



MUPYME

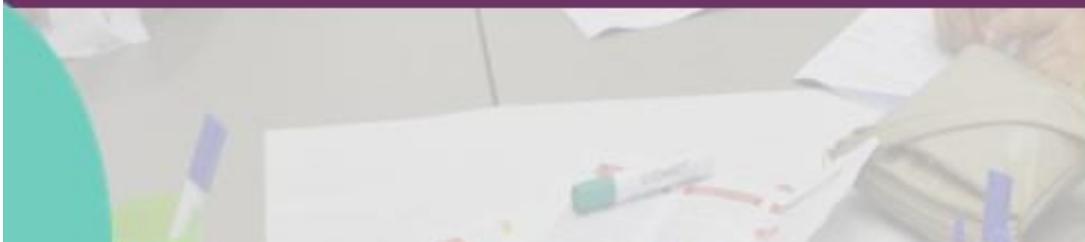
Employment and Women
on the 21st Century in
Europe



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



*Professiography of domestic work and
curriculum framework for professional
development*





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MUPYME Project

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

PROFESSIOGRAPHY OF DOMESTIC WORK AND CURRICULUM FRAMEWORK FOR PROFESSIONAL DEVELOPMENT

Intellectual Product O2. Full frame curriculum development about the target group of
housewives. Domestic work professiography.

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Professiography of domestic work and curriculum framework for professional development



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1. Executive summary

This summary is the starting point of the document, which comprises all the activities related to the **Intellectual Output O2**, named “**Full frame curriculum development about the target group of housewives. Domestic work professiography**”, relative to **MUPYME Project.- Employment and Women on the 21st century in Europe: From Household economy to SME economy (Small and Medium enterprises)**, supported by the European Commission with the Erasmus+ Program approved in 2015.

The collective effort made by the MUPYME partners, from different countries of the European Commission, has been focused on the development of a training structure that may produce the required qualification to perform management-related jobs in a SME context taking the experience acquired by *housewives* within the household. The second half of this report focuses on the introduction of the **Training Plan** structured by **knowledge areas, modules and didactic units**.

As a summary of this document, it is worth highlighting the following conclusions drawn from the "field" work and the workshops carried out by all members of the consortium:

1. The **training curriculum** for the shift from the household to an SME context has been developed by means of an **international research process** in which, among other activities, the work performed by 39 housewives at home has been observed and interviews with 40 successful female entrepreneurs have been carried out.
2. This Intellectual Product O2 is a **Training Plan** in itself that has been structured in Areas, Modules and Didactic Units, and has been duly explained in this document.
3. We believe that the **diverse tasks** performed within the household provide an **overqualification** that sustains our Training Plan, which can be located in the field of professional requalification or training aimed to the assimilation of new challenges, requirements and objectives.
4. We can state that **decision-making is the core feature of both household economy and SME economy**. Such process is also a highly demanding professional process and, therefore, we consider it to be part of the qualification they have already acquired through experience. The Training Plan acknowledges this situation and builds



the most technical environment possible in order to strengthen decision-making process implemented in a SME context.

5. We remark the role of decision-making as an inherent feature of housework, but it is also crucial to classify all the activities carried out at home as potential activities that could be implemented in SME management. These circumstances are set out in the core chart that works the main element of this report.
6. Therefore, we are confident about the knowledge that should be acquired to complete the experimental process that housewives carry out at home.
7. To the MUPYME team, **professional qualification is the keystone within our Qualification Curriculum structure**. Our target has been creating contents and developing a structure for them so as to include the different experiences, together with the knowledge provided by the Plan in a way that they build a diverse professional identity in SME management.
8. Because of this reason, our proposal is organized in a way that there is a direct link between the qualification objectives and the knowledge and skills acquired outside the traditional management context.
9. The training curriculum and the plan, which is basically the structure of the knowledge areas, the modules and the didactic units, have been developed collectively by the MUPYME partners. Therefore, each area, module and unit includes the name of its authors and is linked to the supporting documents provided by the partner in order to make the full and final training curriculum regarding the shift from household economy to SME economy.

2. Introduction

This document comprises the frame for the **Intellectual Output O2.- “Full frame curriculum development about the target group of housewives. Domestic work professiography”** that has been provided by the partners within the MUPYME Project. It is also the benchmark for the development of the Training Plan for women by the Popular Universities and other European organizations aimed to adult education. We are committed to carry this project to its fulfilment: providing training to shift from the household to an SME context.

The Training Plan has been developed on the basis of the research carried out within a group of 39 housewives by means of observing their productive behaviour at home. The case study – its details could easily be implemented as a baseline in many ways- has been set forth in the **[Intellectual Output O1.- Complex research according to the ethnomethodological pattern by applying professiography to the target group of housewives.](#)** Please, check the workspace in the project website www.mupymeproject.eu for further details, all the records are available there organized by country.





This document has been prepared according to the case study about the housewives and their activities at home; however, we have also had access to the experiences of several female entrepreneurs and reported successful cases in our case study, which is also available in the [Intellectual Output O3.- Study and analysis of the professional skills of business women, applicable to housewives.](#)

If the analysis of the dynamics of housework works as an input to prepare this report, we would like to highlight its output as well: **Methodological guide about optimization and adaptation the training in business skills to the selected target group** – which will be the MUPYME Intellectual Output O4.

3. Background

The most important analytic activity required in order to progress with this intellectual product –the implementation of work science to find the correlation between the household and the productive objectives associated with SMEs- is based on workshops organized for housewives and female managers and entrepreneurs. The former and the latter collectives have cooperated in our study separately. The housewives were observed while carrying out their activities within the household (see findings in [Intellectual Output O1.- Complex research according to the ethnomethodological pattern by applying professiography to the target group of housewives](#)), and the businesswomen presented their journeys as entrepreneurs as successful case studies (see details in [Intellectual Output O3.- Study and analysis of the professional skills of business women, applicable to housewives](#)).

In order to complete this stage of our research, we organized workshops to gather both groups so as to give them the chance to discuss the situation and present the findings. The partners of all the countries involved in MUPYME have organized at least one workshop within their territories. In some countries, there have been several workshop sessions due to the success they have had among housewives and managers, since it is a way for them to share their experiences. An example of this has been the case in Spain involving the Popular Universities of Lorca (Murcia) and Talarrubias (Badajoz).

We strived for them to share their experiences and we believe that is what we have achieved: we have generated a situation for women with different professional profiles to gather and discuss matters that are relevant for both housewives and women involved in economic



activities. In the methodology section you may find the guideline we used in other to conduct the discussion, that was both spontaneous and rigorous enough to provide evidence so as to approach the main aspect of this section: which features associated with housewives can be found in business management.

4. Objectives of Intellectual Output

This work consists basically in establishing professional qualification associated with housework that could be transferred to SME management. By implementing terminology related to work recognition, we intend to portray a true picture of housework, a work analysis, in which it is clear that the purposes, knowledge and skills present in housework, as well as the personal experiences gathered in that context, have a qualifying value so as to develop production strategies in other contexts.

Work Analysis, apart from defining and highlighting the distinctive profile of those performing household-related activities, should establish the equivalence between those skills and the skills associated with a business context. The foundation of the training curriculum we have been developing within this project is the steps they must follow to go from one professional experience to the other one.

From an inclusive approach, we strive for an accessible curricular adaptation. An inclusive curriculum can be completed by the participants by means of extra support and individual mentoring if needed.

If the curriculum is too pre-fixed and it does not take into account the participants' needs and interests, it can create an obstacle in the learning process. Because of these reasons, some training centres take an inclusive approach towards curricular adaptation. Such approach implies adapting the teaching methods to the participants' needs in order to make learning easier, but not reducing the contents themselves.

5. Multipurpose Qualification

The activities performed within the household qualify those performing them. This is a feature the household shares with other qualification methods. It is mainly an occupational qualification, since it is acquired by means of performing certain tasks, but it is qualification still.

Moreover, as we will explain later, the fact that it is an occupational qualification does not necessarily imply that it is manual labour, as it usually does. Actually, our research shows the contrary. The qualification level acquired through their experience in household economy entails an overflowed expertise and, therefore, allows them to perform tasks aside from household economy, even though many housewives are not even aware of that fact.

Such phenomenon is quite unusual in the analysis of the methods and contents present in work performance. To say it plainly, the activities performed within the household lead to “overqualification”. The excess skills qualify the performer for different jobs. This excess is often found in the skills acquired regarding decision-making and management. Once again, most overqualified people do not realize they are qualified at all: they lack awareness, same way they lack awareness on how to implement their labour qualification.

Our proposal involves **making housework overqualification “leverage” easier** and implementing it in high level economic frameworks. It is about transferring the professional qualification acquired within the household to a productive economy in a SME context –in



which, as stated in other reports within the project, this sort of qualification is needed.

This transition cannot be pursued without a **training strategy** to transform the preliminary qualification that we have already described to the target qualification aimed to the management of a small enterprise, which is a qualification profile that has been highly analysed already.

Consequently, **we need to promote a “requalification”** (not transformation) process based on the adaptation to a new reality –similar to the household but expressed on different terms- in order to immerse these household economy experts in a SME context.

Our approach sets a projection process of transit professional qualification based on training. However, right at the start, we want to remark that this is a rather particular training process. It shall be developed from a stage of complete awareness of the deep value an efficient household qualification has – not the view fixed by sociocultural gender roles that has been taught to



women, and even men, for centuries. That is the reason why we are so determined to clarify the value of household economy activities from a work science-based approach.

The activities performed within the household provide high range skills. Their implementation in a SME context only requires the assimilation of some technical aspects regarding the principles and systems involved in an Enterprise.

This is a key factor. The work performed within the household has been traditionally considered a biological response to protect oneself and the offspring. Instinct, and not the rational and efficient implementation of skills, would be the foundation for household behavioural patterns. This is the reason why housework has seldom been considered as a way of acquiring multipurpose skills that could be implemented in different situations. But it is so, and we have proved that by means of our characterization of housework and the work science-based analysis performed on household economy.

And the fact that it is a multipurpose qualification, the fact that it can be implemented in different production scenarios, will depend on the training plan flexibility in order to transfer the qualification acquired within the household to a business context.

This is our challenge. The project technicians, researchers and analysts in MUPYME, pursue a future action in order to develop a training platform especially designed to promote the shift



from the qualification acquired within the household to its implementation in SME economy.

We are also taking a very specific approach for reasons we consider to be settled already: **the core skills present in housewives' qualification. Training suitable for the new circumstances must be provided, but taking the experiences establishing their qualification in the household as a baseline.**

In other words, we need to develop a training plan, whose contents and structure are based in housework experience. We will go deeper on this matter throughout this document. It does not make sense and, therefore, it is not our aim to develop training plans beside the experiences they have gathered. Its modules, contents, aims, and even classroom strategies shall be linked to the fruitful experience they already acquired through their work at home. Especially to the facts regarding their strength in the crucial process of business activity: **decision-making**.

6. Decision-making: the Basic Feature of Housework

As noticed in our meetings with women experienced in SME management, delaying the decision-making process is extremely detrimental for the enterprise. One way or another, successful female entrepreneurs have reported and highlighted something that should be obvious: *during the entrepreneurship process, one has to do whatever that has to be done*. Avoiding this reality

is the first step towards failure. So, what is it that has to be done? To tackle the issues considered necessary regarding the target in entrepreneur activity. Without delay: thinking it through, but without hesitation.

However, decision-making consists on evaluating which actions are more convenient considering the possibilities. When the decision is made, the remaining possibilities are abandoned and we cannot always be sure that it was the right choice. Those situations generate stress and anxiety for the decision-maker, who usually delays the

act itself due to the overexertion. Many enterprises lose themselves caught up in that oxygen bubble created by some managers in order to ease the pressure they feel. Unfortunately, such waste of time cannot be retrieved in many cases.



It might be redundant, but the manager or decision-maker has to make those decisions regardless the positive or negative outcome, or a less positive one. Businesswomen reported said fact in several different ways. **Decisions shall be made and they shall be made with a high**

confidence level, in order to overcome the difficulties such act implies.

Whilst sharing their experiences with us, they have named it “risk rejection control” in some cases, in others they have talked about it regarding personal drive skills and the ability to overcome despondency. The thing is decision-making process has been signalled as the main and most complex act because of the uncertainty it carries.

So the core in business management training requires experience in said field and, therefore, experience in decision-making. Moreover, it

requires anxiety management capacities. **Tough learning. How can you train for something like that?**



In MUPYME, we have noticed that the development of household activities can provide such practice and the essential skills a manager, decision-maker or head of a SME company need. Then, the implementation of many household activities constitutes a highly valuable practice in order to acquire the qualification required to manage or run a SME company. Household activities cannot be delayed, since family life is determined by its day-by-day nature: it cannot be stopped, nor does it allow waiting. This promotes that the training we are describing can be consistently implemented in many situations in which housewives carry out activities aimed to the development of household economy.

7. Other Basic Features

We have no doubts regarding the role of decision-making as the key driver of an enterprise, and we have tried to highlight it as a basic feature of qualification derived from housework on the

previous section. It is not just that we consider housework as mean of qualification for decision-making: we also believe it to be a preferential activity for it. The reason behind this is that the decision-making process within the household has a highly critical nature. Right and bad decisions within the household have a greater impact than they would in business regarding to profit or costs: it is not only about trade or production, it is about the situation of the family and its members, their growth as people and members of a community. The risk here is much higher, and the calm acquired by being part of that sort of decision-making process makes them also much more capable as decision-makers.

The household seems to be a risk simulation setting that resembles the situation within an enterprise, but, in this case, the simulation setting is more complex than the thing it resembles.



But feeling prepared by the activities performed at home is not enough to work as a baseline to the requalification process or the shift from the household to a business context. Apart from their “expertise” regarding decision-making, business managers in SME shall have some other features related to their personal and sociological skills, as well as some specific features regarding their personality, their ability to socialize and their physical characteristics, since they usually settle their performance.

All these aspects have an impact in training planning. One cannot develop a training plan without considering the profile of its target community. The development of training modules that require skills absent in their potential recipients should also be avoided. And same thing can be applied to the circumstances involving the main qualification required for decision-making, which is the core of our Training Plan proposal.

There is available evidence of the basic circumstances surrounding housework we have observed in our website (www.mupymeproject.eu). Now, to enlighten our thesis, the data



collected in a particular area: Lorca (Spain). They performed seven different studies on housewives within a context that would fit, to some extent, the different frameworks of our partners. The economy in Lorca has an agricultural tradition, but the industry is growing and a trend towards the services sector. It is a dynamic evolving region that has even overcome the earthquake of 2011, which had a remarkable impact in the lifestyle of its inhabitants. The population mass is around mid-high levels (90,000 inhabitants), and the households involved in the research are really diverse regarding the number of members, their age, their marital status, etc.

The following chart shows, and as we said, this could serve as a sample of the work carried out by the rest of the partners involved in the project, the outlook (0-3) that the analysts reported regarding the intellectual and psychological capacity they noticed in the subjects, being:

- **General intelligence required for the job** (ease of learning, reasoning, judging, and drawing conclusions)
- **Solving problems skills**
- **Calculation skills** (daily expenses according to the monthly salary or other income)
- **Communication skills** (describing issues to local agencies or communicating easily with neighbours)
- **Space-related skills** (is connected to time management, whether or not she understands how far or to which direction she should move)
- **Creativity, ease of participation and originality** (e.g. to find ways of recycling in successful ways)
- **Concentration skills** (cooking complex dishes etc.)
- **Motor coordination**
- **Manual skills** (one of the most important as the household demands a lot of practical tasks to be performed)
- **Ability to differentiate colours, identify and combine them** (e.g. Successfully washing the clothes)

PSYCHOLOGICAL AND INTELLECTUAL SKILLS:

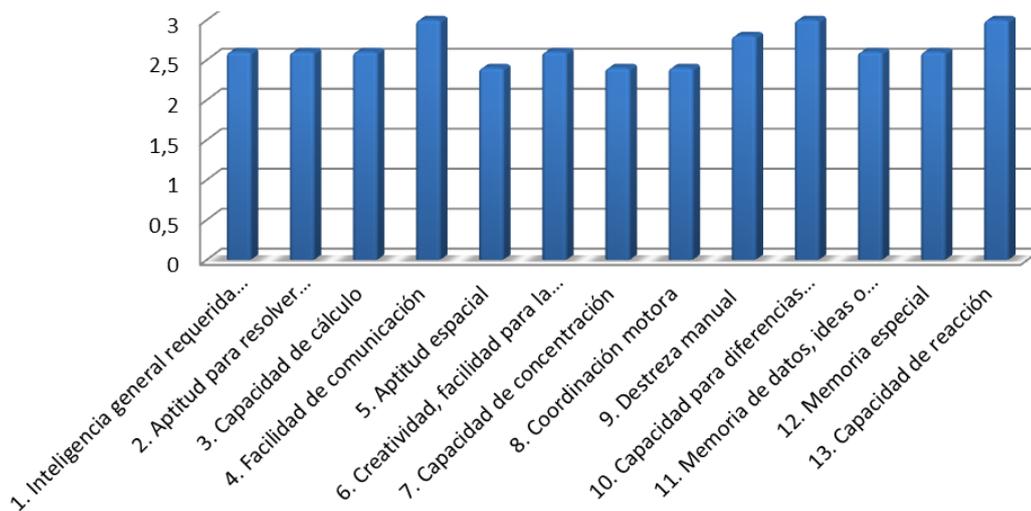


Figure 1 Valuation of MUPYME analysts of perceived intellectual and psychological skills and observations made in the area of Lorca

* **Figure 1 English legend:** 1. General intelligence required...; 2. Problem –solving skills...; 3. Calculation skills; 4. Communication skills; 5.Space-related skills; 6.creativity; 7- Concentration skills; 8 Motor coordination; 9. Manual skills; 10. Ability to differentiate; 11. Remember; 12. Specific memory skills; 13. Ability to react quickly

In order to get a deep understanding of **Figure 1**, we suggest checking the records available in our website (www.mupymeproject.uv.es) regarding the research carried out in Lorca. It goes without saying that there are different methods to evaluate the essential skills for any job. The MUPYME team had to analyse the intellectual effort required in order to overcome the hurdles that challenge the ability of housewives to perform their tasks on a daily basis. Therefore, we believe it is necessary to have a great general intelligence, outstanding problem-solving skills, etc.

We would also like to highlight that housework entails many working hours. Expert work analysts report that an average of 10,000-15,000 hours is required in order to gather enough experience to master any activity. That amount of time is just a short time span in household economy. Thus, there is a great complexity in linking these partial aspects regarding the intellectual and

psychological potential hidden in such a routine. However, in MUPYME, we have done our best to try to unveil the intellectual potential housework implies.

The same procedure has been followed when it comes to the social and personality requirements found in household economy, by analysing the following issues:

- **Ease to establish personal relationships**
- **Skills to make quick decisions** (very helpful)
- **Perseverance and method** (the household requires a methodical approach as part of the routine)
- **Self-control** (in special circumstances in order to endure other family members' specific or difficult crisis)
- **Leadership skills** (especially with young children in order to make their socialisation and understanding of rules and norms easier)
- **Organization capacity**

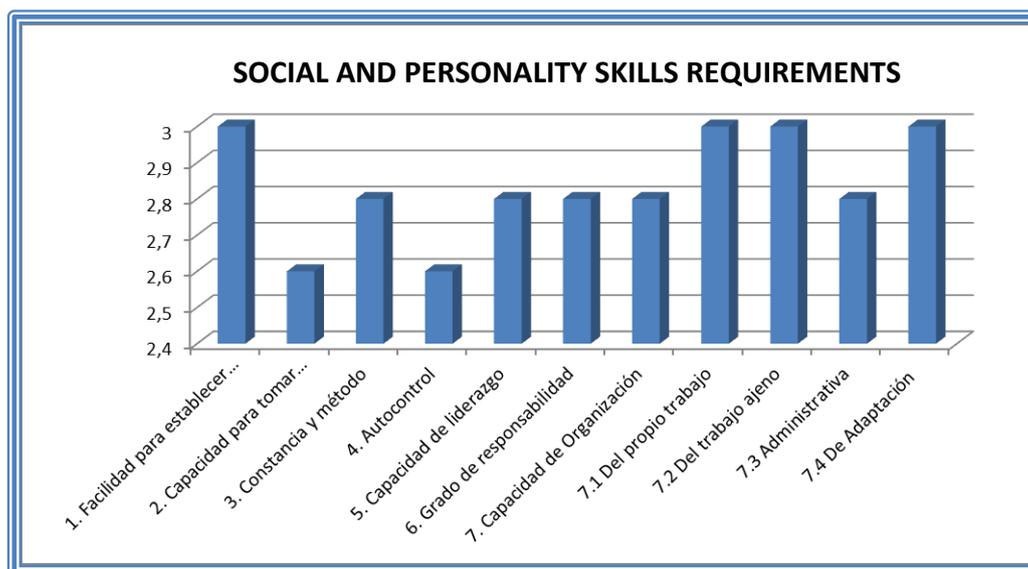


Figure 2 Assessment of the social and personality requirements present in the performance of the domestic economy

* **Figure 2 English legend:** 1. Ease to establish...; 2.Decision-making...; 3.Perseverance and method; 4.Self-control; 5.Leadership skills; 6.Responsibility level; 7.Organization skills ; 7.1. Of her own work; 7.2.Of other people's work; 7.3Management; 7.4Adaptation

In **Figure 2**, there are two aspects present that we need to make a note about, since they are essential for the development of a training plan. The first one is related to overlooking the importance of the skills required to make quick decisions: it might seem that, in household economy, suddenly changing one's mind is not a relevant feature, which shows a great disposition for appropriate planning – one of the most important aspects in business activity.

Another important aspect is the one regarding self-control. It implies it is not that relevant, or at least it is not highly acknowledged. It is not clear to us whether it is due to the fact that housework requires high levels of flexibility and multi-tasking (changing from one task to another may show some sort of lack of self-control) or to it not being relevant enough. We shall try to find the answer to this matter at some point.

The rest of the factors, of which we have drafted the main social features regarding labour, have been evaluated by the experts in MUPYME (values between 2,5 and 3).

Finally, in order to finish this portrait that shows that the inherent circumstances in which housewives perform their activities must be bore in mind whilst developing the Training Plan, giving less relevance to their surroundings and working conditions.



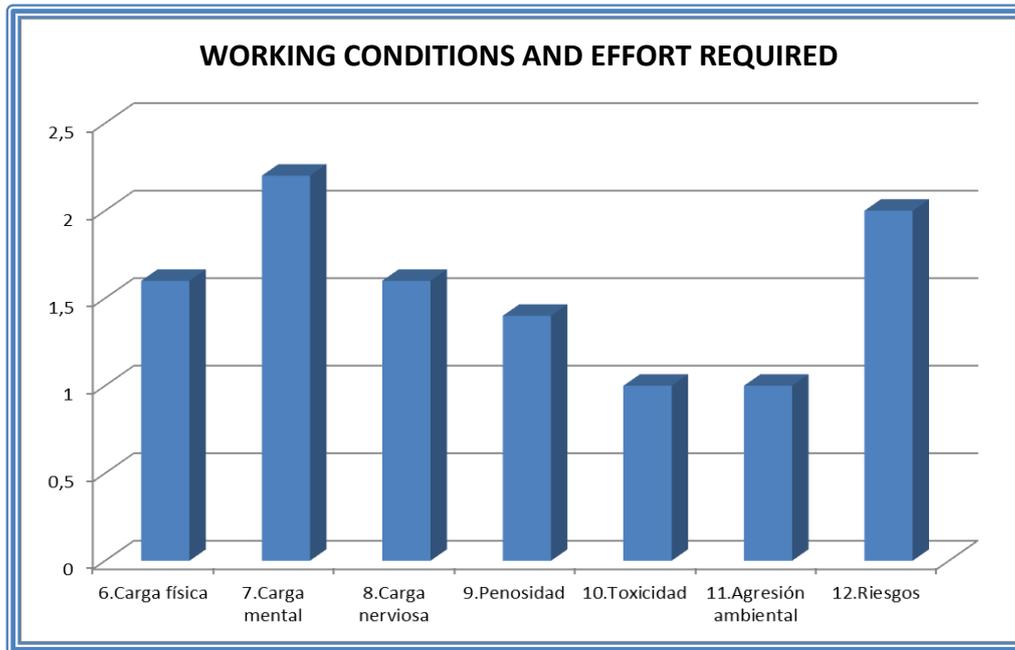


Figure 3 Social issues more characteristic to deploy in the world of work

* **Figure 3 English legend:** 6. Physical resistance; 7. Mental resistance; 8. Stress resistance; 9. Unpleasantness; 10. Toxicity; 11. Environmental damage; 12. Risks

The situation reflected in **Figure 3** Works as a summary of the circumstances observed by the experts. It does not show a working space with high-risk conditions, but there is not a lack of them either. We are aware of the fact that a the risk of accidents at home is high, however, statistics do not show whether the accident happens while carrying out housework-related tasks or just by within an everyday life context within the household.

As a summary of housewives' the inherent working conditions before starting on the qualifying tasks, we can state that the housewife's working space, as many others, has its core –decision-making-, but it is built on unemployment requirements regarding intellectual capacity, social and personality features and, obviously, the space in which it is performed and the impact it has on the performance itself.



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8. Classification of Tasks

The chart regarding the classification of housework-related tasks has been developed taking into account what our experts observed and what the housewives involved in MUPYME reported. Apart from observing, it has been necessary to analyse an aspect outside the observation process framework due to the length of working hours in housework. It is rather impossible to gather all the tasks performed by means of observation methods, unless the analysts immerse themselves in the household everyday life 24 hours a day for a month, or at least a week. This goes beyond our reach and the actual possibility of carrying out such an analysis. Instead, we have chosen to gather their stories and anecdotes –a detailed testimony of housework-related tasks by the housewives themselves– to complete the field study based on observation methods.

We have classified many of them: we have organized them in different groups by the targets they pursue or similar performance process.

CORRESPONDENCE TO THE SMEs	TASKS EXECUTED WITHIN THE HOUSEHOLD
<p>Cleaning and Maintenance/ Installations and Equipment Maintenance</p>	<p>Bed-making</p> <hr/> <p>To sweep</p> <hr/> <p>To clean specific elements, for example: glass and tiles</p> <hr/> <p>To change the sheets</p> <hr/> <p>Dusting</p> <hr/> <p>Cleaning the bathroom, kitchen and other special rooms</p> <hr/> <p>To wash the dishes</p> <hr/> <p>Washing and hanging out the clothes</p> <hr/> <p>To iron and to tidy the clothes</p> <hr/> <p>To arrange the wardrobes</p> <hr/> <p>To tidy the rooms</p> <hr/> <p>To make maintenance operations related to the informatic and electronic equipment</p> <hr/> <p>To make maintenance operations related to the household appliances</p> <hr/> <p>To make maintenance operations related to the vehicle</p>



	<p>To take care of the plants and to maintain the garden</p>
<p>Family Care/Security, leadership and motivation</p>	<p>To arrange the bathroom for the children or for dependent persons</p> <hr/> <p>To visit the doctor</p> <hr/> <p>To take care in the unexpected moments (babies and elderly)</p> <hr/> <p>Complementary support (Homeworks, Storytelling)</p> <hr/> <p>To go over the daily experiences</p> <hr/> <p>Accompanying to events</p> <hr/> <p>To attend the school meetings</p> <hr/> <p>To have the clothes prepared for the next day</p> <hr/> <p>To plan the purchases</p> <hr/> <p>To plan the menus for the week, taking into account the family necessities</p> <hr/> <p>To monitor and care for the family diet</p> <hr/> <p>To launch and promote the tasks execution in order to promote the physical and intellectual benefit of the family</p> <hr/> <p>To organize the family meetings</p> <hr/> <p>To cook</p> <hr/> <p>To take the children to the school</p> <hr/> <p>To provide energetic resources for the household (to get firewood)</p> <hr/> <p>To care for the pets</p>
<p>Stock Control and Logistics</p>	<p>To write a shopping list and to know which products are missing</p> <hr/> <p>To repair the furniture</p> <hr/> <p>To repair and replace the kitchenware</p> <hr/> <p>To select the cleaning products</p> <hr/> <p>To plan wholesale purchases, and weekly, monthly or yearly purchases</p>



	<p>To respect the cleaning and hygiene standards</p> <hr/> <p>To fix, repair and tailor clothing</p> <hr/> <p>To set up the need of fuel and other household items</p>
<p>Incomes distribution and expenses control /Accounting</p>	<p>To check the bank balances and movements</p> <hr/> <p>To sort out and prioritize the fix and temporary expenses each month</p> <hr/> <p>To pay non direct debit bills</p> <hr/> <p>To pay after-school or sport activities</p> <hr/> <p>To manage the annual tax return</p> <hr/> <p>Select the financial resources to plan the expenses</p> <hr/> <p>To set up a household savings strategy</p> <hr/> <p>To distinguish the leisure expenses and other replaceable items</p> <hr/> <p>To rent family resources in order to obtain extra income</p>
<p>Purchases and relation with the suppliers / Purchases Management</p>	<p>To go the shops and markets</p> <hr/> <p>To decide and choose the shops and markets</p> <hr/> <p>To make frequent purchases</p> <hr/> <p>To make special purchases as shoes, clothes and seasonal purchases</p> <hr/> <p>To make proper calls to the insurance companies, Banks, etc.</p> <hr/> <p>To negotiate the rates and conditions and to evaluate other offers</p>
<p>Environment Impact / Environment Management</p>	<p>To study the purchases' characteristics, that is, if they are ecologic or sustainable products</p> <hr/> <p>To analyse and assess the products' labels</p> <hr/> <p>To recycle the containers, packages and bottles</p>



	<p>To use water, heat, electricity, etc. In a responsible way</p> <hr/> <p>To reuse and recycle the household furniture and fittings</p>
<p>Education and training / Human Resources Development</p>	<p>To choose the school for the children's education and to decide the after-school activities they will attend to</p> <hr/> <p>To help the children with the homework and to solve their scholar doubts and problems</p> <hr/> <p>To participate in associations and civil movements (Students' Parents Associations, Elderly Care Associations, etc.)</p> <hr/> <p>To set up education and behaviour rules and standards</p> <hr/> <p>To set up the punishments and rewards</p> <hr/> <p>To make decisions about changing the children's school if necessary</p>
<p>Decision-making process and conflicts resolution</p>	<p>To make long-term effective decisions. To make decisions under consultation</p> <hr/> <p>To make urgent decisions alone</p> <hr/> <p>Mediate conflicts which occur inside the family and outside the family sphere</p>
<p>Social and Neighbourhood Activism / Corporate social responsibility</p>	<p>To attend social meetings (for example, the Refugee Committee)</p> <hr/> <p>To belong to organizations, associations, cultural, religious, social and civil movements</p> <hr/> <p>To attend social meetings</p>

Table 1 Table of classification of the home tasks and their correspondence in SMEs



In the right row, we have listed all the registered tasks. The left row shows the existing connection between those tasks and business management activities.

We will go deeper on this matter in the next section. By classifying the tasks and creating a link between them and the activities usually associated to the departments in an enterprise, we have provided visual evidence of the implementation of the activities performed within the household in the specific tasks related to business management.

Thus, the draft for the Training Plan begins. It shall be developed following a strategy based on the experience acquired at home and keeping in mind its final goal: qualification in business management.

The tasks chart represents a summary in itself. The tasks we have listed encompass many different ways of handling the production targets usually associated with household economy. In that sense, we might be missing some sort of qualifying experiences that are lost in the summarizing process by organizing them in groups. We consider this loss to be minimal and it is compensated by the actual value of providing the first conceptualization organized by the tasks performed by different women with different backgrounds, as well as different professional, social and cultural directions

The points listed in the left row –the enterprise context in which the potential skills would make sense– has gone through the opposite process. Instead of including the workspace within an enterprise in which the tasks are performed similarly, we have defined the general trends on business activity that establish the dynamics –no matter the department in which they are carried out. We know perfectly well that an SME concentrates all these activities within two or three different spaces, providing there is an organization chart to set the activities and responsibilities; however, that does not exclude the fact that all enterprises, as small or poorly organized as they might be, must face the development of policies regarding human resources, inventories, environmental impact, social responsibility, etc. Our interest focuses on business goals beyond the legal and functional responsibilities often linked to department organization.

9. Knowledge Required for Housewives to turn into SME Managers

In this section we briefly turn away from our foundation –the research carried out about household economy and SME management– in order to make use of the analysis resources

implemented and tested by other research teams. The main purpose is delivering a proper answer about what it is that housewives need to learn in order to become SME managers.



Our investigation includes more than 40 female entrepreneurs that have analysed the relationship between housework and business management. They have done it in a broadly, talking about the challenges and difficulties that can be found in both contexts and pointing out the similar requirements they present and the challenge to master the skills they both share. But, as we have already mentioned –deeply explained in the [Intellectual Output O3](#) of the MUPYME Project– we have examined the productive behaviour in a compact way, as a whole, which is vital and unavoidable in a research like the one we carried out.

But the truth is that we want to make our approach slightly more specific. We want to go deeper on all the factors that might help us to create the most suitable training plan to shift from one economic context to the other one.

Our current aim is to figure out what is the sort of question a businesswoman needs to be able to face. We want to assure somehow that the training plan design that we are developing is appropriate for the requirements found in any manager regarding their business activity.



In order to approach this situation and get into details about the analysis of our proposal, we have turned to a research team that is working in the most innovative aspects related our subject matter here: what is the knowledge any person considering entrepreneurship –in our case, women without experience on the field– should acquire regarding project management.

Our benchmark on the matter is the World Management Survey prepared by a research team comprised by researchers and professors from Harvard, Stanford, London School of Economics, Oxford and the World Bank (see <http://worldmanagementsurvey.org>). Said team leads a global research that gathers answers from 40 different countries. Their target is analysing and classifying the feedback (and also the lack of it) regarding how to face the challenge business management represents.

We are implementing this on-going research because of its reach and dimension, which guarantee a wide range of skills and experiences that managers should use as a base for their management skills. The structure of the survey itself shows the fields that should frame the decisions made to achieve an appropriate management system for the enterprise by means of acquiring enough skills to address the general aspects related to business. To learn more about this research, see the sets of questions asked that are available in the aforementioned website. In this document, we will just highlight the groups that could be considered relevant to our purpose: the development of an efficient training planning aimed to entrepreneurship.

TOPIC / AREA	BASELINE QUESTIONS
Introduction of innovative instruments	<ol style="list-style-type: none"> 1. Could you describe your production process? 2. How often do you analyse the state of your devices, machinery and tools? 3. Could you describe your daily planning?
Reasons for innovation	<ol style="list-style-type: none"> 1. What are the reasons that lead you to modernize the workplace? 2. Which factors have an impact on the innovation process?
Stadardization	<ol style="list-style-type: none"> 1. How stardardized is your working process?



TOPIC / AREA	BASELINE QUESTIONS
	<ol style="list-style-type: none"> 2. Is everyone familiar with the process and its standardization?
Efficient Implementation of Human Resources	<ol style="list-style-type: none"> 1. How do you know which are the best tasks for each individual working for you? 2. What is your diagnosis process in order to match workers with their tasks?
Consistent Improvement	<ol style="list-style-type: none"> 1. How do you spot problems? 2. Is there any problem-solving methods? 3. Do people around you take part on the identification and solution of problems? 4. Who is in charge of problem-solving?
Setting and developing operations	<ol style="list-style-type: none"> 1. Could you describe who sets the operations and how? 2. How do you carry out the analysis of the process? 3. Is the content and purpose of the operations up to an open discussion between the performers? 4. What happens when the expectations cannot be fulfilled? 5. Is there a communication mechanism to redefine operations?
Objectives	<ol style="list-style-type: none"> 1. Could you describe your non-financial objectives? 2. Do you have any other objectives besides those reflected in the administrative regulation? 3. Do you pursue objectives related to your region and culture? 4. What encourages you to keep on pursuing those objectives?



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TOPIC / AREA	BASELINE QUESTIONS
	<ol style="list-style-type: none"> 5. Do you feel any pressure regarding your objectives? 6. Are those objectives shared by the whole company? 7. Do you make a distinction between primary and secondary objectives?
<p>Leadership and talent management</p>	<ol style="list-style-type: none"> 1. Where is the company heading to during the next five years? 2. Who sets its direction and how? 3. Does everybody have a say on the approach and the direction setting process? 4. How do you select to appropriate partners for such a journey and who takes that decision? 5. Who settles and amount and quantity of talent within the enterprise and how? 6. Is there any strategy to keep it? 7. Are there ways to evaluate talent quality and ways to encourage it? 8. Is there a compensation system that does not involve monetary resources? 9. Is there a way to promote talent? 10. Are there formal plans available for promotion? 11. What would be your reaction if someone within your company was considering leaving?

Table 2 Fields and questions with greater utility for the purposes of the MUPYME project, to be able to plan training for the enterprise with greater guarantees.

In the left row, we have placed the classification for the decision-making areas –and, therefore, management– in order not to get too far from the approach established in the WMS. It does not show a perfect correlation with our own approach, especially since it is developed on the basis of management areas of companies already formed. Our approach focusses on entrepreneurship, on starting up an innovative business or taking part in a start-up.

However, the list of questions managers must find answers to, whether it is at the first stage of the business or once it has been developed, is similar. This helps us define the training plan, which will be the tool that will enable our female entrepreneurs to point out the key drivers, expressed here in the form of questions. Acknowledging the importance of these questions and finding the answers is essential to develop the indispensable management system of an enterprise.

10. Qualification: the Keystone in a Vault

The ultimate goal in MUPYME is creating a training structure that allows for the conciliation of aspects traditionally associated to completely different worlds: household economy and SME economy. It is a universal fact that there is no available training aimed to the development of appropriate skills for housework. It is also a universal fact that there is no available training plan designed for business management that takes into account the skills acquired in a household economy context. We could say there is a desert between the household and the enterprise, a blank space. In MUPYME, we believe that this blank space can only be filled by means of linking structures, building bridges between both sides. The main one should be a training structure able to transmit knowledge and experiences from one side to the other.

Keeping on with this metaphor related to the architecture field, where structures are the baseline, our training approach could be considered a keystone, being able to comprise many and diverse phenomena. In architecture, vaults are built in order to create huge spaces able to accommodate as many events as there might be. In order to achieve this, a broad tall roomy structure must be built. Those characteristics cause a massive amount of pressure; it has to resist the strength it is subjected to. Vaults are the perfect structures to gather plurality and diversity. That is also the case for our training approach, since we want to develop a broad capacious Training Plan in which different phenomena may converge.





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There is an element that can be found in vaults, on which the main structure of the vault rest. It is known as keystone and it receives the extreme pressure of the whole structure. Our proposal has a core element within the development of the Training Plan. Our keystone, our functional element proving balance to the structure, is qualification.

Our ideas on qualification have already been expressed in other documents within the MUPYME Project (see [Intellectual Output O1](#)). In our opinion, qualification is a synthesis of knowledge and skills that make it possible for a person to perform the activities and achieve the production goals often associated with certain occupations. This qualification can be acquired by means of converging methods through general training, specific training and experience or workplace training. In some cases, training is more important, in other –such as the case of our project for housewives– it is through experience in performance that they acquire their qualification. Housework provides such a qualification stage on the side of workplace training that it is taking that as a baseline that any sort of training strategy shall be developed.

In our journey to develop the Training Plan, we focus mainly on the qualification they acquire at home, which we believe can be implemented in the performance of business management activities.

After our conversations with both female entrepreneurs and business experts, we have found a set of business activities that require a qualification level that could certainly be acquired at the core of household economy. Therefore we are providing a staircase with all the necessary references in order to start a broad training plan aimed towards the development of qualification for leading-edge business activity. Thus, it is designed to address the qualification needs for future SME activities.

But qualification that has been acquired just by means of one method must be completed. The graduates on any field based on theoretical aspects (such as engineering, linguistics and all the wide range in-between) must test their knowledge through work internships (we are not focusing on the administrative difficulties). It is the same for those qualified through experience, through performance, who must acquire the knowledge required to access the range of jobs associated to that qualification. Even more in this case, since workplace experience is noticeable more restrictive than cross theoretical knowledge. It is for this reason that we are determined to gather the knowledge required for the shift to jobs that are compatible regarding the qualification – such is the case of housewives and their potential role in an SME context.

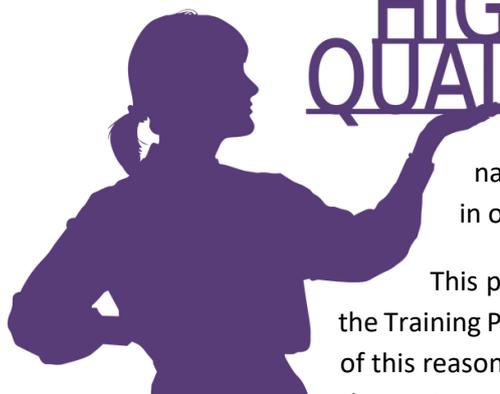
However, it is clear that this asks for a great educational effort aimed to those qualified individuals that are not even aware of their qualification. Awareness would rise once they master the basic technical knowledge in order to implement their qualification in an alternative

productive context outside the home. That is both necessary and essential. And so we have worked to

establish a link between qualification objectives or levels that are vital for the shift to take place: the set of skills related to household economy and the

name and direction the modules of the training plan should have in order to establish the connection between both activities.

**HIGH
QUALITY**



This proposal is a working tool directly related to the development of the Training Plan, which is what all the partners in MUPYME strive for. Because of this reason, we are setting it out down below in their original version so all the partners and also those future users unconnected to the project can implement it in the ways they consider that will be more efficient for their target users and taking their specific circumstances into consideration.

MODULE NAME	OBJECTIVES	BASELINE QUALIFICATION AREA
SME Accounting	Knowledge on the new National Accounting Plan	Management of household accounts reflected on Vocational Methods
Leadership	Management and Development of Human Resources	Raising the children and supporting other family members
Waste Management	Environmental Management	Cleaning and Waste Treatment
Risk Prevention	Strategies for the Prevention of Occupational Risks	Risk and accident prevention in the household
Selection of Suppliers	List of Suppliers and Assessment	Selecting stores
Purchase Strategies	Purchase Strategies and Planning	Regular and seasonal purchases
Development of Human Resources	Management and Development of Human Resources	Supporting the vocational and training choices of the children and other family members
Planning	Strategic Planning	Distributing resources and forecasting activities according to



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MODULE NAME	OBJECTIVES	BASELINE QUALIFICATION AREA
		the calendar
Marketing and branding	Brand	Decorating the household
Maintenance	Preventive Maintenance Strategies	Household maintenance, cleaning, repairs, replacements, etc.
Stocking	Logistics and Stocking and Distribution Strategies	Storage of belongings
Customer's Satisfaction	Customer Satisfaction Messuring	Addressing the need of family members
Organization	Organization Strategies. Process and Procedures	Organization at home. Tasks Distribution
Social Responsibilities	Social Responsibilities of the Company	Social activity of the family
Sustainability	Principles for Sustainable Activity	Recycling. Restricting waste and recycling products.
Quality	Quality Management	Establishing and standing up for the behaviour standards of the family
Computer Science	Technological Development.	Computerising household accounts management.
Computer-based Accounting	Implementation of Software Tools such as contaplus	Regular household accounting

Table 3 Preliminary Contents of MUPYME's Training Plan

The left row shows what could be considered the name of a self-training area comprised by one or several modules.

The central row sets out the qualification targets that we would have to fix taking their household experiences –the third row- as a benchmark.

We consider this to be the keystone on which we shall build the Training Plan designed for the shift from household economy to SME economy, since it allows for the implementation of a wide variety of strategies, methods, materials, resources, etc.

In MUPYME, we stand up for a specific one that will be fully explained in the **Teaching Guide: From Household to SME.**

11. Moving on to Defining the Training Plan

Up to this point, the main target of MUPYME has been to establish a research context. The targets we consider we have fulfilled so far have focused on defining the work performed by women within the household and business management analysis in companies managed by women who have shared their experience with those women with a lack of it. The results are available in the Intellectual Outputs [01](#) and [03](#).

The spotlight now must shine on implementing the results of our research in training proposals that should derive in the development of a Training Plan to make the shift from household

economy to SME management easier.

Discussion and compromising take the place of the rigorous approach we have undertaken so far during the research stage. If during the first stage of the MUPYME Project the priority was establishing consistent activities and results, in the second stage the most relevant factors are flexibility and adaptability. We have decided to develop an open Training Plan, so as to allow the partners to provide their own approach regarding the specific needs of the educational circumstances

of their territories in order to implement that training. However, this does not mean that there are going as many proposals for the Training Plan as there are partners. We will design a baseline Training Plan that contains the basic elements for it: an essential core that allows for the addition of the specific features the partners may consider appropriate.

It makes sense for an ambitious Project like MUPYME –that gathers seven partners from countries with their own social and educational circumstances– to take into account the asymmetries, address them and focus on creating convergences in order to pursue the common goal, but not to impose a specific mechanism to achieve it. The Training Plan proposed by





MUPYME aims to promote the transition of women from the household to an SME context. However, both household and business contexts show some differences in each one of the regions in which our partners are based (and those of future organizations that may want to follow our proposal).

The success of the training plan in different scenarios will depend on it being well oriented and open to enable diversity. This has been a core matter for us, and we discussed it on the conference in Florence, where we not only pointed out the differences between the partners, but also decided to develop the Training Plan in a collective way to address the situation of all the participants at the same time we maintain the main knowledge structure approached in the Plan.

We have all the elements for consideration. The most relevant feature is the homogeneous nature of housework. Most tasks, whether they are related to taking care of family members, cleaning, maintenance, purchases or any other, are settled and performed in a rather similar way in all the countries examined during the field work. This raises the hypothesis that the same could be applied to any other territory within Europe. The Tasks regarding household economy are transversal and implemented in any production unit. The same thing happens in an SME management context: although production targets and geographical aspects might be different, they all share a harmonized way of working. Almost every enterprise, almost every home, is managed in a similar way. This fact supports our hopes regarding the success of our approach.

This does not imply, however, that there are no differences that must be taken into account in order to customize the training included in the Training

Plan oriented to the shift from household economy to SME economy, even if they are just details. From our partners, we have gathered some of the most relevant matters regarding the peculiarities in their territories. Their circumstances should not present limitations for training in any way. We want to highlight this in order to encourage other institutions to implement our proposal in the future, even though they might think they are not suitable for it due to their specific circumstances. We





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believe that no circumstance can be an impediment to pursue the fair objective to bring out the manager that housewives carry inside.

Thus, Spanish researchers have pointed out the loneliness and isolation housewives have to face in the household as distinctive features.

Greece reported the frustration derived from the average household environment caused by the feeling of not being able to provide anything to family life satisfaction. Greece has tried to generate the greatest impact to encourage the motivation and enthusiasm that lead the way to leave the household.

In the case of Italy, it is important to remark the interesting parallelism that can be established between the experience of housewives within the household and what their potential activity would be outside. They believe that the average Italian household and an SME are managed in a similar way. They also do highlight the administrative and fiscal difficulties entrepreneurship implies, which is not surprising at all given the approach taken by the current Italian Government.

The experts in Cyprus reported that there is still some sort of cultural subordination when it comes to the role of women in the social context of their territories. Women in Cyprus need even the explicit consent of their husbands in order to start certain activities (among them, the constitution of an enterprise). The division of the country as a consequence of the Turkish occupation must be considered when developing training for the island.

Regarding the research carried out in Portugal, it seems relevant to point out the great distance present between the household and the life conducted out of it. Portuguese housewives usually consider the household as a very private place that is hard for them to give up even just talking about it as an open space. Nonetheless, they show a high disposition towards entrepreneurship. It is our responsibility to bring both contexts together, to show what they really are and their features. It is our hope that our Training Plan will contribute to that phenomenon.

We have witnessed another remarkable situation in Germany. Providing information on such matters does not seem to be a frequent disposition within the cultural context in which German domestic life is carried out, that has been analysed by our partner in Germany. Privacy seems to be an essential matter for German housewives. We do not know yet what sort of modifications we will need to make in our Training Plan to avoid it crushing with such a deep feeling that is also enabled by the legal dispositions in the country.

But all these aspects are just hazards that any planner should consider. It has been our duty to identify somehow those difficulties and manage them in the best way possible, which has been



developing our Training plan seeking consensus among the parties. Please, [click here](#) to check the minutes of the conference meeting held in Florence in July, 2016.

The Training Plan as the Result of a Synthesis Process

As we have already pointed out in the different documents that comprise our activities in MUPYME, there is a group of household tasks we have distinguished among all the housework-related activities. We have also settled the qualification level that has a potential implementation in SME economy, providing it is strengthened by means of the acquisition of basic theoretical and technical concepts. These shall be the stairs towards our training proposal that should be the basis for the Training Plan designed for the shift from household economy to SME economy.

The chart shown in page 19 regarding the hypothetical Training Modules, the Qualification Targets and the Baseline Qualification Area serves a summary of these matters. Said chart reflects the core of our Training Plan, since it contains the tasks (qualification area), the qualification framework these tasks provide for the performer (qualification objectives) and the specific training proposal (modules). It is the core, but we do need the whole picture.

In order to achieve this, to get the whole picture, the MUPYME partners proceeded to sum up all this information in order to transfer it to a training structure that contained all the elements but still:

- Made it easier to approach it from a practical design point of view (included in the Teaching Guide)
- Could be implemented by the different organizations specialised in adult education involved in MUPYME.
- Could be easily understood by the potential recipients of the Training Plan.
- Could be enforced with the simultaneous participation of all the partners involved in the Project.

The synthesis of the first draft made in Florence for Training Plan is set out down below.



Areas, Modules and Didactic Units

The discussion regarding the approach that must be taken in such a broad educational context and the ambition to make it flexible have led the experts to pursue the development of a plan structured that would allow us to keep in track with our main goal. This structure is comprised by Knowledge Areas Adjustable and interchangeable Modules and Didactic Units.

The element that organizes the plan would be what we have called Knowledge Areas, which is linked to the basic activities of an Enterprise.

The Modules are the cohesive elements regarding knowledge. The whole set enables the acquisition of a comprehensive knowledge on the area. They are the core training unit.

The Didactic Units are the sections in which the modules are divided in order to analyse the content of each module.

This is a rather conventional approach to the Training Plan, but it is highly useful to our purpose. What makes ours an innovative proposal is not the structure for the plan, but the way it is



developed, since we demand a Plan based on the experiences gathered by women within the household. The training challenge of our proposal is not the plan structure, but the development of its contents.

However, we have to start somewhere: and that somewhere is defining the basic operations of a company that housewives perform without even realizing it. From our point of view, we make the following classification:

- Accounting
- Enterprise organization and human resources
- Maintenance and sustainability
- Quality and Safety plan development
- Sales and purchases and marketing
- Informatics
- Strategic plan development

All the partners are responsible for the development of the materials and training strategies related to one of the knowledge areas linked to business operations. They have selected their areas considering their preferences regarding the contents:

	ÁREA TEMÁTICA	SOCIO
1	Accounting*	ADAE
2	Enterprise organization and human resources	Kerigma
3	Maintenance and sustainability	UPF
4	Quality and Safety plan development	CAEA
5	Sales and purchases and marketing*	FEUP
6	Informatics,	Dafni kecc
7	Strategic plan development	Dvv

Table 4 Distribution of materials and training strategies in the MUPYME consortium



Here you can find the first approach to the modules. We will go over them again in several occasions and they will be validated by the partners. This is the first draft:

Knowledge area: Accounting

1. Accounting general concepts
2. Accounting within the household
3. Household accounting and SME accounting

Knowledge area: Enterprise organization and human resources

1. What is the organization chart of an Enterprise?
2. The tasks organisation in the household and in the Enterprise
3. How to allocate human resources to the different tasks

Knowledge area: Maintenance and sustainability

1. General Concepts of Maintenance and sustainability
2. How to extend the home and its contents' life
3. How to make a Maintenance Plan

Knowledge area: Safety and quality and risk prevention

1. The quality and safety in the household
2. General concepts of Safety, quality and risk prevention
3. How to improve the quality and safety in a small Enterprise

Knowledge area: Sales and purchases and marketing

1. If you know how to buy, you know how to sell
2. Marketing general concepts. Distributor's catalogue and satisfying the customers.
3. A Brand is an emotion

Knowledge area: Strategic Plan Development

1. The strategy at the home: Setting Priorities and Allocation of Resources
2. The SME-type company strategy

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3. How to develop a strategic plan

Knowledge area: Informatics

1. Home computing
2. Recreational use, social use and professional use of computing
3. Developments and applications of utility in the SME

It is the responsibility of each partner to develop as much as possible their respective areas, taking into account that they are structured in a scale that includes Areas, Modules and Didactic Units.



The Definitive Training Plan

As we have pointed out previously, the initial structure of the training plan has been developed by the partners of the MUPYME project. The work model has been the result of an internal

debate on the general structure of the plan, but each one of its areas and modules has been developed for each of the partners, who, following this trajectory, assume the commitment to elaborate all the guidelines for the delivery of each particular area, which means structuring the area, introducing criteria for the implementation of the delivery and general materials and support needed for it.



Knowledge area: **Accounting**

This area has been developed by the MUPYME partner in Macedonia. For details, [see the original document](#).

1. Accounting general concepts

- 1.1 DU1: The Role and Functions of Accounting
- 1.2 DU2: Financial Statements and Cash Flows
- 1.3 DU3: Basic Accounting Models



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2. Accounting within the household

- 2.1 DU1: Keeping track of financial data in the household
- 2.2 DU2: Balance of profit and loss in the household
- 2.3 DU3: Taking care of the taxes
- 2.4 DU4: Financial planning and control

3. Household accounting and SME accounting

- 3.1 DU1: Business Organization and Taxes
- 3.2 DU2: Managing Accounting Systems
- 3.3 DU3: Using Accounting Software
- 3.4 DU4: Investment and Financing Strategies

Knowledge area: **Enterprise organization and Human Resources**

This area has been developed by the MUPYME partner in Portugal. For details, [see the original document](#).

1. What is the organization chart of an Enterprise?

- 1.1 DU1: Organization Charts
- 1.2 DU2: Enterprise Structure & Organization

2. The tasks organisation in the household and in the Enterprise

- 2.1 DU1: Management of tasks in an Enterprise
- 2.2 DU2: Organization activities
- 2.3 DU3: Organization techniques & plans
- 2.4 DU4: Time Management

3. How to allocate human resources to the different tasks

- 3.1 DU1: HR Development & Training
- 3.2 DU2: Leadership & Motivation
- 3.3 DU3: Conflict Management & Negotiation

Knowledge area: **Maintenance and sustainability**



This area has been developed by the MUPYME partner in Italy. For details, [see the original document](#).

1. General Concepts of Maintenance and sustainability

- 1.1 DU1: Sustainability, Maintenance and Wellness definitions, examples and use.
- 1.2 DU2: Home's maintenance.

2. How to extend the home and its contents' life

- 2.1 DU1: Time management
- 2.2 DU2: Ecological house
- 2.3 DU3: Household work organisation
- 2.4 DU4: Relationship managing

3. How to make a Maintenance Plan

- 3.1 DU1: Practical household management
- 3.2 DU2: The toolbox to manage the house

Knowledge area: Safety and quality and risk prevention

This area has been developed by the MUPYME partner in Cyprus. For details, [see the original document](#).

1. The quality and safety in the household

- 1.1 DU1: The quality and safety at the household
- 1.2 DU2: To identify the hazards at home
- 1.3 DU3: To be able to transfer the knowledge –experiences from household to SME environment.

2. General concepts of Safety, quality and risk prevention

- 2.1 DU 1: Concept of quality control, knowledge about ISO and HACCP. Securing high levels of quality products.
- 2.2 DU2: Practical approaches on quality control
- 2.3 DU3: Risk prevention: How to improve the quality and safety in a small enterprise.

3. How to improve the quality and safety in a small Enterprise



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3.1 DU1: To develop a strategic plan to improve Quality and Risk Prevention both at the household and in SME.

Knowledge area: **Sales and purchases and marketing**

This area has been developed by the MUPYME partner in Spain (Lorca PU). For details, [see the original document](#).

1. Marketing general concepts. Distributor's catalogue and satisfying the customers.

- 1.1 DU1: Commercial function.
- 1.2 DU2: Marketing Useful Dictionary

2. If you know how to buy, you know how to sell

- 2.1 DU1: Selling strategies
- 2.2 DU2: Selling is not about talking, it is about asking.

3. Marketing general concepts. The supplier's catalogue and customer's satisfaction

- 3.1 DU1: Resistant customers. How to guide and attract
- 3.2 DU2: Customer loyalty.

4. A Brand is an emotion

- 4.1 DU1: The 22 essential rules to build a brand
- 4.2 DU2: Claims and Complains. Building emotion in critical situations
- 4.3 DU3: Emotional Marketing

Knowledge area: **Informatics**

Informatics Area has been developed by the MUPYME partner in Greece. For more details we suggest you go to the [original document](#). It is a transversal module capable of being taught in combination with other modules and / or as a complement to these and other training actions. It is therefore a single module composed of three didactic units that we expose:

1. Informatics at home and at SMEs



- 1.1. DU1. Home computing
- 1.2. DU2. Recreational use, social use and professional use of computing
- 1.3. DU3. Developments and applications of utility in the SME

Knowledge area: **Strategic Plan Development**

This area has been developed by the MUPYME partner in Germany. For details, [see the original document](#).

1. Strategic Planning

- 1.1 DU1: Differences and Similarities between household and business planning.
- 1.2 DU2: Requirements and Benefits of having a plan before launching a business.

2. How to develop and strategic plan

- 2.1 DU1: Goals of activity planning.
- 2.2 DU2: SWOT analysis implemented in business activity.
- 2.3 DU3: Planning for start-ups.

12. The Importance of the Teaching Guide

The teaching guide will be developed in a separate document. It is an independent document comprised in the Intellectual Output 04 of the MUPYME project. However, we would like to highlight a few points to introduce the matters that will be set out in the next document before leaving these considerations regarding the curricular structure for the design and implementation of the training plan aimed to the shift from household economy to SME economy.

We would like to insist on the importance of the teaching guide, since it is the item that will reflect the distinctive aspects of MUPYME as a training proposal compared to other traditional and spread approaches.

It shall not be forgotten that our working hypothesis is the conviction that housewives have a professional qualification acquired through their performance within the household and this brings them closer to the professional profile of a SME manager. Housewives have a broad



knowledge, but they are not aware of how it could be implemented outside the household. The main target of our training plan is to increase awareness in order to bring out the potential manager that can be found in every housewife. This makes the Training Plan contents less relevant than the concept or approach that we will implement and promote within our organizations.

We cannot speak of training as a finished product yet, but of training in process. The important factor is the process. Therefore, it seems highly relevant to conduct our efforts towards the training approach and not so much towards the contents. A large range of educators and sociologists support this idea: ***learning depends on developing enthusiasm and not so much on insisting on acquisition of a set of specific knowledge***. Once it is developed, emotion can last for a very long time and it is a crucial factor for the acquisition of useful knowledge. Specific knowledge that lacks of the emotion factor is bound to be forgotten unless they are used immediately.

Thus, our teaching guide aims to gather everything that might be useful in order to develop modules and didactic units that breathe life into our training proposals. We could say that, by developing our teaching guide, we are making our approach regarding housewives and their potential in SME real. That is the reason why the guide, the base for the training plan, is developed inside the framework of the following three ideas, which are a constant in all our training efforts.

1. *What do housewives know or may know about this specific field?*
2. *What knowledge do they lack of for sure?*
3. *How can they implement their knowledge and skills in order to reach the training goal they pursue?*

This is our approach to training in MUPYME; however, we have a challenge to face. We need to structure the development of the contents and recommendations regarding any sort of issue whitening the training plan we are going to implement. That would be the sections of the Teaching Guide that are briefly exposed down below and that will be fully developed in Intellectual Output 04.

The development guide has the following sections:



Teaching Guide for the design of resources do the Training Plan aimed for the shift from the Household to a SME context

A. Requirements:

- a.1 Regarding the teachers
- a.2 Regarding the participants.

B. Training Plan Description

- b.1 Training objectives
- b.2 Professional Qualification objectives

C. Structure of the modules

- c.1 Number of modules
- c.2 Name of the modules
- c.3 The link between them

D. Length of the modules

E. Modalities

- e.1 On-site learning
- e.2 Distance learning
- e.3 Mixed learning

F. Teaching materials

- f.1 Basic supporting materials
- f.2 Ad-hoc technological resources
- f.3 Ready-made technological resources

G. Teaching suggestions

- g.1 Visits
- g.2 Gatherings
- g.3 Projects

This structure, which may change as the project evolves, was discussed during the conference in Florence. Nonetheless, it may be modified to include some improvements depending on the

progress of the teaching proposals, the development of materials and the definition of teaching strategies that will be explored in the training modules –including those materials related to the experimental proposals that will be developed by the partners in our project.

To finish with this document, we just want to encourage anyone who finds our Training Plan interesting to check the website of MUPYME Project in www.mupymeproject.eu, where details, other documents and our progress in MUPYME are available.



13. References

Every literary review, content and idea that gives us inspiration and knowledge for the development of the different activities within MUPYME Project is shared through the section "[What inspires us?](http://www.mupymeproject.eu)" on the project website: www.mupymeproject.eu

