

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:** Tota
- **Place:** Patras
- **Analyst name:** Anastasia Giannakopoulou- Vassiliki Tsekoura .
- **Approximate time of the observation:** 1 hour and a half

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.

ERASMUS+ Programme 2015 – KA2 Adult Education Project n°: 2015-1-ES01-KA204-015937

Document name: Workshop Summary

Partner: DAFNI KEK

Author: Vassiliki Tsekoura

- **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. 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

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

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 coexistence, sometimes in conflict. Within this approach we can support the perception of a low context culture, where possibilities to learn inform and advance ones attitude was possible. The consuming model of the mid 20ths 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:** 43
- **Educational level:** post-secondary Certified Professional in Aesthetic & Beauty Field
- **Income level or estimated social class:** Middle income
- **Type of household:** 4 members
- **Work experience outside the household:** She has worked for many years. She started as a cosmetics assistant in a big cosmetic retailer. Later she was in charge of the dry-cleaning business owned by her parents-in-law until it eventually shut down due to the crisis. From them she worked occasionally in other jobs for a time span between half a year and a year. She has office experience and has worked in sales.

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?**
Mainly from her mother-in-law by the time she was getting married (she has lost her own mother, in the age of 12)
- **How many years has she been working in the household economy?**
Since she got married (20 years), but the last years she is far more active due to being unemployed

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

She confronts equally all household tasks: the financial sounds the most stressful –she discusses and takes into account her husband’s know how as he is an Accountant. Besides she is responsible to set the priorities on what is to be spent but always in consensus with her husband. All the rest of tasks are relevantly simple as she keeps an order and has a strategy concerning the time, period or mode of implementing

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

Sometimes she feels that a better understanding of each ones responsibility related to level of reference as family member and resident in the same place could facilitate the work performance: f.e to take care their clothes, to be on time, to assist in SM shopping

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

No, she remains at home due to reduced job possibilities (offer of jobs) and no funding secured (the priority is given to the boys educational strategy and financial support)

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

YES.. she could work either in Cosmetics – Educator of young students in VET or Sales Manager – Assistant Manager in the field of Fashion and Woman related fields

5.-Most frequent tasks

TASK	EXECUTIVE	MANAGEMENT	LEVEL OF DECISION	CRITICISM	IMPACT	CORRESPONDENCE	TIME
Overall house cleaning	90%	10%	Unilateral	Three	Health Family well-being	Cleaning and maintenance	4 – daily (30 min per day)
Cooking	80%	20%	Shared	Four	Health Family well-being	Care of the family unit	4 – daily (1 ½ hours)
Market research	60%	40%	Shared	Four	Financial area	Expenses and incomes management	3 – weekly

ERASMUS+ Programme 2015 – KA2 Adult Education Project n°: 2015-1-ES01-KA204-015937

Document name: Workshop Summary

Partner: DAFNI KEK

Author: Vassiliki Tsekoura

Organizing the wardrobe	50%	50% (determine the time of the year, clear additional places, cover needs in materials)	Unilateral	Five	Home space and clothing maintenance	Inventories	2 – monthly
Recycling (all sorts of things)	70%	30% (research)	Shared	Four	Care for the environment, social responsibility	Environmental impact,	3 – weekly
Trying new recipes from the internet/ searching for tips or new modes of application	60%	40%	Unilateral	Three	Personal and work development, time management	Education and training	4 – daily
Assist the kids homework for school / addressing the experts for shadow tutoring	40%	40%	Shared	Three	Family units personal development, sense of being supported and emotional balance	Education & training/ inventories/ care of the family unit	2- monthly
Emotional support and care + first aid in illness period	70% (identifying the need, supporting, first aid, etc)	30% (addressing the expert for advice)	Shared	Four	Emotional and physical balance and health	Care of the family unit	2- eventually
Budget development	50%	50%	Shared	Five	Keep the budget allocations and expenses	Expences and income management	3-weekly

Reviewed by: Vassiliki Tsekoura

Code: 20160119_MU_O1_DAFNIKEK_1

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

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

					regulation close to real income		
--	--	--	--	--	---------------------------------------	--	--

6.- The performance

A. JOB IDENTIFICATION.

A.1 **Occupation:** (according to carried Job experience: Cosmetic expert – consultant / sales , SME co-owner (family company) in the field of Clothing Cleaning and Maintenance , Part-time educator in IVET (Aesthetic Consultant), Sales Assistant about Home supplies. **In household:** Keeps the main responsibility (90%) of the household management as a whole (overall management).

Suggestions for future job: Shop manager / Hotel and Restaurant manager / Child care service manager /. Secondary: Shop keeper / shop supervisor / sales management

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

1420: Shop Manager

141: Hotel and Restaurant manager

1341: Child Care service manager

1221: Sales and Marketing manager

1219: Business Services and administration manager not elsewhere classified

Secondary level:

1221: sales manager

5221: Shop keeper

5222: Shop supervisor

5523: Shop sales assistant

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

- Other members of the family:

Main responsibility on Household as a whole: Leader

Equally partners with her husband in financial matters: Partner

Education & Training: Assistant to the kids needs and requests

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

Care of the Unit: Depending the nature of the support : Health monitoring (Leader) ,
Accidentally and eventual needs (Support), Athletic/ Sports activities (Support)

She keeps the main responsibility concerning the household as a whole although she discusses the financial aspects and come in consensus with husband about expenses and priorities, and be in constant communication with the 2 teenagers kids for their educational needs , further support

- Neighbourhood: As resident in a block of appartments she takes into account the rest of residents by :
 - Obeying the rules of the block of appartners concerning the common tasks (keeping clean the common use parts of the block ,respect the common agreed schedules , etc)
 - Enviromentally related ctivites in favor of the neighbourhood as a whole (water consuming, parking issues, rwaste management and recycling, pets care, etc)

- Social and administrative institutions:

Local Municipality Social Servises and Community Care / Recycling Strategy, National r Religion anniversaries (Official announced days for community celebration activities or else affect the schduling of household activities partly)

- Educational, sanitary, recreational instituions, etc:
School vacation, parent councils & volunteering

B GENERAL DEFINITION OF THE JOB

B.1. Job goals: Develop or cooperate with a team of experts accordingly, in order to provide administrative , planning and operational support and advice , managing the physical resources, planning daily operations, overseeing the training and performance of staff , overseeing and coordinating the provision care for children in before-school, after school, day and vacation care centres, monitoring children’s progress and conferring with parents and guardians, developing procedures to meet codes (concerning safety and security), etc

B.2. The job consists of:

- Isolated:
- In group or teamwork: **x**

ERASMUS+ Programme 2015 – KA2 Adult Education Project n°: 2015-1-ES01-KA204-015937

Document name: Workshop Summary

Partner: DAFNI KEK

Author: Vassiliki Tsekoura

- Simple coordination: **x**
- Line production:
- Others:

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

- 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: Software for sales monitoring, team communication and service reliability (process, clients, suppliers > a database management software)
- Materials: Advertising leaflets (description of the goods or services), Legislation texts, notebooks.....

C.2. Non-materials:

- Standard software systems: **x**
- Personal software systems: **x**
- Networks: **x**
- Others:

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

3D presentations or assimilation processes

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

As above

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

ERASMUS+ Programme 2015 – KA2 Adult Education Project n°: 2015-1-ES01-KA204-015937

Document name: Workshop Summary

Partner: DAFNI KEK

Author: Vassiliki Tsekoura

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)

NQF: 5

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

- **Knowledge:** Comprehensive , specialized , **factual and theoretical** knowledge within **Business / Sales, Health, Hygiene and Emotional Care Management** & and awareness of the boundaries of that Knowledge
- **Skills:** A comprehensive range of **cognitive and practical skills** required to develop creative solutions to abstract problems. In specific : effective communication strategies, active and good listener, taking initiative, organizational skills, reflection skills , body language skills, ICT basic skills ICT software management , etc .
- **Experience:** Exercise management and supervision in contexts of work activities where there is unpredictable change ; review and develop performance of self and others

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

We differentiate three levels (see the glossary)

- Basic training (to mention regulated studies, if possible):
<https://ec.europa.eu/ploteus/en/content/descriptors-page>
- Professional training, in the actual sense: x
- Occupational training, in the actual sense: x

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
--	------------------	-----------	-----------	---------

ERASMUS+ Programme 2015 – KA2 Adult Education Project n°: 2015-1-ES01-KA204-015937

Documentname: Workshop Summary

Partner: DAFNI KEK

Author: Vassiliki Tsekoura

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 memory		x		
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
--	------------------	-----------	-----------	---------

ERASMUS+ Programme 2015 – KA2 Adult Education Project n°: 2015-1-ES01-KA204-015937

Document name: Workshop Summary

Partner: DAFNI KEK

Author: Vassiliki Tsekoura

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. Postures adopted at work (Description):

- Creativity in finding solutions
- recycling goods
- Transferability of knowledge experimentally learned
- empathy
- persistence
- positivity thinking

2. Main characteristics of the job conditions:

- repetitiveness in some level
- time related
- multitasked
- isolation / self regulated mostly
- Responsiveness
- direct application
- indirect impact

ERASMUS+ Programme 2015 – KA2 Adult Education Project n°: 2015-1-ES01-KA204-015937

Document name: Workshop Summary

Partner: DAFNI KEK

Author: Vassiliki Tsekoura

3. Main physical requirements, including sense requirements:

Manual dexterity, spatial coordination, all 5 senses (depending on the task), body language, etc

4. Working hours by day: 5-8h

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: x
- Only by experimenting:

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

- Yes:
- No: x
- No. Only training having an indirect relation: ICT basic skills

7.- Summary and critical reflection



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

Tota is a competent housekeeper and **responsible** mother. She takes care of the household with method and consistency, revolving on the **family members' needs** which differentiate from age to age and from time to time. She handles the lot in a way that keeps in **balance the emotional, the materialized and the physical environment**. She is responsible for the coordination and consideration of the **multitasked nature of household**, always setting in mind to keep **senses in emerge for unpredictable situation**. To be a housewife needs time and intuition to respond to various circumstances. The same time is needed to **update your knowledge for the group of reference**, to be aware that you don't live in a vague but in **connection to a broader society and complex environment**.



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

