madam", "Sir".

And closes with:

- Salutations: "Yours faithfully".
- The applicant's signature.

The main body of the document

It must list everything the applicant can bring to the employer, explain why she/he is qualified for the tasks required, and how her/his skills/experience meet the job requirements. Every statement must be supported by precise examples. If the applicant says she/he is organised, she/he must explain in a few lines what she/he has achieved that showcases her/his organisational skills.

Tips about format

- The letter must be clear and legible.
- The layout must be well-spaced and include easily distinguishable paragraphs.
- The words used must be accurate and positive.

Tips about contents

- The letter must reflect the domestic worker's interest to work there.
- It must focus on qualities, skills, and experience, without overdoing it.
- It is essential to tailor the letter to the job position (gather information about the job, the number of children, etc.).
- Skills and achievements listed in the CV must be illustrated and not just rephrased.

Europass can also help with cover letter writing by providing a pre-formatted cover letter to be filled in: <https://europass.cedefop.europa.eu/editors/fr/cl/compose> (French version) and <https://europass.cedefop.europa.eu/editors/en/cl/compose> (English version).

Some employers may require a handwritten letter: make sure it is easy to read.

Creating a classified ad

The domestic worker can create an ad offering her/his services that she/he can leave in local stores or online on a classified ads website. To be complete, it will include:

- An introduction: profession, skills, references, strengths;
- What the person is looking for in terms of jobs, place, availability/schedule, fees;
- Contact details.

Example

Marie B., qualified domestic worker, holder of the "domestic work" professional certificate, is seeking to offer housecleaning and ironing services to an individual employer around Nantes. Available Wednesday mornings.
References upon request.
Owns a car.
For more information, please call 06.06.06.06.06.

Business card

Exchanging business cards is commonplace in the working world but is not necessary when working for an individual employer. However, it provides a potential employer (met at a trade fair or show, etc.) with the person's contact details who can have easily access them after.

-The letter must be clear and professional. There are many websites where you can create and print out business cards:

- *Par chance* (France) : <http://www.parchance.fr/carte-visite/#modele>
- Free Logo Services (available in several languages including English, Italian, and Spanish): <https://www.freelogoservices.com/fr/business-cards/step2>

Marie Martin

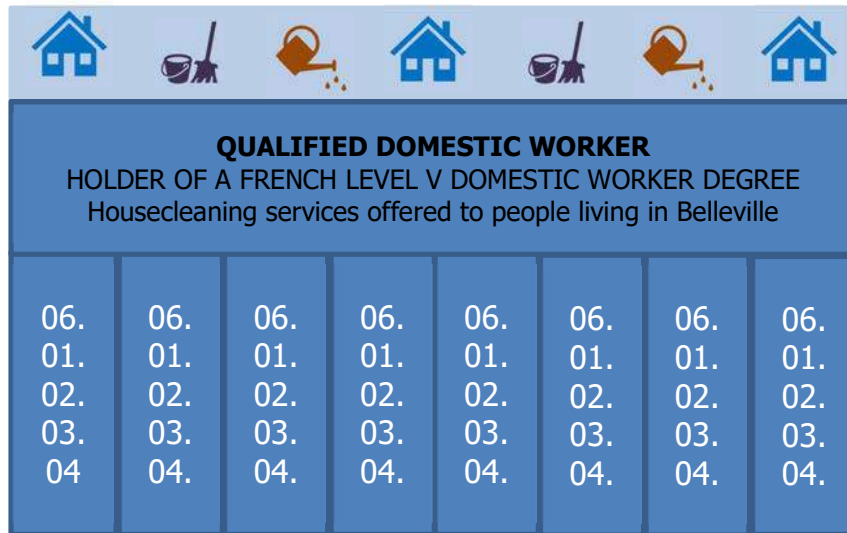
Housekeeping
services in
Nantes and around (15 kms)

Mobile phone: 06.01.02.03.04



Small poster

This type of ad when you're seeking a job must include your phone number on tear-off tabs and can be left in shops and supermarkets.



✓ Getting organised for your application

Looking for a job involves the following tasks that are difficult to follow up on if you are not organised: finding job ads, posting them on different media, applying for various jobs, having job interviews, etc. In order to keep things under control, it is important to:

- plan and manage your schedule;
- follow up on your different applications.

Tips

- check job ads on selected job sites regularly.
- sign up to a job alert by mail. This option is available on many job sites: you just have to provide the position you're seeking, place and email address. As soon as a new ad for the type of position sought is posted, the applicant receives it automatically via email.
- use a dashboard to keep track of your applications. This enables to retrieve information quickly should the applicant be contacted by a potential employer.

Here is an example of follow-up chart:

Actions				Position		With whom?						When?				Outcome	
Date of posting	Ref. Offer	Send CV	Send references	Description	Conditions	Name	Address	City	Post code	Phone	Email	Submission method	Dunning date	Dunning method	Date Interview	Reply	Comments

Online tools can help get organised:

MEMO is a service provided by Pôle Emploi (French employment agency). It consists of a dashboard giving you an overview of your applications, sending you customised alerts about tasks to be performed every week, and offering advice (calling back, getting ready for an interview, etc.):

https://memo.pole-emploi.fr/?utm_medium=jobboard&utm_source=emploistore&utm_campaign=pe

BoxMyJob (available in France) is an interface which centralises in a single space all the job offers that caught your attention on the numerous job sites, and helps you keep track of your applications (application sent/pending/following up on applications by calling employers/job interview scheduled on .././.... at ... o'clock)

<https://boxmyjob.com/>

✓ **Building and developing you network¹**

It is difficult to find a job by replying to only one job ad. The term network describes all the people likely to help you move forward with your job search.

Indeed, every person you know, or meet has themselves their own network. Each of them can help you meet other people who may help you meet, in turn, other people.

These relationships may help you to:

- gather information about the profession and industry;
- share work experience;
- find an employer;
- recommend you to employers.

➤ *Step 1: Assessing your network*

Who is part of my network?

- ▶ Relatives: parents, siblings, cousins, etc.
- Circle of friends: friends, friends' family, friends' friends, etc.
- Relationships within your community: neighbours, local shops, doctors, etc.
- ▶ Work relations: former colleagues, classmates, people attended a same training course, employers.
- Sports, cultural, artistic, etc. activity partners.
- People met in non-profit or other types of organisations.

The domestic worker will then be able to write a list of all her/his connections. This list is likely to evolve and become longer as she/he meets new people and gains new work experience.

➤ *Step 2: Defining a networking strategy*

¹ Source: Pôle emploi - <https://www.pole-emploi.fr/actualites/pourquoi-construire-un-reseau-/@/article.jspz?id=61501>

Creating such a list must have a specific purpose. It is thus important to ask oneself what we're looking for through networking:

- Do we want to enquire about the profession or the industry?
- Is it to contact another domestic worker in order to share, get advice or information about the profession?
- Is it to be recommended?
- Is it to start/develop your business or find one or several new employer(s)?

➤ *Step 3: Create meeting opportunities*

In order to fill up your address book, it is recommended to participate in events, join professional organisations or existing networks. These are opportunities to meet new people that most probably share the same professional interests, and to share experiences and points of view. In this type of situation, it may be a good idea to exchange business cards in order to expand your network.

A few tips for meeting professionals of the industry

- Participate in trade shows, fairs, follow blogs;
- Contact some resource centres: specialised organisations (professional associations, chambers of trade, training centres, etc.);
- Contact government organisations: employment agencies, trade unions centres, town hall labour departments, employment bureaus, career resource centres;
- Contact organisations: alumni associations, job seekers' groups, etc.

Professional networking sites

Another way of combining networking and job seeking consists of posting your profile on social media. Here are the different types of social media:

- ▶ General networks (Facebook, Twitter).
- ▶ Professional networks (Viadeo, LinkedIn).
- ▶ Blogs specialised in a specific industry.

Professional social media are websites whose objective is to connect professionals with each other. They help people make new connections, collect information, share ideas on discussion forums. Today, they are becoming more and more part of the recruitment process.

To sign up, you just have to create your profile by filling in the different fields (work experience, skills, extracurricular activities, etc.).

Tips

- Choose the professional social media that suits you the best and be ready to sustain and nurture the network by making regular contributions.
- Take your time to complete your profile.
- Make sure you separate private life from work life (do not talk about private life, do not include personal/compromising pictures, etc.)

✓ Getting ready for an interview

Preparing the job interview

The job interview is the last step of the recruitment process and it is the applicant's chance to convince the employer she/he is skilled for the job and will accomplish the various tasks with professionalism. Like for the application, you must prepare for the job interview and anticipate questions.

Preparation work

The first step consists of reading the ad again to make sure you understand the needs expressed by the employer. Then proceed with the creation of the CV, based on the analysis of the various aspects of your career history. Select the most relevant information and use it to highlight your strengths and competitive advantages in adequation with the job advertised. The job interview allows the applicant to further describe her/his skills using concrete and precise examples (tasks accomplished, techniques used, qualities developed, management and troubleshooting problems, etc.).

Questions you should ask yourself to find the right arguments¹

- Among your skills, which ones are useful for the job position?
- Which concrete tasks can the applicant perform?
- Which qualities -both human and professional- are useful to the employer for the job advertised?
- Which outstanding strengths in the applicant's career history can be of interest to the employer?

During an interview, it may be for example useful to prepare two responses to explain what you can do and who you are: a two-minute one (short introduction) and another 10-minute one (arguments, strengths that you wish to highlight in particular). These presentations will then be subject to change according to the situation.

It may be useful to practise and role-play, by rehearsing until you feel more comfortable saying what you want to say. Practising with friends and family to test your response, posture, attitude is also a good exercise as their observations and advice will help you to improve your overall performance (speak more slowly, articulate more, look at the person, smile, etc.).

Availability

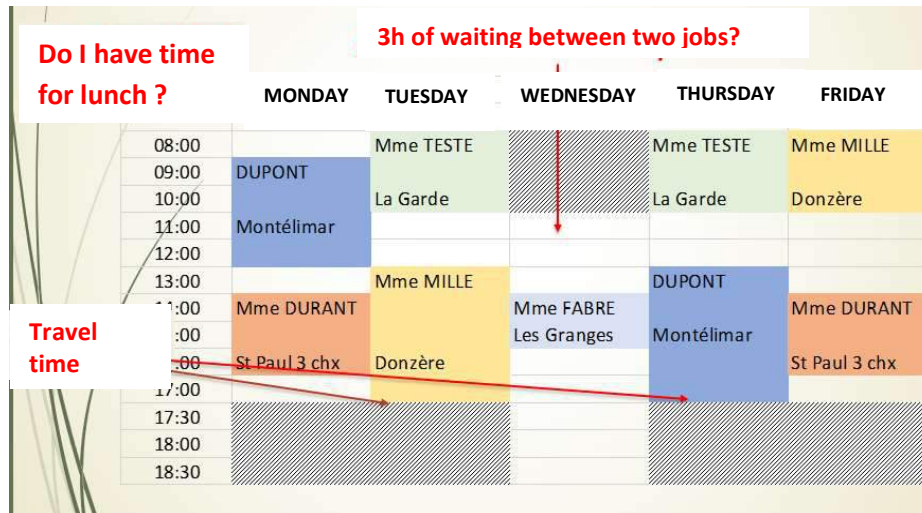
It is essential to anticipate and prepare which available slots you will provide to the employer. These can be discussed with her/him during the interview.

¹ Source: Pôle emploi, guidebook *How to succeed in a job interview* - <https://suio.univ-amu.fr/techniques-recherche-demploi-outils-convaincre>

Example

By looking at my current schedule, what availability can I provide? I am available:

- Monday after 4:00 pm,
- Tuesday between 11:00 a.m. and 12:00 p.m.,
- Wednesday between 8:00 a.m. and 1:00 p.m., and from 4:00 p.m. to 5:30,
- Thursday between 11:00 a.m. and 1:00 p.m.,
- Friday between 11:00 a.m. and 1:00 p.m., and from 4:00 p.m. to 5:30.



If I want to add an extra work slot, I will have to take into account the time for lunch and to drive there.

On Fridays, for example, I work in Donzère until 11:00 and I must be in Saint-Paul-Trois-Châteaux by 2:00 p.m. By doing a search on Google Maps or Mappy, I find out that it takes about 18 minutes to drive there. Therefore, I can offer to work two hours in Donzère between 11:30 a.m. and 1:30 p.m. (Providing I keep 1/2 an hour for lunch before going to work for Mrs. Durant).

Getting organised for the meeting

Documents you need to bring for the interview

- CV and cover letter.
- Work certificates.
- Diplomas (proofs of internship, professional certificates, etc.).
- Job advertisement.
- Planner with your availability.
- Outline of information collected.
- ID card or resident’s card (employment).
- Social security (employment).

Prepare questions related to the schedule

- What schedule would you like?
- Who will be in charge of keys? How?
- Which rooms, closets, etc. the domestic worker won't have access to?
- Does the employer want to use a communication log?
- Numbers to call in case of an emergency?
- If babysitting, what are the addresses of the children's extracurricular activities?
- If babysitting, should you be introduced to the teacher if duties include picking up the child/children at school?

Map out the route

- What is the exact address?
- What transportation means will you use to get there?
- What is the route?
- How much time will it take?
- What difficulties could you experience? (traffic jams, construction work, etc.).

Some applications answer your questions concerning the itinerary, travelling time and traffic, and allow you to save valuable time.

Google Maps is an application which is available on PCs, smartphones, and tablets. It is a mapping service allowing users to locate a place/an address and to calculate an itinerary for different means of transportation (walking, driving, public transportation, biking).

Mappy is also a mapping service and has the same features (displaying a map, searching an itinerary, calculating travelling time, traffic conditions).

On the day of your interview

The interview consists of several steps:

- reception,
- applicant's introduction,
- description of the position, employer's questions and discussion,
- conclusion.

➤ **Foster a welcoming setting and make a good impression**

Before we even start speaking, we are often judged on our appearance, attitude, mannerism, and posture. It is the same with a job interview. The first contact is therefore very important, and it is essential to take care of your appearance to convey a neutral and professional image.

Appearance

- Choose a neat and simple outfit;
- Perfect hygiene (hair, clean breath and teeth; well-groomed hands and nails; deodorant, etc.);
- Stay discreet and do not use too much make-up, jewels, or perfume;
- Try to smile even if you're stressed;

Attitude, mannerism and posture

- Be on time or even early for the meeting to be calmer and more relaxed;
- Do not get to the interview chewing gum;
- Put your phone on silent;
- When greeting the employer, shake hands firmly and look at the person straight in the eyes;
- Do not sit down without having been invited to do so;
- Do not sit on the edge of the chair but rather comfortably, with your back against the seat and your body well-balanced.

➤ **Introduce yourself**

The applicant introduces her/himself and provides main information about her/his education, work history, and detailed achievements. Talking about oneself and one's profession in front of a person you don't know is not an easy exercise and cannot be improvised:

- Watch the language you use and avoid familiar language;
- Try not to show signs of stress and manage them (speaking haltingly, scratching yourself, tapping your feet, biting your nails, etc.);
- Stay sincere but do not focus on negative points or weaknesses;
- Speak about yourself in a positive manner highlighting your qualities and strengths.

➤ **During the interview**

A job interview is when the applicant can express her/his motivations and describe her/his experience and skills. The employer tries to find out who the applicant is, her/his career history, and what she/he likes in her/his profession. To this end, she/he will ask questions the domestic worker will strive to answer as accurately as possible, illustrating her/his responses with precise examples. It is also the time for the applicant -when the employer invites her/him to do so- to ask questions about the position (especially about the work organisation and conditions):

- the key is to try to be as relaxed as possible: the interview is not to trick the applicant, it helps knowing her/him better and understand and assess whether the applicant is a good fit for the job;
- avoid answering by 'yes' or 'no', develop your answers and provide details;
- use the arguments prepared beforehand to persuade the employer and put forward professional/ extra-professional experiences, as well as training courses attended relevant for the position advertised;
- Do not paraphrase your CV;
- Do not hesitate to ask questions about the position and work conditions.

➤ **Conclusion**

The applicant asks for information regarding the next steps of the hiring process: when will she/he get an answer? How will she/he be contacted?

During the interview and the discussions with the employer, it is important to ensure you have understood well what the employer's needs are through basic communication techniques (listening, rephrasing, questions), especially regarding:

- ▶ Schedule.
- ▶ Weekly days off.

► Tasks to perform. Do your duties include: doing the shopping? Cooking? Making sure the children have done their homework? Looking after the children during school holidays/summer holidays? Which grade are they in? Do they have extracurricular activities? What are the school holidays? Summer holidays?

✓ Promoting the profession of domestic worker

Image

In France, using the title of domestic worker instead of “cleaning lady” (just like childcare assistant rather than “nanny”) reflects a will to change the image of the profession and to encourage its recognition from a social and societal point of view. This profession is still caricatured and depreciated today, sometimes presented as a “job of the past” only meant to serve rich families and which can be practised by everyone. Besides, there are many women and often unskilled workers among the members of this profession. Efforts are being made by the professional branch, the State, vocational training and through skills improvement, but the sector still has to be modernised. Whether in France or elsewhere, domestic workers have to establish themselves in the profession, starting by refusing underpaid or undeclared work. They have to gain respect as professionals.

Useful role

The profession of domestic worker has strong potential in more than one respect:

- First of all, at an economic level: this sector creates a lot of jobs and has growing needs.
- Moreover, this profession has an extremely important social function: it consists of doing things for others and helps many families to reconcile family and professional life. In this respect, it accompanies new social and family practices.
- Finally, the profession of domestic workers is the first level of a vocational field. In that sense, professional certifications help develop a real profession of home care services.

Challenges

National (role of the professional branches in France) and European initiatives (such as the PRODOM project) aim at organising and promoting the profession of domestic worker in order to get better recognition from both public authorities and citizens. It will only become more attractive through a legal framework, the definition of professional ethics, a set of rules, rights and duties governing the profession.

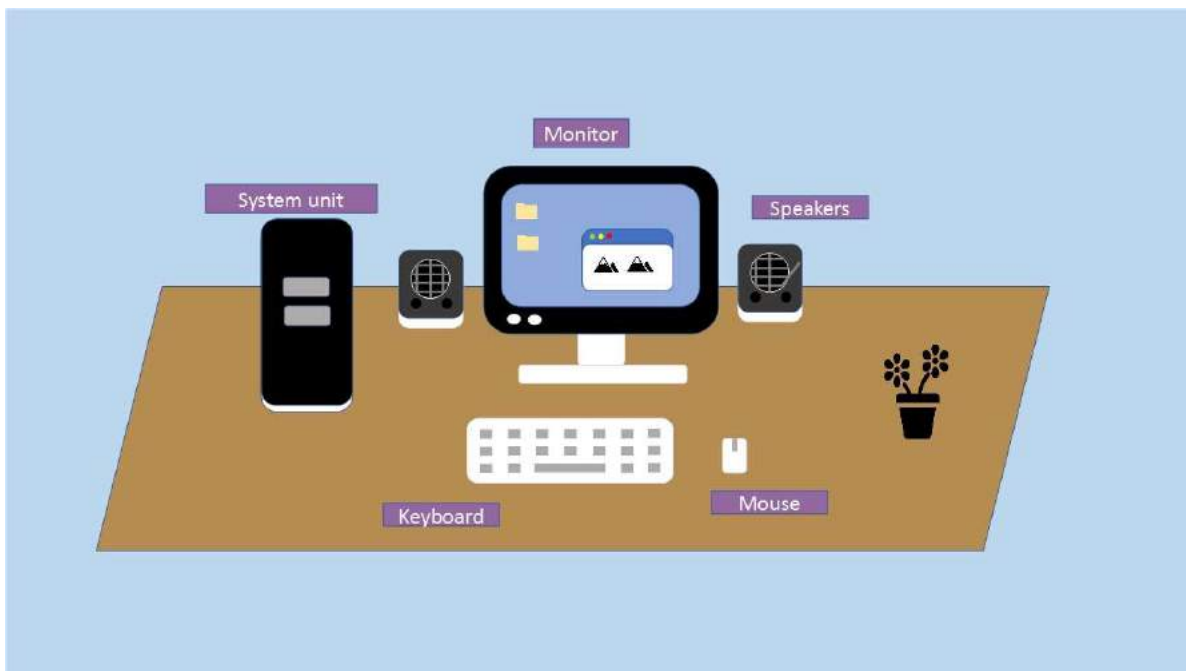
This is where the concept of professional identity comes in: a better recognition of the profession of domestic worker at the political level, via the training and the professionalisation of the employees/future employees working in individual homes, will help to change mentalities and will contribute to better working and salary conditions for family workers.

✓ **Learning how to use office software as part of your activity**

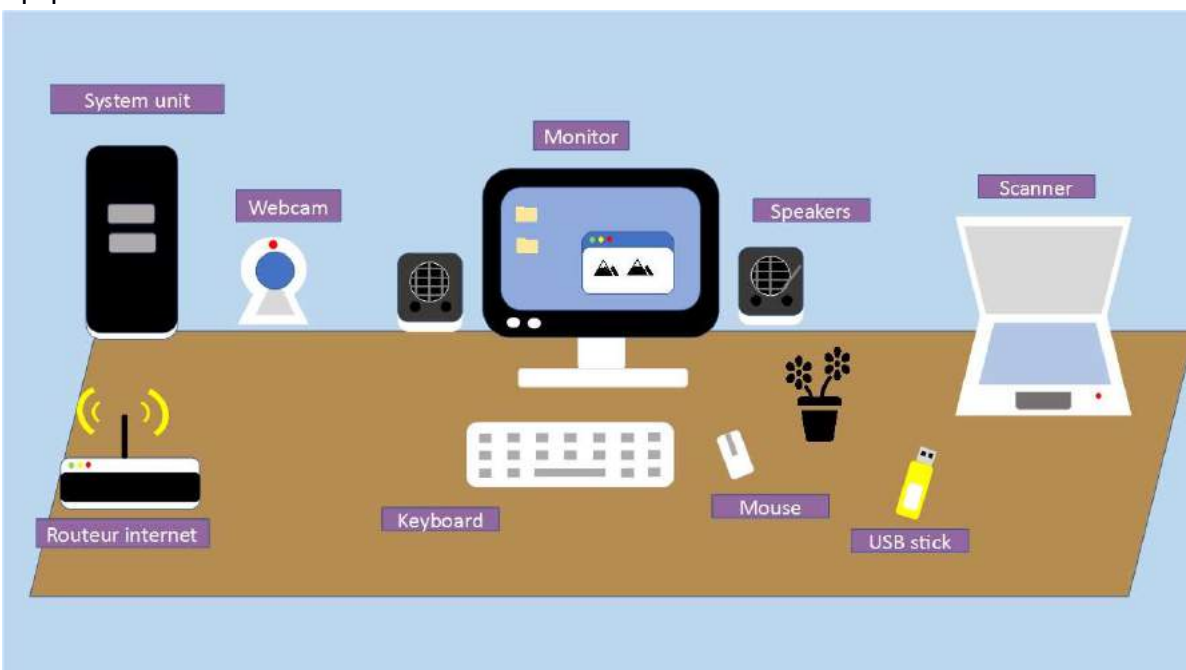
Knowing how to use basic functionalities of office technology and the Internet aims at professionalising domestic workers. These skills:

- encourage better organisation when professional activities are developed;
- help to create useful and even essential tools for job search management and professional activities;
- represent an asset in terms of abilities;
- result in time saving.

Various components of a computer system



Other electronic devices with various functionalities may be added. They are called peripheral equipment:



The operating system is a set of specialised programs ensuring the computer can start and software applications can run. It makes your computer run and displays information on the screen. Loading these applications can take several minutes depending on the computer performance:

- There are several versions of Windows (2000, XP, Vista, Windows 7).
- Apple is its major competitor.

Microsoft is a multinational corporation which develops the Windows systems, among other products.

Windows is installed on most computers.

Various Microsoft software products:



Word is a word processing software.

Excel is a spreadsheet program, software making possible to create data tables in order to provide analyses and to quickly point out information.

OneNote is a digital notebook in which you can add notes and organise them (ideas, making a list of tasks to do, copy a recipe).

Outlook is an email and professional task management software.

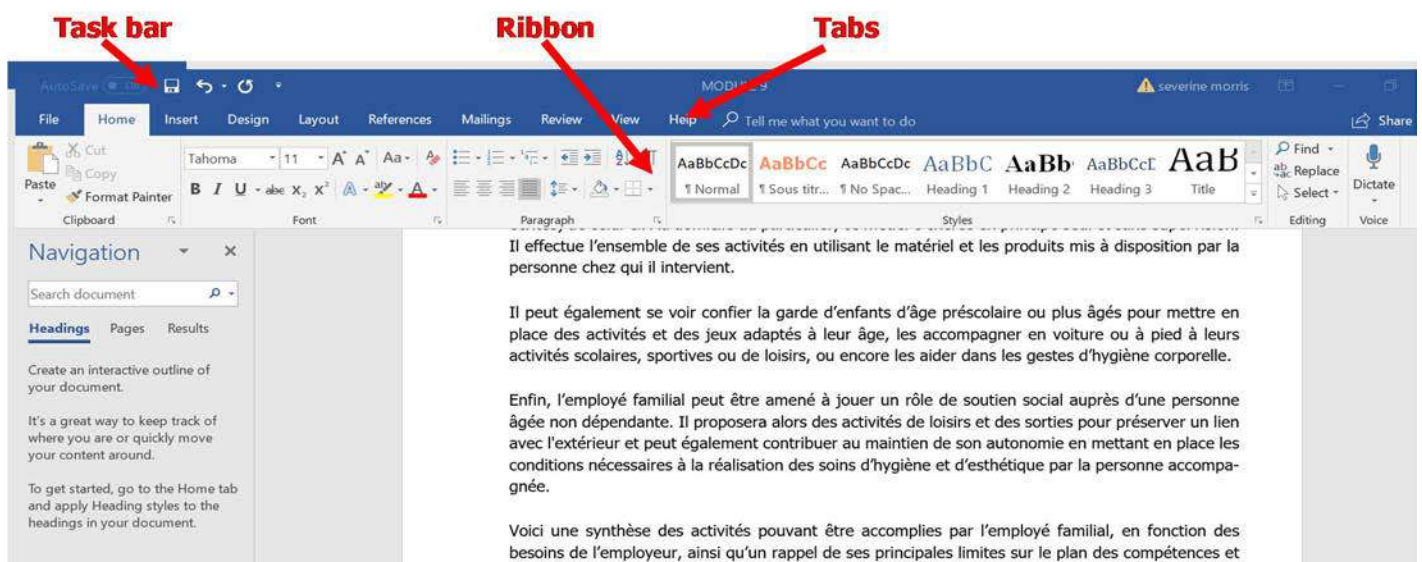
Powerpoint is a program designed to make slide show presentations.

Access is a software building database.

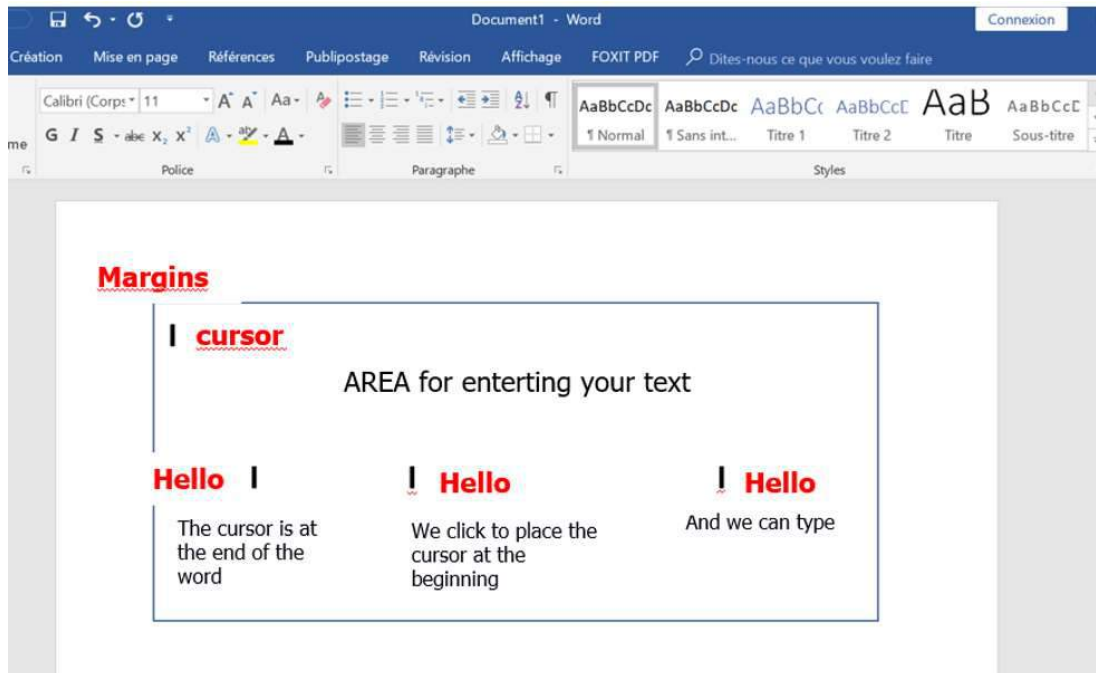
Publisher is a Desktop Publishing software dedicated to design.

Basic Word and word processing functionalities

The main functionality of a word processing program is to process text information. All kinds of changes (colour, size, alignment, etc.) can be applied to the raw text. Processing a text means creating a presentation to make it usable.



Enter text



Delete a text, a character



Source: <https://cours-informatique-gratuit.fr/cours/les-raccourcis-clavier/>

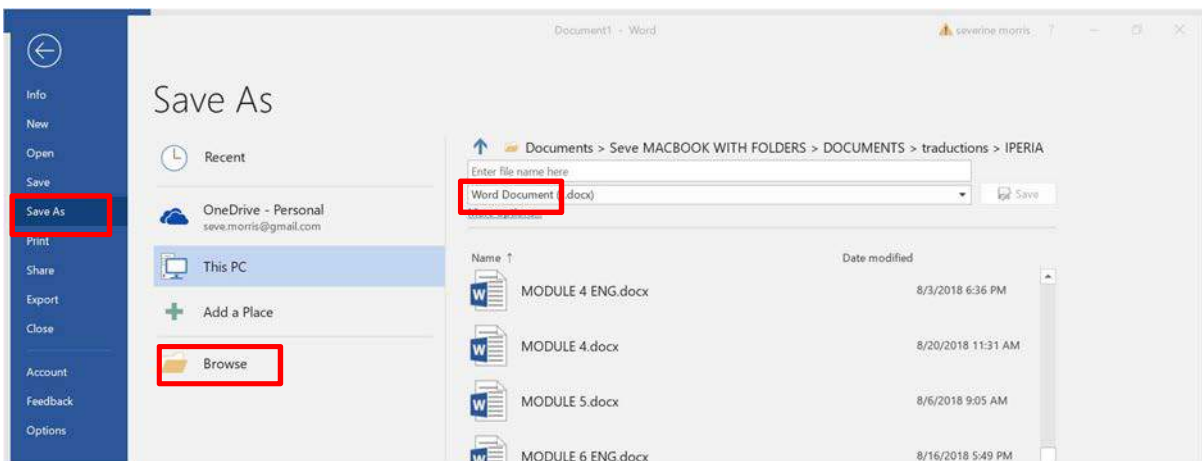
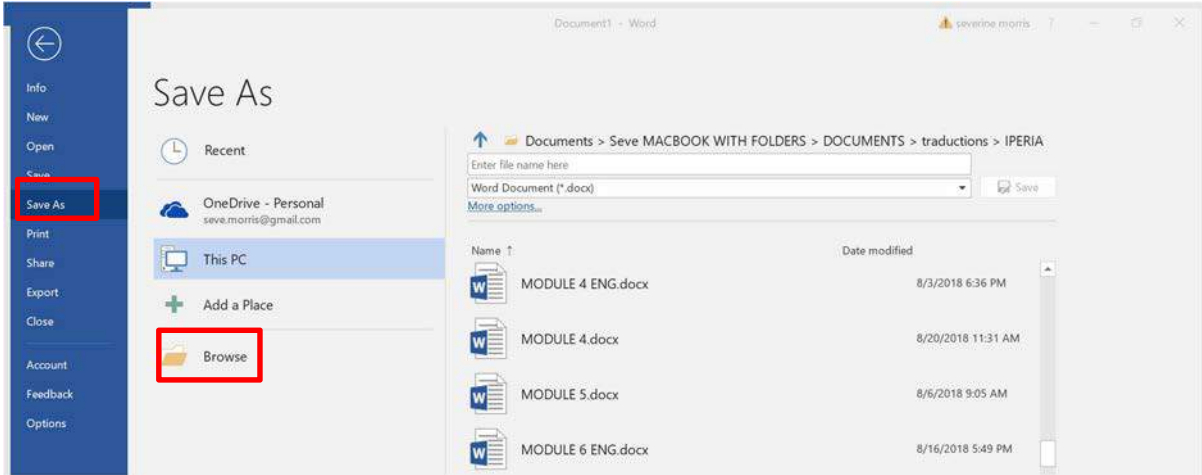
Save your work:

In the event of a power failure or a computer crash, you will lose the entire work if you did not save it. You need to save it on a regular basis by clicking on the disk icon, but this means you will have to use the mouse. You can also press Ctrl + S to instantly save your work.



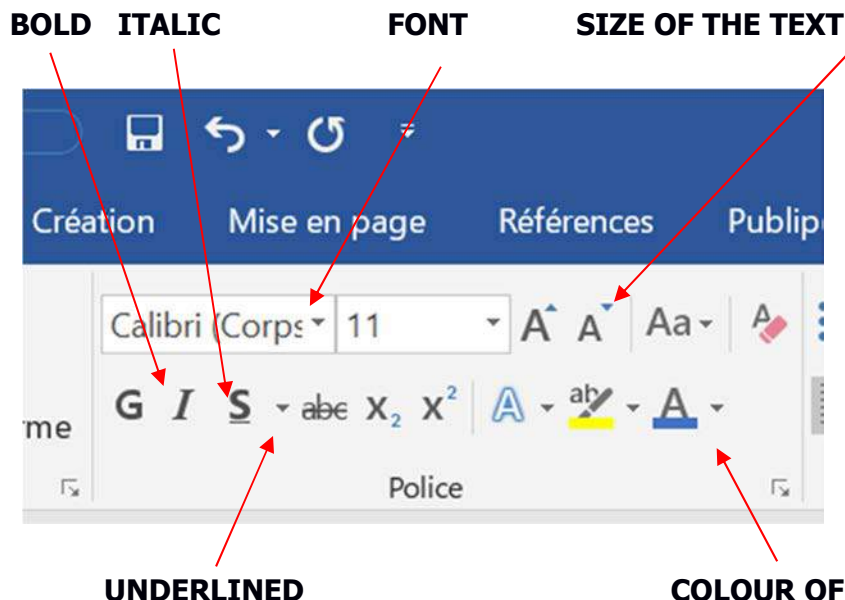
Saving a document for the first time

- In the "FILE" menu, click on "save as".
- Click on "Browse": a new window opens. In the drop-down menu on the left, click on "Desktop", change the name of the document if you want to and click on the "Save" button.



Formatting a text

Formatting a text helps attract the reader's attention to specific parts of the text by changing the font, size or colour of words.



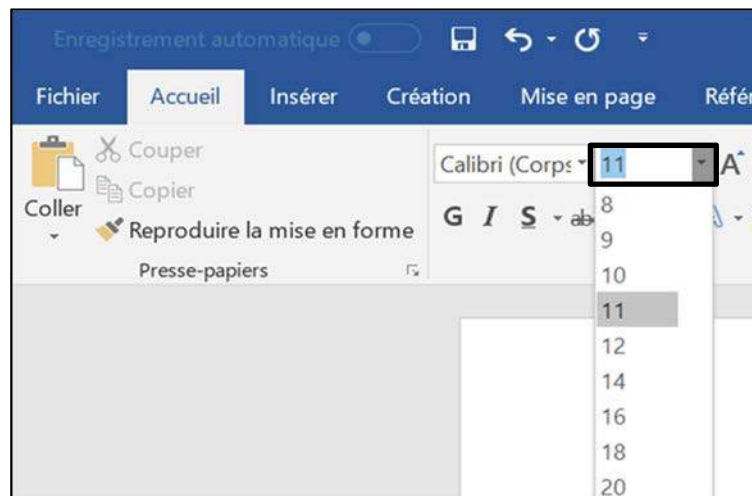
Choosing the font

The type of writing, also called font, refers to the shape of the letters. It is possible to change it as you wish. The most frequently used font is "Times New Roman".



Size of the text

The size of the text can also be changed. You only need to select the text and change the size in the list. Most commonly used sizes are "11" and "12".



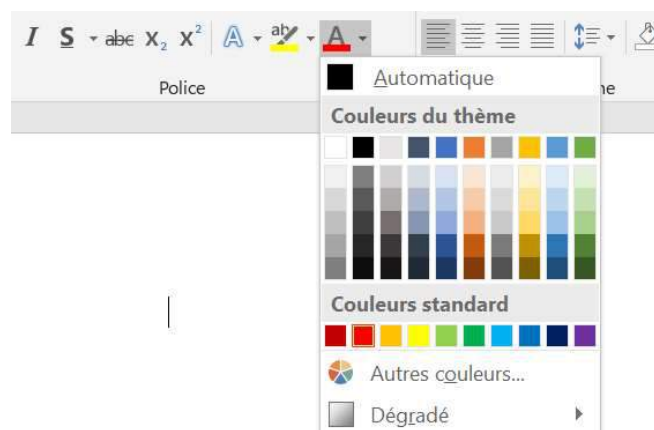
Using Bold, Italic, Underline

The **B**, *I* and S buttons can change the selected text into Bold, Italic or Underlined.



Colour of the text

The colour changing functionality is split in two parts. The left part applies the colour appearing under the button letter, in this case: red. To choose another colour, you should use the small arrow on the right part:

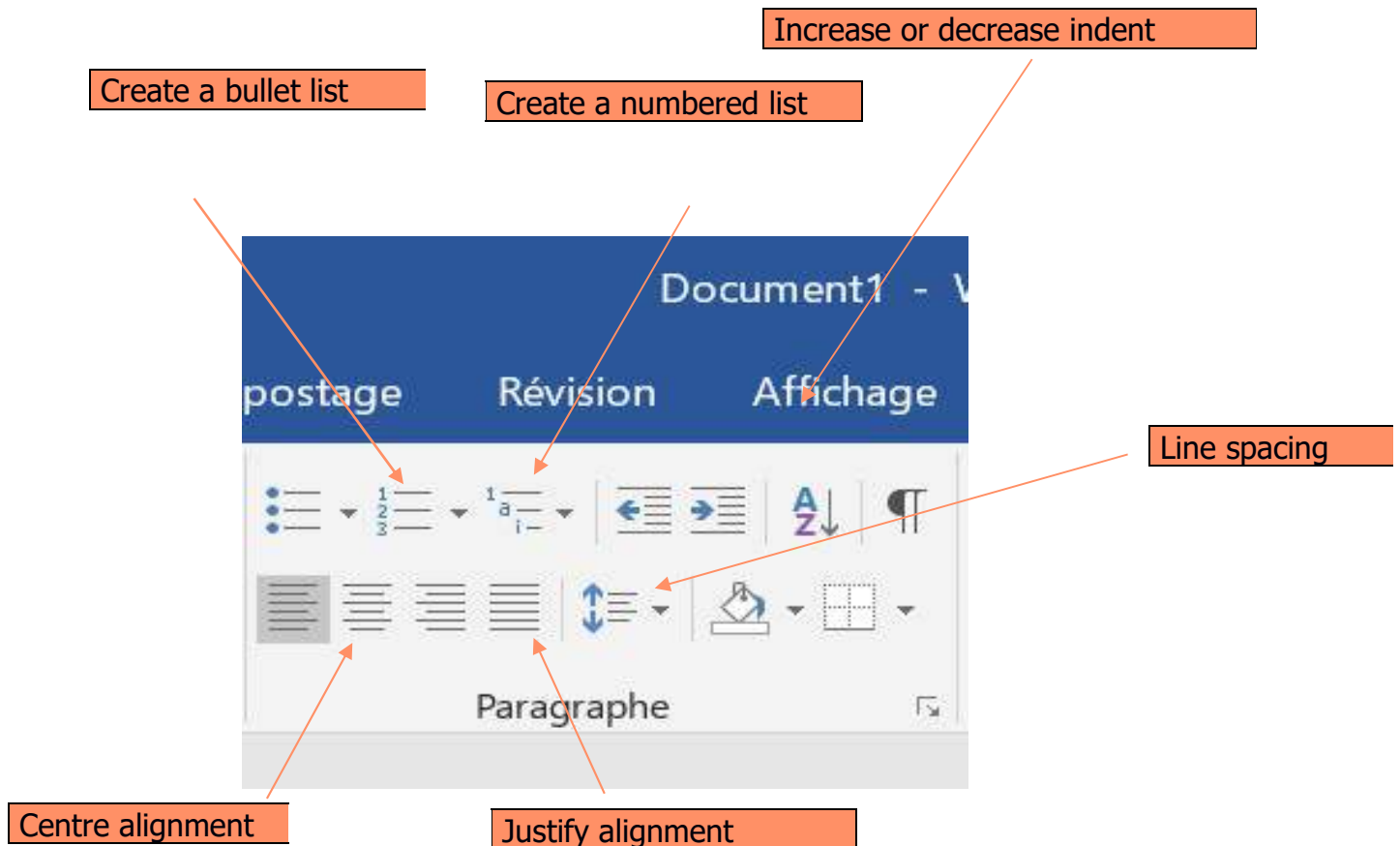


Line break, carriage return

To insert a line break, you need to press the "Enter" key on the keyboard.

Formatting a paragraph

The "paragraph" group makes it possible to change paragraph formats.

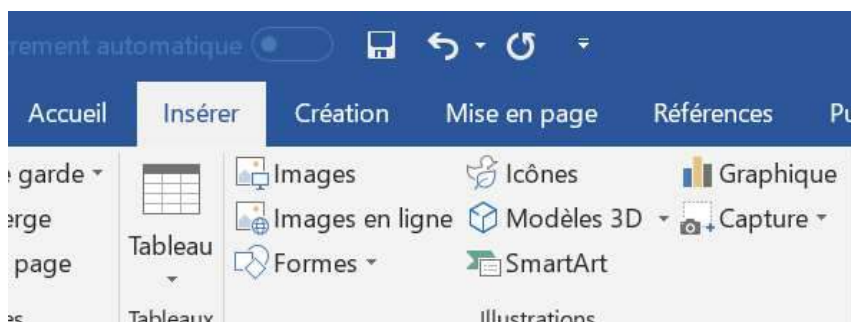


Text alignment

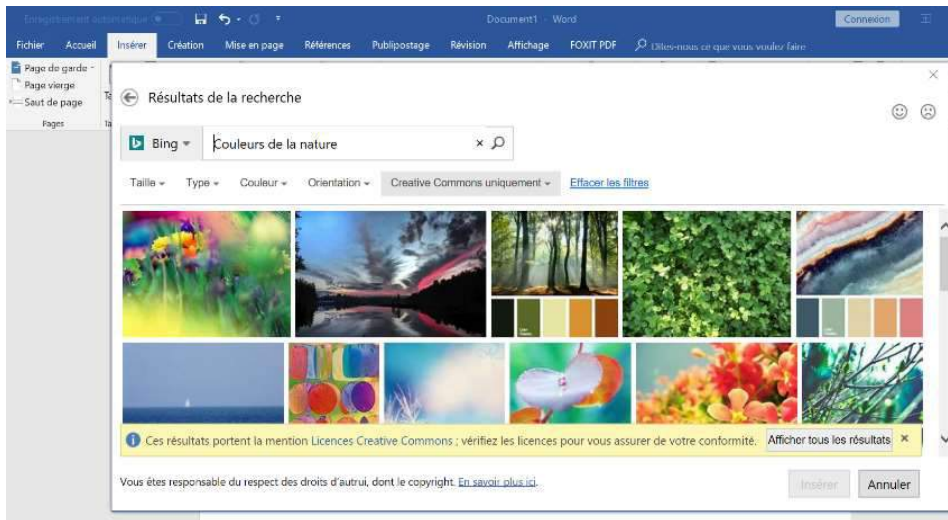
The text can be aligned: right of left, or "justified" (aligned both right and left). The default setting is left alignment.

Inserting an image or a photograph

"Insert" tab, then "Pictures".

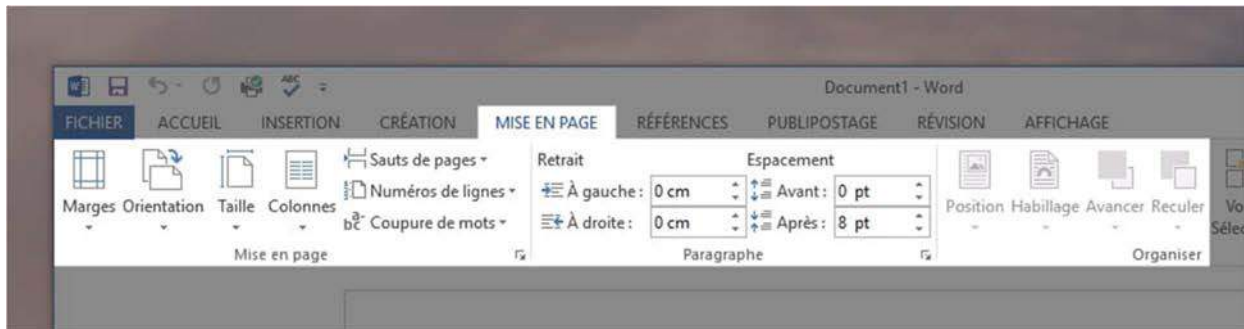


A "Browse" window appears and you need to search for the image in the left side panel. Once you found the right folder, chose the picture you wish to import by clicking on it. Click "Insert".



Page layout of a document

The standard paper size is A4 with portrait orientation and normal margins.
However, these parameters can be modified via the "Page layout" tab



Portrait or landscape orientation

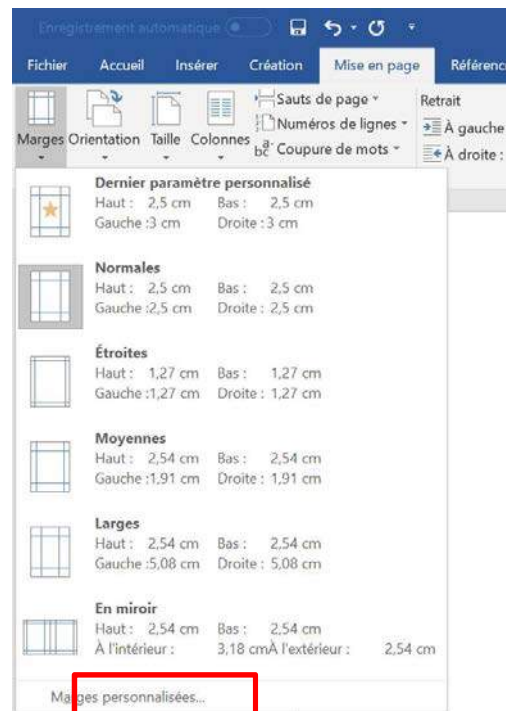
You can choose between portrait and landscape orientation.



Margins

It is possible to choose between different kinds of margins via the "Margins" tab:

- Narrow, normal, wide.



But you can also choose your own margins by clicking on “Custom margins”.