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JOB PROFILE

(including literacy demands on the job)

Domestic worker

EXAMPLE DENMARK

Literacy and vocation

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PART I

DOMESTIC WORKERS

Overview of tasks and fields of activity

The working field of the domestic worker is today quite wide. The domestic worker deals with cleaning, maintenance, canteen work such as preparing and serving food as well as serving customers.

An important part of the work is to offer many kinds of service in an efficient and positive manner.

Working places:

The domestic worker can work at public institutions as well as in private companies.

Fields of activity:

Cleaning

Tidying up

Maintenance eg. switching lightbulbs

Some canteenwork

Some office work

Field of activity: **Cleaning**

Working field – cleaning and maintenance

Domestic workers, who work only in the working field of cleaning. After education they can:

- Use the right working positions (ergonomics)
- Choose the right cleaning agents according to materials and environmental effect
- Work according to existing law and security directions concerning utilization of and working with different materials.
- Choose and process information about cleaning agents and their technical, environmental and economical specifications.
- Hygiene – methods and precautions in keeping a good hygienic standard in institutions and companies.

Field of activity: **Cleaning including several other competences**

Working field - cleaning including several competences

Domestic workers, who have additional tasks.

They:

- Educate new colleagues
- Have contact to customers
- Test new cleaning agents and methods
- Prepare an assessment/evaluation of the working place
- Prepare working scheduals
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Field of activity: **Cleaning including other service functions**

Working field – cleaning including other service functions

Domestic worker with a range of other service functions and a smaller part of cleaning.

They:

- Answer the phone during the lunchbreak
- Order food and other articles
- Prepare food and drinks
- Serve food, tidy up and do the dishes in the canteen
- Sell food in the canteen
- Lay the table and make coffee for meetings etc.
- Do simple office work such as copying, journalizing, internal and external distribution.
- Work in the reception
- Do the laundry
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- Sort garbage according to existing laws concerning health and safety at work.
- Clean special equipment and machines.

PART II

Adult vocational training

The European jobprofile is based on directions from the Danish ministry of education.

Government objectives

The adult vocational training programmes (in Danish arbejdsmarkedsuddannelser or AMU) serve a triple purpose:

- To contribute to maintaining and improving the vocational skills and competences of the participants in accordance with the needs on the labour market and to furthering competence development of the participants.
- To contribute to solving labour market restructuring and adaptation problems in accordance with the needs on the labour market in a short and a long term perspective.
- To give adults the possibility of upgrading competences for the labour market as well as personal competences through possibilities to obtain formal competence in vocational education and training.

Participants may acquire new and updated skills and competences to better their opportunities to managing new and wider job functions and to becoming more flexible on the labour market.

Target group

Adult vocational training programmes have been developed for low skilled and skilled workers. But everybody may participate irrespective of educational background. Only formal entrance requirement is being resident or holding a job in Denmark. In general:

- The programmes are mainly provided for low skilled and skilled workers having a job. Workers and employers in private as well as public sector enterprises may participate in the programmes.
- The unemployed in their first unemployment term may have a combination of adult vocational training programmes of their own selection for 6 weeks. Unemployed with a personal action plan from the job centres/local authorities may participate.
- Immigrants and refugees may follow ordinary courses or courses specifically developed for this group.

Structure and duration

The adult vocational training programmes and affiliated single subjects from the mainstream vocational education and training programme has been organized in joint competence descriptions (FKB). The joint competence descriptions gives an overview of the system for users, guidance staff etc. Every joint competence description corresponds to one job area for low skilled and skilled workers. A competence description consists of:

- A description of the typical workplaces
- A description of relevant competences within the job areas
- A list of adult training programmes and affiliated single subject courses from mainstream vocational education and training programmes leading to those competences.

There are about 120 joint competence descriptions to which are affiliated about 2 800 adult vocational training programmes and 300 single subject courses from the mainstream vocational training and education programme.

They are mainly short vocational training programmes, the duration of which normally varies from half a day to 6 weeks, in average 3 ½ days. It is possible to combine adult vocational training programmes in a package including programmes in the same field at a higher level. □□The training is organized in classes or as open workshops where participants may follow different programmes at different levels in the same room with the same teacher or organized at the workplaces. Normally the training activities take place during working hours. The training activity may also take place outside working hours e.g. during weekends or as distance learning. Language of instruction is normally Danish, but may be other languages.

Content – the training programme

The specific content of the programmes reflect development and demands from sectors with many low skilled and skilled workers. About 500 - 800 programmes are developed or revised every year. In general there are three main types of programmes directed at:

- Specific job/sector related skills and competences, e.g. crafts, technical insight and knowledge of materials
- General skills and competences, e.g. ICT and job relevant mathematics
- Labour management skills and competences, e.g. social communication, organization and management.

In addition there are special programmes for:

- Recognition of prior learning according to the individual competence assessment programmes (IKV) within the adult vocational training programme - with the aim of recognizing competences acquired in education and training, on the labour market or from spare time activities as the basis for composition of an individual training plan including one or several adult vocational training programmes for the participant. See [link til realkompetence fact sheet].

Immigrants and refugees not having adequate Danish language skills to join ordinary adult vocational training courses, may join specifically developed programmes e.g. Danish language courses combined with introductory short training courses and work placement. According to individual needs immigrants and refugees may join a combination of courses for a short or long period, where ordinary adult vocational training courses are combined with Danish language courses and practical training.

Participants with inadequate basic skills and competences may be assessed in reading, writing, arithmetic and mathematics and may receive guidance in this context. Participants may follow preparatory courses for adults with low qualifications and competences in reading, writing and mathematics (FVU) as a supplement and support to the adult vocational training programme/-s.

Governance and financing

The social partners play a major role in the management, priority setting, development, organisation and quality assurance of adult vocational training programmes. At national level a National Council for Adult Vocational Education and Training (REVE) advising the Minister of Education and 11 continuing training and education committees, each responsible for a specific sector of the labour market. The continuing training and education committees have to continuously analyze the need for new competences on the labour market and for developing relevant new joint competence descriptions and adult vocational training programmes. At local level the social partners participate in the governing board at institutions providing adult vocational training programmes e.g. at vocational and technical colleges and commercial colleges. Each institution sets up one or several local education boards for adult vocational training programmes directed at specific local job areas, i.e. job areas corresponding to the joint competence description(-s) that the school has permission to provide.

The adult vocational training programmes are partly publicly financed. The providers operate within a fixed financial framework (EVE) based on taximeter funding according to the Budget and provided by the Ministry of Education (taximeter grant per full-time equivalent participant, a fixed rate per programme). There are different instruments to securing that the fixed financial framework not is exceeded. Once a year the school has to present and negotiate activity and budget targets with the Ministry, i.e. the framework within which the school may decide which programmes they want to provide according to the need in the local area. See The taximeter system.

There are user fees, 500 DKK or 750 DKK per week. Free of user fees are courses in the social and health service, in the pedagogical field, individual competence assessment, and participation by the unemployed in their first unemployment term who attend individually selected programmes for 6 weeks and finally programmes part of a basic adult education plan. The expenditure for user fee is normally paid by the employers. On average the user fee for adult vocational training programmes is about 15 per cent of the total working expenses.

Low skilled and skilled participants are entitled to a fixed allowance financed by the state, the State Grant System for Adult Training (VEU-godtgørelse) corresponding to the level of maximum unemployment benefit rate. Companies paying regular wages to employees participating in adult vocational training programmes are entitled to receiving the grant instead. Expenditures for the allowances are covered by employer's en bloc (AER Arbejdsgivernes Elevrefusion). Expenditures for participation by unemployed after their first term of unemployment are covered by the job centres/local authorities.

There are about 120 schools approved by the Ministry of Education to providing adult vocational training programmes all over the country - the principle being to offer training programmes in all regions. The providers are adult vocational training centres, vocational technical colleges, commercial colleges, agricultural colleges, social and health service schools etc. Most of the schools provide education programmes for adult as well as young people. The schools are mainly state schools, but also a number of private schools provide adult vocational training programmes e.g. driving schools.

Quality assurance

The providers are responsible for meeting the demands of their local labour market and the Ministry supervises provision and quality of the training activities. Moreover, the providers analyze the quality of the training activities i.e. the satisfaction rate is measured systematically among all participants and a representative segment of companies. The results are made available on the Internet by the Ministry.

Sources: www.uvm.dk ([http:// eng.uvm.dk/Education/Adult-Edcation-and-continuing-Training/Adult -vocational-training-in-Denmark](http://eng.uvm.dk/Education/Adult-Edcation-and-continuing-Training/Adult-vocational-training-in-Denmark))

PART III

Domestic worker

Overview Literacy on the job

Literacy on the job: READING

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
Short notes and instructions	short notes and instructions labels of cleaning agents cleaning plans work plans time plans	instruction manuals employment related information e.g. forms, employment agreement, pay slips accident reports apprenticeship training materials when going through training training materials when they attend courses on first aid, health and safety, regulations and standards safety and health, regulations and standards

Literacy on the job: WRITING

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
fill out timesheets and forms short notes to inform colleagues	monitor working hours fill out timesheets and forms correct spelling of goods used regularly	employment related information e.g. forms, employment agreement pay slips write down the work plan write down changes in work plan note orders notes when going through further training write brief reports e.g. accident report

Literacy on the job: SPEAKING AND LISTENING

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
listen and respond to verbal instructions and explanations from the supervisor	talk to other colleagues to co-ordinate the work communicate on work issues to co-workers ask clarifying questions to check the information given report the progress made on task given report to manager about anything affecting the job process request assistance from others give information to co-workers communicate with personnel at institutions and companies discuss issues with supervisor if there are problems with the job	take orders of supplies or equipment from suppliers (face-to-face and over the phone) answer verbal questions during training assessments listen to verbal explanations from people giving training or updates Participate in team meetings

Literacy on the job: NUMERACY

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
Dosing cleaning agents correctly	count supplies and products note quantities	work plans estimate how long a task will take

Literacy on the job: CRITICAL THINKING

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
<p>the best and most efficient way to complete a job check if your work meets with the standards</p>	<p>deal with contingencies e.g. problems with tools or equipment, injury or accident.</p> <p>Deciding if to do a job by yourself or if help from others needed</p> <p>deal with changes to work plans</p> <p>protect oneself and others</p> <p>discuss and agree on changes to the plan</p> <p>identify if changes need to be referred to co-workers and supervisors</p> <p>decide on the safest way to fulfil the task</p>	<p>identify problems and develop solutions</p>

Literacy on the job: INFORMATION COMMUNICATION TECHNOLOGY

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
<p>--</p>	<p>--</p>	<p>operate in-house IT-programs</p> <p>use mobile phones</p>

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www.literacy-and-vocation.eu



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