

ERASMUS+ Programme 2015 – KA2 Adult Education  
Project n°: 2015-1-ES01-KA204-015937  
Documentname: SYNTHESIS REPORT - HOUSEWIVES  
Partner: DAFNI KEK  
Author: VASSILIKI TSEKOURA / ANASTASIA GIANNAKOPOULOU

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

## **Synthesis Report on Housewives as Interviewees**

### Introduction

**DAFNI KEK** as partner in the project MUPYME driven by the aims of the project and the relevant research tool, as this was determined by the project coordinator, searched for those housewives who comprise the core team of informants in the context of the project and its aims. The choice of women was made after taking into account the general characteristics of the region of reference mainly as its economical tendencies are concerned, and generally the current situation that is really affected by the economic crisis and austerity.

The women chosen to participate apart from being available, were also those that in a way represent the profile of the average housewife in this era of crisis of structural unemployment and austerity.

In that context, our sample comprises of women of 30 to 48 years old

- A migrant woman from Albania with 3 student children
- A university graduate that has a child with special needs
- An unemployed woman that had dropped out of university and has experience in running the family business before it shut down
- An unemployed woman with previous experience in several sales companies, relevant to her professional profile, as well as in family business that shut down
- An unemployed nurse that remains active, despite having a really young child, through volunteering her services in the public.

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By their answers in the questionnaire that we addressed to them (ANNEX1\_EN/EL), we formed their psychological status and profile as follows:

All their skills relevant to the household were obtained through experience from their paternal family, the majority has total control and responsibility, while cooperating with their partners as far as economics are concerned and they would work outside of the household, if they had the chance. (limited job offers) Through practicing the household they obtained awareness and understanding of the tasks that concern them:

1. Overall management of the household
2. Tasks distribution throughout the day
3. Contact with schools, municipality etc, in order to resolve issues concerning the kids' education, payments of bills etc.
4. Planning the spending budget based on the incomes of the family.
5. Monitoring of the kids' performance and studying
6. Cooperating with the neighbors about common issues of either the building or the neighborhood
7. Realization of the household tasks either through coordination or as the sole responsible of implementation

## Skills

Our research, in the context of employing the specific tool of data collecting (annex1\_el/en), brought out as main skills in scheduling and implementation of tasks the following:

### **1. INTELLECTUAL AND PSYCHOLOGICAL APTITUDES REQUIRED FOR THE JOB**

Most of the interviewees claimed that there is no need to be special intelligent but to have a general understanding to react according to the situations and problems. Most of the tasks are parts of a routine - unexpected problems are needed to be confronted with prompt solutions. For a housewife to feel a successful housekeeper, a good level of the following aptitudes are necessary:

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- General intelligence required for the job (ease of learning, reasoning, judging, and drawing conclusions)
- Aptitude for solving problems
- Calculation skills (daily expenses according to the monthly salary or other income)
- Ease of communication (describing issues to local agencies or communicate peacefully with neighbours)
- Spatial aptitude (is connected to time management if understands how far or to which direction to move)
- Creativity, ease of participation and originality (f.e. to find ways of recycling in successful ways)
- Concentration skills (cooking complicated things etc.)
- Movement coordination
- Manual dexterity (one of the most important as the household demands a lot of practical works to be done)
- Ability to differentiate colors, identify and combine them (f.e. successfully washing the clothes)

## 2. PERSONALITY AND SOCIAL REQUIREMENTS

An open personality is always very pleasant although not so important for the role of a housewife as she needs to be typical in her social interactions for household purposes

- Ease of building personal relationships
- Ability to make quick decisions (it helps a lot)
- Perseverance and method (the household requires methodical approach - as part of the routine)
- Self-control (in special circumstances in order to confront the special or difficult crisis of other family members)
- Leadership ability (especially in the age of a young children in order to facilitate their socialisation and understanding of rules and norms)

In general, we can admit that a housewife needs to be aware of her responsibility in several tasks and in connection to good organisational skills which permit the on time tasks' fluffiness either of her own or the others (children at school, of her spouse, etc) and to be able to handle in a soft way.

## 3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

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Modern **household is not a dangerous job** - but it still needs to be careful **by reading and applying the instructions** or the right way of using energy cleaning, toxic materials and reducing their use as much as possible, or the way you move in the house, using the stairs, etc.

#### 4. PERFORMANCE IMPROVEMENT (means)

A modern housewife in the time of austerity needs to update her knowledge in order to reduce consumption, to compare prices, to be environmental friendly, to be more creative and get out of routine: Either by experimenting or getting informed via internet or by participating in non-formal learning opportunities, where she could share and discuss, ask questions, listen other opinion or volunteering in transferring her successful practices to others. You need special training if want or become expert in sewing or become expert in special learning needs of your child. In any case a housewife consciously or unconsciously, should be a lifelong learner in order to respond to a changing word and austerity situation.

### Conclusion

To be a Housewife in the times of deficits and technology oriented, it needs efforts not only in physical drain but intellectual too, with a social responsibility approach. The modern housewife is a life long learner, reflective and ready to adapt reasonable and sustainable ways of dealing with the household. Living in a constantly changing complex world, a woman through her multitasked role should be ready to be adaptable to new conditions, to combine the internal environment with the external one as indispensable part of the family life . It is a demanding role based mostly in experiential learning, unconsciously built , a social practice which brings her in contact with different factors . Sometimes it demands more effort in an emotional , practical and psychological level , where she needs further systematic development . Her empowerment is coming only after being aware of her complex role and the competent status she has acquired through the years.

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## ANNEX\_1 EN

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

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

#### 1. JOB IDENTIFICATION.

##### 1.2 Occupation:

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

##### 1.3. Place of work. To describe the hierarchical relation in the work among:

- Other members of the family.....  
.....
- Neighbourhood.....  
.....
- Social and administrative institutions.....  
.....
- Educational, sanitary, recreational institutions, etc.....  
.....

#### 2 GENERAL DEFINITION OF THE JOB

2.1. Job goals:

2.2. The job consists of:

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- Isolated.....
- In group or teamwork.....
- Simple coordination.....
- Line production.....
- Others.....

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

- Upon solving problems.....
- Upon making decisions.....
- Upon executing them.....

**3. WORKING FACILITIES USED.**

3.1. Of production:

- Machinery.....
- Tools.....
- Materials.....

3.2. Non-materials:

- Standard software systems.....
- Personal software systems.....
- Networks.....
- Others.....

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

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

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

4.1. 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)

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

- Knowledge.....  
.....
- Skills.....  
.....
- Experience.....  
.....

4.3 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).....
- Professional training, in the actual sense.....
- Occupational training, in the actual sense.....





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### 7.3. JOB CONDITIONS AND EFFORTS (SYNTHESIS)

#### 1. Postured adopted at work (Description):

.....  
.....

#### 2. Main characteristics of the job conditions:

.....  
.....  
.....

#### 3. Main physical requirements, including sense requirements:

.....  
.....  
.....

#### 4. Working hours by day.....

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

0- Inappreciable 2- Medium

1- Scarce 3- High

0 1 2 3

6. Physical strain.....

7. Mental effort.....

8. Nervous effort.....

9. Hazardouseffort .....

10. Toxicity.....

11. Environmental aggression.....

12. Risks.....


13. Frequent accidents, severity and frequency.....

.....  
 .....  
 .....

#### 7.4. PERFORMACE IMPROVEMENT

1. Is it possible to improve the job performance?

- By basic training.....
- By general profesional training.....
- By specific or occupational training.....
- Onlybyexperimenting.....

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

- Yes.....
- No.....
- No. Only training having an indirect relation.....