

ERASMUS+ Programme 2015 – KA2 Adult Education Project n°: 2015-1-ES01-KA204-015937
Document name: Workshop Summary
Partner: DAFNI KEK
Author: Vassiliki Tsekoura

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: Ioanna
- Place: Patras
- Analyst name:
- Approximate time of the observation: 1 hour

2.- Context

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

- **Type of town**:

Patras is Greece's third largest city and the regional capital of Western Greece, in northern Peloponnese, 215 km (134 mi) west of Athens. The city is built at the foothills of Mount Panachaikon, overlooking the Gulf of Patras. According to the results of 2011 census the population of the metropolitan area has a population of 260.308 and extends over an area of 738.87 km².
- **Local economy**:
The economy of the city largely depends on a thriving service sector. Its main economic activities include retailing, logistics, financial and public sector services.

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Patras suffered a severe problem of deindustrialization in the late 1980s and 1990s; a number of major productive units shut down in successive order. As a result, a considerable portion of the city's workforce and the city's economic planning in its entirety had to be re-evaluated and restructured by the authorities. The University of Patras contributed by working towards this goal, using its widely respected service and technology sectors. The area still retains some of its traditional winemaking and foodstuff industries as well as a small agricultural sector. Major businesses in Patras include:

- **Tertiary education**
 - **Banking**
 - **Construction and real estate**
 - **Retailing**
 - **Tourism**
 - **Manufacturing**
 - **Energy**
 - **Foodstuff**
 - **Machinery**
 - **Pharmaceutical**
 - **Textiles**
 - **Timber and paper**
 - **Research and Technology**
- **Local dynamics (enriched, impoverished, emergent):**

Enriched in terms of Research and University Institutions located in the area, Merchant Port and Cultural Events. Social Services been driven by Local Municipality and in Regional Level, Intercity Transportation infrastructure in advancement stage (Big Road Works and Train Connection)

- **Referential cultural environment:**

Patras is the capital not only of Achaia Prefecture but also of the Western Greece Region (Region of Dytiki Ellada). It used to attract population of the surroundings, rural areas as it used to operate as Industrial Area (Textile, Winery, etc) and Merchant Port. On 1900 till mid 20th century used to be a rich flourished city in all terms: production, culture and research. Due to mobility of people and connection with the rest of Europe via Port, new ideas were always in emerge although t blended with strong conservative values coming from the dominant ethno centric and orthodox tradition. Subsequently strong remains the relevant respect to the past in a dialectical

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coexistence, sometimes in conflict. Within this approach we can support the perception of a low context culture, where possibilities to learn, inform and advance one's attitude was possible. The consuming model of the mid 20th period unfortunately created a class related society and class-oriented high context cultures isolated people and develop groups of reference related to power and money. Near end of 20th the crisis and financial deficits drive the people in a paradigm shift : from close groups to open and dialectical agents of influence – the communication of ideas , the opening to other cultures, the adoption of lifelong learning strategies although still in embryonic status . Achaia and PATRAS city gives the sense of change into a dynamic community of initiative. Patras becomes again the capital of Innovation for Western Greece with a lot of mayor initiatives to implement this vision.

3.- Profile

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

- Age: 44
- Educational level: University degree (Law School – Direction : Political and Public Administration Studies)
- Income level or estimated social class: Middle income
- Type of household: 3 (the couple and their son). There is a 4th member, her husband's first son from his first marriage, who is considered an active family member but they don't live together.
- Work experience outside the household: She has worked both as an assistant in commercial businesses and as a researcher. In the last 8 years she's been into learning about autism since her son has a mild version of it, and because of that and all the knowledge and expertise she has gained, she consults people on how to deal with it.

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?
She learned from her mother while living in her parents' house.
- How many years has she been working in the household economy?
Since for many years she didn't have a steady job, someone could claim that she's been active at least the last 10 years, but she really doesn't see it as a full time job. As

far as house is concerned, she is more occupied with her son's education more than anything else.

- What does she consider to be the most and the least difficult task?

The household is considered a common “belonging” so everyone is equally important and equally responsible. So the tasks are divided between all the members so there is no difficult or easy task.

- What kind of things does she consider that would have facilitated her work performance?

She is in a constant search of new things so it depends on the circumstances. She didn't express any concern of this kind.

- Has she given up to something in order to take care of the household?

The fact that she is a housewife is more due to her son's issues, rather than a personal choice. So in that context, yes she has given up her dreams of a possible career but that was also something not that possible given the general economic situation.

- Would she have pursued other professional career in other circumstances?

Yes, that is really possible. But either way, the whole situation with her son did open many new roads to her, so she doesn't really have any complaint for not having pursued another career.

5.-Most frequent tasks

TASK	EXECUTIVE	MANAGEMENT	LEVEL OF DECISION	CRITICISM	IMPACT	CORRESPONDENCE	TIME
Create the day's curriculum for her son's study session	30%	70%	Shared (Herself and her son)	Five	Personal development	Education and training	4 – daily (1 to 2 hours per day)
Help her son with studying	45%	55%	Shared (-//)	Five	Personal development	Education and training	4 – daily (1 hour)
Go shopping	70%	30%	Shared	Four	Financial area Budget management	Inventories	3 – weekly (3 times a week)

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Communication with people concerning autism awareness	80%	20%	Unilateral	Four	Public relations Personal development Contribution to a cause	Education & training	3 – weekly (4 times per week, 2 hours each time)
Self-education through internet searching	80%	20%	Semi-shared (depends on the current situation of the household)	Three	Personal development	Education & training	3 – weekly (2 days, 3 hours per day)

6.- The performance

A. JOB IDENTIFICATION.

A.1 Occupation: Child Special Care Services, Public relations of an NGO of specific interest

A.2. An approximation to the ISCO-08 classification. See the section related to Manager and operators of small business:

1341: Child care service managers

1114: Senior Officials of special – interest organisations

A.3. Place of work. To describe the hierarchical relation in the work among:

- Other members of the family: In connection but being the person who takes the decision after mutual consultation with her husband and listening carefully the needs of the child
- Neighbourhood: in terms of respect the co existence in a block of appartments and related to the rules govern the common issues : rubbish gathering, noise limitaiton for common welfare, logic ater consuming, etc

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- Social and administrative institutions: Municipality Agencies responsible for common goods and documentation or special licenses etc
- Educational, sanitary, recreational institutions, etc: School anniversaries, Parent Councils and volunteering services to community

B GENERAL DEFINITION OF THE JOB

B.1. Job goals: Identification, diagnosis, awareness raising about special care of children with unclassified disabilities

B.2. The job consists of:

- Isolated: **x (in terms of working systemically on research, reading and observing for the autistic child welfare)**
- In group or teamwork: **x as volunteer in special interest organisations (NGO)**
- Simple coordination: **x**
- Line production:
- Others:

B.3. Autonomy, initiative and responsibility level (Scarce, medium, vast):

(in cooperation with experts for the child's well fare)

- Upon solving problems: medium
- Upon making decisions: medium
- Upon executing them: vast

C. WORKING FACILITIES USED.

C.1. Of production:

- Machinery: communication devices (telephone, computer)
- Tools: connection to internet and phone number
- Materials: access to Libraries and all needed for update knowledge

C.2. Non-materials:

- Standard software systems: **x**
- Personal software systems: **x Observation recording**

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- Networks: x NGOs of special interest, social media network
- Others:

C.3. Interesting features related to the means of production and their use:

C.4. Is it perceived any kind of evolution upon the job performance? In which sense: technological, societal, organizational?

For awareness purposes in favour of the autism spectrum, and in order to come in empathy, I need all technology that makes a non autistic person to understand the way of experience reality an autistic one – child mainly.

D. INHERENT QUALIFICATION FOR THE JOB, AND, IF APPROPRIATE, REQUIRED TRAINING.

D.1. Level of inherent general qualification for the job (See the classification set up by the CEDEFOP [European Centre for the Development of Vocational Training] adapted to the structure of the different Member States of the EU. Rated from 1 to 5)

EQF (NQF) : 6-7

D.2. In detail, which is the specific qualification required for the job?

- Knowledge: Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- Skills: advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in specialized field of work and integrate knowledge from different fields
- Experience: Manage and transform work or study contexts that are complex and require new strategic approaches, reviewing the strategic performance of teams (school teachers in relation to the child performance and awareness of special care on behalf)

D.3. Does it require any kind of specific training or rather a wide range of knowledge?

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We differentiate three levels (see the glossary)

- Basic training (to mention regulated studies, if possible):
- Professional training, in the actual sense: x Special Pedagogy in theory and practice
- Occupational training, in the actual sense:

E. JOB ANALYSIS

E.1. INTELLECTUAL AND PSYCHOLOGICAL APTITUDES REQUIRED FOR THE JOB

To rate from 0 to 3 the need of each required aptitude in this scale.

	0- Inappreciable	1- Scarce	2- Medium	3- High
1. General intelligence required for the job (ease of learning, reasoning, judging, and drawing conclusions)				x
2. Aptitude for solving problems			x	
3. Calculation skills		x		
4. Ease of communication				x
5. Spatial aptitude				x
6. Creativity, ease of participation and originality			x	
7. Concentration skills			x	
8. Movement coordination				x
9. Manual dexterity		x		
10. Ability to differentiate colours, identify and combine them			x	
11. Data, ideas or sentences			x	

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memory				
12. Spatial memory			x	
13. Response capability				x

E.2. PERSONALITY AND SOCIAL REQUIREMENTS

To rate from 0 to 3 the need of each required aptitude in this scale.

	0- Inappreciable	1- Scarce	2- Medium	3- High
1. Ease of building personal relationships			x	
2. Ability to make quick decisions				x
3. Perseverance and method				x
4. Self-control				x
5. Leadership ability				x
6. Level of responsibility				x
7. Organization skills				x
7.1. In the job itself				x
7.2. Of the work of others				x
7.3. Administrative skills			x	
8. Adaptive capacity			x	

E.3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

1. Postured adopted at work (Description):

Due to my personal experience to confront effectively the communication needs of my child, I developed Observation Skills and desk work.

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2. Main characteristics of the job conditions:

Focus, sensitivity, persistence, empathy, practicality

3. Main physical requirements, including sense requirements:

Good physical situation - not get tired easily

4. Working hours by day: All day

To rate from 0 to 3 the need of each required aptitude in this scale.

	0- Inappreciable	1- Scarce	2- Medium	3- High
6. Physical strain			x	
7. Mental effort				x
8. Nervous effort			x	
9. Hazardous effort		x		
10. Toxicity	x			
11. Environmental aggression				x
12. Risks			x	
13. Frequent accidents, severity and frequency			x	

E.4. PERFORMANCE IMPROVEMENT

1. Is it possible to improve the job performance?

- By basic training:
- By general professional training: x
- By specific or occupational training:
- Only by experimenting:

2. Are there any possibilities of receiving some training in order to improve the job performance?

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- Yes:
- No:
- No. Only training having an indirect relation: Special Needs Education and NGOs for special interest management

7.- Summary and critical reflection

Ioanna is not exactly a typical housewife – at least she is not considering herself as so. She is **aware of her responsibilities and tasks in accordance** – but this is something that can get in order **without tremendous workload**. Her main concern is the **smooth socialisation** of her child who has been diagnosed with slight autism and she is mainly considering her role as the person who drives the boy to the society via careful **& systematic pedagogy** and all **special services not possible to be delivered by the State** or Experts in daily routine. Last but not least she feels that she should advocate the deficits in special care and make the broader environment not only to **get aware of the diversity** but to take actions in favour of an equal **society which includes everyone with empathy**.

