

ERASMUS+ Programme 2015 – KA2 Adult Education  
Project nº: 2015-1-ES01-KA204-015937  
Document name: Observation Report Guidelines - Portugal  
Partner: KERIGMA  
Author: Joana Carvalho

**Employment and Women on the 21st century in Europe: From Household economy to SME economy (Small and Medium enterprises) – MUPYME Project**

**Guidelines for drafting the participant observation report**

As agreed, once the observation is completed it shall be displayed on a report that summarizes the observation action together with other data; both describe what we call the *Professiograph* of the household work. The data, the cold figures, should be discussed by the analyst by making a critical interpretation. We will note possible answers in brackets, but the observer/commentator's reflections are especially interesting.

We remind you that every partner of the project should draft a report for each of the 5 observations that should be made. Afterwards, they will write a summary report for which drafting we will provide an appropriate guide.

**1.- Identification**

Descriptive data related to:

- **Name** (may be real or even a pseudonym if the woman doesn't want to give her real name) – Maria
- **Place** – Vila Frescaíinha S. Martinho - Barcelos
- **Analyst name** – 2
- **Approximate time of the observation**- 2 hours

**2.- Context**

Other data that may be useful for analysing the space where the observation takes place

- Type of town (population size) – 2 372 habitants
- Local economy (agricultural, industrial, commercial, services) – Agricultural and industrial
- Local dynamics (enriched, impoverished, emergent) - Emergent
- Referential cultural environment (urban, rural, intermediate) – Intermediate

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### **3.- Profile**

Information for the correct understanding of the selected woman as the subject of study

- Age – 48
- Educational level (certified) – Basic School
- Income level or estimated social class (low, middle, high) - Low
- Type of household (members of the family) – 2 persons (she and her Daughter).
- Work experience outside the household – household – 5 years working as housekeeper

### **4.- Subject assessment**

Informal data that may help to understand the work performance inside the household

- Where and how did she learn to perform the household?  
From her mother, by observation
- How many years has she been working in the household economy?  
She always developed this work
- What does she consider to be the most and the least difficult task?  
Simpler task – clothing treatment;  
Difficult task – household budget management work
- What kind of things does she consider that would have facilitated her work performance?  
Enjoyment of performing the tasks.
- Has she given up to something in order to take care of the household?  
Yes, she left the school.
- Would she have pursued other professional career in other circumstances?  
Yes, in other circumstances she would like study and have a professional activity.

### **5.- Most frequent tasks**

*This section has to be filled in by following the Tasks File form attached to these guidelines.*

ANNEX 1

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## **6.- The performance**

*This section has to be filled in by following the Job Analysis form (modified) attached to these guidelines.*

ANNEX 2

## **7. - Summary and critical reflection**

Maria is accompanied by a colleague of other institution and the first contact was established by the colleague who subsequently has provided me the phone number.

The next moment it was scheduling a meeting to present the Mupyme project and talk about our intention with the observation, although not personally know the Maria we schedule a day to perform observation.

On the schedule day Maria was quite nervous, and we start to talk a little bit of her story life. She has three children and currently is separated from her husband. She lives alone with the daughter and her daughter is a handicap - trisomy 21, requiring daily monitoring. At this moment she is unemployed but would like to have a job, in the past she integrate a training (floors maintenance training) but for the personal reasons she had to leave.

Although her life story and the all difficulties it is a very positive person, recognizes that for having given up much and put the family first place the professional part was getting back. She recognizes that it needed to do training, updating content and have more time to devote to herself.

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## **ANNEX 1**

### **TASK RECORD FILE**

#### **LUÍSA OLIVEIRA**

<b>TASK</b>	<b>EXECUTIVE</b>	<b>MANAGEMENT</b>	<b>LEVEL OF DECISION</b>	<b>CRITICISM</b>	<b>IMPACT</b>	<b>CORRESPONDENCE</b>	<b>TIME</b>
clothing care	Parcial (80%)	Parcial (20%)	Unilateral	3	Family	Cleaning and maintenance Planning	10% of working hours (daily) Performs this task weekly
Cooking	Parcial (80%)	Parcial (20%)	Unilateral	3	financial and care of family unit	Cooking	Parcial (80%)
shopping market	Partial (70%)	Partial (30%)	Unilateral	4	Time Personal life; Financial area	Financial management; Planning; Time management;	Once per week

## **ANNEX 2**

### **GUIDELINES FOR THE PARTICIPANT OBSERVATION RECORD OF THE HOUSEHOLD WORK**

#### **1. Identification**

##### **1.1. Occupation: Housewife**

ISCO-08 classification approach. See section relating to the management of small and medium enterprises: ISCO-08- code 9111- Domestic helpers and cleaners.

##### **1.2. Workplace. Describe the hierarchical relationship of work compared with:**

- **Other members of the family** Maria usually plays her domestic duties at home alone.
- **Neighbor** In its day-to-day she has no neighbors together to perform their tasks.
- **Social institutions and administrativas-** not apply
- **Educational, recreational institutions, among others-** not apply

#### **2. General job definition**

##### **2.1. Objectives: clothing maintenance**

##### **2.2. The work is performed in order:**

- Isolated - usually isolated.
- In the group - not apply
- Under simple or coordination - not apply
- The production line - not apply
- Others

##### **2.3. Level of autonomy, initiative and responsibility (short, medium and large):**

- Troubleshooting – Medium
- Decision making - Medium
- Execution of tasks – Medium

#### **3. Facilitative structures:**

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3.1. Production: activity related to the maintenance of clothing (cleaning, storage and organization)

- Machines – washing machine and iron
- Tools - ironing board, board to put clothes
- Materials - detergents and fabric softener

3.2. Non- material:

- Software systems - Does not use
- Software systems - Does not use
- Networks- Not applicable
- Others.....

3.3. Characteristics related to the means of production and their use:

To develop this activity requires knowledge at laundry / linen such as reception of dirty clothes, carrying out your selection, taking into account in particular the characteristics of fabrics, cleaning instructions thereof, and the condition of the clothes; ensure cleaning clothes, namely, operating clothes cleaning machines and applying suitable products; ensure, treatment of clothing, namely, making ironing, folding and storage clothes; execute some repair of sewing by hand and / or machine in particular sheaths and buttons.

3.4. Perception about the kind of change on the performance at work? In what sense? Technological, social, organizational?

She has some knowledge of the progress of work, she refer that when she was younger she developed the iron tasks with an iron coal. With technological progress, and the appearance of the electric iron to carry out this task has become much simpler

#### 4. Qualification inherent to work if necessary training required

4.1. General level of skills inherent in the work (see the classification established by Cedefop [European Centre for the Development of Vocational Training] adapted to the structure of the different Member States of the EU. Related 1 to 5)

EQF - Level 2

4.2. In detail, that particular qualification is required for the performance of work?

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For this task the necessary qualifications are related to the area of Hotels and Restaurants – Employee of floors.

### **Knowledge**

- Portuguese language and another foreign language (elementary conversation and use of specific technical vocabulary);
- Interpersonal relationships and communication.
- Type, properties and characteristics of consumer products and materials of the laundry service / linen closet.
- Type, properties and characteristics of consumer products and materials of cleaning and storage of rooms and common areas.
- Technical conservation of consumer products and materials of the laundry service / linen closet.
- Technical conservation of consumer products and materials of cleaning and housekeeping and public areas.
- Security of persons and property in the hotel business.
- Health care and professional and hotel security.
- Technical laundry service, depth knowledge of: Technical cleaning service and housekeeping and common áreas and Techniques linen room service.

### **• Competencies**

- Use cleaning techniques and storage rooms, floors and common áreas;
- Apply the decorative arrangements execution techniques in the rooms, floors and common áreas;
- Apply the procedures established to assist customers, including special guests, the floor / room and laundry / linen room service;
- Implement appropriate procedures for the resolution / handling customer complaints and Suggestions;
- Apply quality programs, health and safety at work;
- Identify the unit's operating principles, as well as the services available to customers.
- Apply the standards and management systems procedures in the area of quality, environment and security.
- Use the proper procedures for continued receipt of clothes.
- Use appropriate procedures for the return / clothes storage.
- Apply the operating techniques of clothes washing machines and the respective procedures.
- Apply the operating techniques of clothing processing machines and respective procedures.
- Using the sewing techniques clothes.
- Apply the state checking procedures for the conservation of housing area equipment.

- Identify and characterize consumer products and materials used in laundry / linen room service.
- Use the procedures and preservation techniques and storage of consumer products and materials used in cleaning and housekeeping, floors and common areas.
- Using the appropriate procedures for the preparation of inventories.
- Using the procedures of filling control documents concerning his activity.
- Expressir-se orally and in writing in order to facilitate communication with domestic and foreign customers and other interlocutors.

- **Experience**

- She always developed this work/ tasks and she learned with her mother.

4.3 Does it require some kind of specific training or some level of knowledge?

We differentiate 3 levels (see glossary)

- Basic Training (mention regulated studies, if possible).....
- Professional qualification .....
- Occupational Training .....

## 5. Analysis developed to work

### 5.1. Skills and intellectual psychological needed for development activity

0-3 scale:

0- Not applicable 2-Average 1 – Scarce 3- High

	0	1	2	3
1. General intelligence needed to perform the activity (ease of learning, reasoning, judgment and drawing conclusions)			X	
2. Ability to solve problems			X	
3. Mental calculation			X	
4. Easiness of communication			X	
5. Spatial dimension		X		
6. Creativity, ease of participation and originality			X	





7. Ability to concentrate			X	
8. Motor coordination			X	
9. Manual dexterity			x	
10. Color differentiation capacity, identification and combination			x	
11. Ability to store data, ideas or phrases			X	
12. Special memory		X		
13. Responsiveness			X	

## 5.2. Personal and social skills

0-3 scale:

0- Not applicable 2-Average 1 – Scarce 3- High

	0	1	2	3
1. Easy to build personal relationships			X	
2. Ability to make quick decisions			X	
3. Method and perseverance			X	
4. Individual Control			X	
5. Leadership skills			X	
6. Level of responsibility			X	
7. Organizational skills			X	
7.1. In the activity itself			X	
7.2. Working with other			X	
7.3. administrative powers			X	
8. Ability to adapt				X

### 5.3. Working conditions and effort (summary)

#### 1. Posture adopted at work (description):

In the task of ironing posture corporal has to be the most correct and I have to be focused (pay attention to the specific characteristics of the materials, and for example iron temperature if the clothes are cotton or have some piece of silk)

#### 2. Key features of working conditions:

It has good conditions to perform the task. At Home she doesn't have a service area, she performs the task in a common area (living room). In terms of materials have all the materials that are able to perform this task in full (iron, ironing board, board to put the clothes ...)

3. Main physical requirements, including the sense of requirements: Physical dexterity and concentration.

4. Working hours per day: To realize this tasks she needs at least 30 minutes per day, per week she send more or less 3 hours.

Scale 0-3 attitudes

0- Not applicable 2-Average 1-Scarce 3- High

	0	1	2	3
6. Physical Wear			X	
7. Mental Effort			X	
8. Nervous Effort			X	
9. Dangerous Effort		X		
10. Toxicities	X			
11. Environmental Assaults	X			
12. Danger			X	

13. Accident severity and frequency - never had accidents



#### 5.4. Performance improvement

1. You can improve performance at work? Yes.

- Basic training, yes
- Professional qualification, yes in the past she attends a floors maintenance training but never finish.
- Specific or occupational training, Not applicable
- Through experimentation, not applicable

2. Is there any possibility to receive some training in order to improve work performance?

Yes. She would like to finish the floors maintenance training.

No.....

No, only if the training is directly related to my work .....