

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS
SCHOOL OF LETTERS

MSC PROGRAMME IN COUNSELLING AND CAREER GUIDANCE

LABORATORY OF EXPERIMENTAL PEDAGOGY

CENTERS FOR VOCATIONAL GUIDANCE AND COUNSELLING

PROCEEDINGS OF THE 1ST INTERNATIONAL CONFERENCE

ATHENS (23-25-1-04)

**PROMOTING NEW FORMS OF WORK ORGANIZATION AND OTHER
COOPERATIVE ARRANGEMENTS FOR COMPETITIVENESS AND
EMPLOYABILITY**

With the Support of the European Committee

ATHENS 2004

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SELF-EVALUATION: A KEY TO ENTER THE LABOUR MARKET

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A. Introduction

I. The transformation of the European industrial or service societies to post-service or knowledge-based societies requires new skills and new forms of labour organization. Following this assumption, it is fair to say that new competences should arise based on informed learning. Our stance stems from self-evaluation methods of informal personal competences, which promotes personal development of individuals; particularly of those who are not included into academic career patterns. This is considered a decisive pre-condition to gain new general and vocational qualifications. In other words it is seen as a key to enter labour market. According to the empowerment approach, self-help actions to gain control over one's own live, attention to resources, strength and abilities, are processes which contribute to empowerment. This is the context of self-evaluation.

II. The need to design again the systems of evaluation and to upgrade the concept of evaluation as a process of control from the bottom to the top, may be seen as an answer to the continuously increasing problems, which have been recorded so far in the operation of these systems. This means firstly the acceptance of the flexible and socially orientated evaluation, which however will not be a process of shift of the central control but a process of judgment of the problems regarding structures and relations of an organism from the individual's - agent's viewpoint. An evaluation with the prevailing role of inner-and self-evaluation, without absolute and non-judicious criteria-values. Self-evaluation, which will not legitimize intentions for a policy, nor will it be a disguised self-control but it will be able to operate supportively, in order to imprint the social identity of the working people and in this way to operate in the direction of redefining the labor market, with the ultimate purpose of making it friendly to the Greek working man.

III. Our main research assumption is that self-evaluation is a key to enter labour-market. It should therefore be inseparable from the curriculum of CVT in Greece. In our framework self-evaluation concerns the development of unemployed individuals to evaluate their competences in order to be aware of the advantages that vocational training offers. Furthermore, this results in their awareness of the context of vocational training and thus in its assessment. Our research in CVTs of Athens aimed at finding how self-evaluation process is operating. Our conclusions illustrate a mismatch between scopes and results.

B. Theoretical Framework

Evaluation in Greece has been considered generally, as well as in relation to issues of education and training, at scientific level but also at the level of social reality, to be a modern situation, which has not been sufficiently evaluated and analyzed but constitutes a future issue. This situation has led to the non-judicious adoption of proposals-models of evaluation regarding social policy and by extension the policy of vocational training, which is formalistic, epistemologically problematic and as it has

been proven ineffective. The evaluation policies are not something new for the Greek reality. Experience up to now shows its incomplete and unorganized character, the domination of private enterprises in the field of the evaluation of vocational training and the absence of a public authority, subject to control by society, which will be responsible for the evaluation, elements that although they have driven the systems of evaluation in other countries into failure (Sanderson 2000), they are maintained in Greece because they are compatible with the structure of the Greek labor market. In response to the issues that are raised as a direct priority by the E.U, such as the «knowledge based society» but also the «ineffectiveness» and the «quality» in education and in vocational training, systems of accreditation and evaluation have been developed, which are structured within a specific theoretical framework. The evaluation is obliged to cultivate the competition on the one hand, by improving the quality of the provided services and on the other hand to make the best use of the available financial resources, by connecting the education and training with the production. Namely, the basic characteristic of these systems is in fact the direct connection and their incorporation into the existing labor market, within a formalistic framework, in which the citizen - user of the procedures of education and training is customer - consumer without the possibility of an active participation in the specific process. This is also noticeable in the specific programs of self-directed learning in Greece, which have not been developed in order to cover needs in the framework of designing a new working policy, not even to meet individual needs, but only to absorb community funds (Illiadis 2000). All the above are not a peculiarity of the Greek reality but an element which characterizes the modern liberalism of Western Europe. The social policy reply to the needs of the users-customers, what interests us is what works (Martin and Sanderson 1999).

The pragmatism, which is typical of the modern western societies, is transferred also to the evaluation systems, which develop a specific logic that characterizes them. The specification of the target, the designing of the policy, the implementation and the evaluation are the four stages of policy (Jenkins - Smith and Sabatier 1993). When the beginning of the policy is the pursuit of the goal, then evaluation too will be orientated exclusively towards the specific goal, performing an instrumental function (Colebatch 1998). By extension the logic of evaluation will be non-political, but from the point of view of evaluation it will be neutral, as 'scientific' and therefore subject to political power. Then its main target will be the promotion of control from the top to the bottom and from the center to the periphery and therefore the preservation-consolidation of the present political-administrative structures (Henkel 1991, Kettunen 1994). At the same time, it can be used in order to settle issues of public dispute or to narrow the focus of discussion of political issues. Indeed the systems of evaluation often operate as an apologetic mechanism of authority, since they are used in order to legitimize changes which have already been accepted as necessary but have not been applied yet (Valovirta 2002).

Naturally the cause of all of the above-mentioned is not the use of the concept of evaluation itself, but the functionalist theory which has affected its implementation so far. When evaluation is based on the release of the organism-object from the institutional and social framework in which it exists, when the influence of authority and the concept of power are ignored, when basic elements such as inequality, conflict, sovereignty and control are concealed (Thomson and Mc Hugh 1995), then political phenomena are restricted to the level of individual behaviors and individual action is defined as the result of a decision of assessment, which was taken in terms of interest or benefit and not as a product of structures, roles, relations. Then evaluation

cannot be freed from its instrumental role and in no case can it contribute to the design of a better policy, of a better society.

The specific framework characterizes almost all the forms of evaluation in Greece. The programs of vocational training as they are elaborated in Greece are mainly a procedure which aims at the short-term survival of the working people in the mechanism of the labor market, without the latter being re-orientated. On the contrary, neither the structural deficiency, regarding accesses to the labor market, nor sideline occupation, nor multi-occupation are questioned, while additionally the flexibility of the market is increased. The consequence of all these is on the one hand the fact that no attention is paid to the support of the social identity of working people, on the other hand the fact that the state has not created an independent and well organized mechanism for the evaluation of the specific training programs. This deficiency is due to the fact that the prevailing mechanisms of evaluation of vocational training procedures are informal, non established, flexible, they are based exclusively on private initiative, they are not easily controllable by the mechanisms of the state and they concern procedures which are isolated from social development and orientated towards individual behavior.

The experience of other countries, however, has shown that the evaluation, structured according to the above-mentioned model, has failed (Pawson and Tilley 1997), doubt is cast on its instrumental utility, the optimism that accompanied rationalism, as far as the operation of the systems of accreditation are concerned, has vanished (Hellstern 1986), while the social need for evaluation has increased (Albaek 1995).

According to the above-mentioned scientists, what undergoes a crisis is the positivistic-functionalistic foundation, which scientifically determines how the systems of evaluation will operate. The absolute character of only one logic of evaluation, which is based on and global values-criteria, has been the object of severe criticism from the point of view of the relativity of values (Brockriede 1974). This provides a solution of support regarding the criticism of the proposals-conclusions of an evaluation, either by the projection of other values more important than the value we evaluate (e.g. support and upgrading of the training programs of the periphery, in relation to the value of their efficiency), or by the social definition of the concept of evaluation, that is by its re-orientation according to the social framework, which includes it.

The result of this criticism is the expression of the need to design again the systems of evaluation and to upgrade the concept of evaluation as a process of control from the bottom to the top, as an answer to the continuously increasing problems, which have been recorded so far in the operation of these systems. This means firstly the acceptance of the flexible and socially orientated evaluation, which however will not be a process of shift of the central control but a process of judgment of the problems regarding structures and relations of an organism from the individual's - agent's viewpoint. An evaluation with the prevailing role of inner-and self-evaluation, without absolute and non-judicious criteria-values. Self-evaluation, which will not legitimize intentions for a policy, nor will it be a disguised self-control but it will be able to operate supportively, in order to imprint the social identity of the working people and in this way to operate in the direction of redefining the labor market, with the ultimate purpose of making it friendly to the Greek working man.

C. Methodology - Research

The required task was the recording of requirements towards self-evaluation methods. According to the working plan, we should plan and hold interviews with groups of participants - trainees in CVT programs and interviews with experts. In the last case, it was agreed that experts are considered to be the top executives of agencies, which elaborate CVT programs and possess scientific knowledge of the training issue but also owners or senior administrative executives of private or public agencies, employers who have hired in their business people who have successfully completed CVT. Regarding the selection of five groups of trainees, we decided to refer to three sections of Vocational Training Centers, so that various training specialties were represented. Apart from the above-mentioned restriction, we decided to form groups of trainees according to age and nationality, in order to proceed, if this is deemed necessary, to *analyses of opinions with two variables*. One group of trainees consists only of people - immigrants who attend training programs. The necessity of forming this group is evident. as no native Greeks represent, according to the last studies, 1/7 of the total workforce in Greece. In all cases regarding groups of trainees, the individuals were adults, unemployed with low typical qualifications.

The experts were selected in a similar way. In this case the selection of six people, who are Directors of Training in Centers of Vocational Training, was decided, as well as the selection of four people who are owners of enterprises and had employed people who had just completed their training in the above Centers of Vocational Training.

On a second level, we proceeded to the design of three different questionnaires, which would be our methodological tool for the half-standardized interviews that we wanted to hold. A questionnaire was designed, in order to record the views of participants in CVT measures. The first section of this questionnaire concerns the profile of the trainees. We noted data such as gender, age, marital status, level of education, period of unemployment and previous working experiences. As far as the last variable is concerned, we asked if their previous jobs had any relation to the subject of their studies, or if they learned the job empirically, without having acquired the typical qualifications.

The second section concerns the recording of the interviewees' opinions, regarding the *picture of themselves* in the environment they live, especially in relation to issues of family, relations and work. In case *the picture of themselves* is problematic, we ask to which degree can others help them and who these people can be. The State, the Local Government Organizations, the Manpower Employment Organization, or private offices which assist people in finding a job. Finally, the third section concerns issues in relation to their choice to attend CVT programs. Why did they choose to attend training programs, what was the procedure in order to be accepted in a CVT program and what means they used in order to achieve this, what were their hopes when they started and if they achieved the targets that they had initially set. In case there was a positive response to the above-mentioned questions, the next question would concern the definition of profit from the participation in a training program. The last issue of this section concerned the recording of the suggestions that unemployed people made for the improvement in the function of CVT programs.

The next two questionnaires were designed for the half-standardized interviews with the experts. There were some common issues and some questions that differed one from another, depending on whether the expert is an employer or director of training in a Center of Vocational Training. The common issues were the following:

Interviewee's profile. More specifically, personal data such as sex, age, marital status, level of education, nature of their work, scope of activities of the agency they work in or own.

Picture that the interviewee has of himself, in relation to the subject of his work. What were their previous jobs, how they ended up doing the particular job and how do they feel in their working environment and about their work.

The representation of the concept of self-evaluation. Does it exist in the agency they work in? Which is the ideal procedure regarding self-evaluation for them?

When the interviewee was Director of a Center of Vocational Training, we asked him the following questions:

Organization of the educational targets of a Center of Vocational Training. How the issues regarding training are chosen, how the schedule of lessons is organized, etc.

The trainees' profile. Which are the social characteristics of the people who apply for a CVT program? How are the trainees selected from the total number of candidates?

When the interviewee was the owner of an enterprise (employer), the interview included the following issues:

Procedure regarding the employment of working people. Criteria of employment, typical or non typical qualifications.

Attitude towards the issue of how beneficial is self-evaluation of employees.

D. Results of Interviews

Group of unemployed trainees

Profile. We selected 19 people, who were unemployed trainees in a CVT program. 16 of them are of Greek origin and 3 of them come from the former Soviet Union. The 16 people of Greek origin have all completed secondary education, as well as the 3 immigrants who have respective typical qualifications. 18 of them are women and only one is a man. This is not a coincidence, because this proportion reflects the reality regarding the participation of the two sexes in CVT programs in Greece, as we have confirmed from the interviews of experts. All of them have been unemployed for a long time (over a year), they are registered at the local offices of the Manpower Employment Organization and they have an Unemployment Card. 11 out of 19 are married, 7 are single (6 women and the man) and one is a widow.

Taking into consideration the above-mentioned personal data, we identified five groups of unemployed people, as homogeneous as possible, for the interviews. The

first two groups consist of married women aged between 40 and 50 from two different CVT programs, the third of single women aged between 20 and 30 with the participation of the only man, the fourth of women aged between 30 and 40 and the fifth of women aged between 38 and 60 who come from the former Soviet Union. The first four groups comprise four people while the fifth comprises three people.

Analysis of every group

GROUP A

Profile. All four women aged between 40 and 50 are of Greek origin, they have completed secondary education and they are unemployed for over a year. All four of them had been engaged for years in occupations for which they were not suitably trained and they did not possess the typical qualifications. Two of them as secretaries, one as book keeper and the other one as saleswoman.

Self judgment. All four of them feel disappointed with the picture of themselves in the present phase. Two of them are disappointed because they do not possess the typical qualifications for employment mainly knowledge of a foreign language and P/C, while the other two because they think that they are old. The latter suffer the longest period of unemployment. One of them believes that there is no solution, since young women are more competitive than her in the *labor* market. The other three expect help regarding their future mainly from acquaintances that hold political power, while one of these three continues to hope for help from the Manpower Employment Organization, in relation to the funding of her self-employment. At all events, all 4 of them agree that unemployment has a negative influence on family and relations.

CVT measures judgment. All 4 of them consider the financial profit that they gain through the benefit that accompanies the attendance of a CVT program to be the prime target of their participation in the program. Two out of four said that they did not choose to participate in the specific program on the basis of its subject, which was indifferent to them. Besides according to what they have said, when they do not expect anything, they cannot make any suggestions regarding the improvement in the program. The other two showed interest not only in the immediate financial profit but also in working in relation to the subject they were trained for. In addition, they made suggestions regarding improvement, mainly in connection with a better selection of trainers and more homogeneous as far as the selection of trainees is concerned.

GROUP B

Profile. In the second group all women are aged between 40 and 50, they are married with children, they have completed secondary education and they are unemployed for a long period of time which reaches 12 years. Their previous jobs were unskilled.

Self judgment. Because of the long-lasting unemployment, all of them feel useless. One of them said that she feels lost and another one regarded her as worthless. However, because of the fact that they live in an area inhabited by many immigrants, they believe that the latter suffer a less bad job fate than them, either because the businessmen who hire immigrants and not them receive subsidies, or because foreigners work illegally and as a result of this they are cheap work labor. They all

believe that only a politician can provide a solution, while another one said that things will change only if the European Union changes its policy.

Judgment of program. All of them applied for the CVT program mainly because of the benefit that they receive after attendance. Two of them said that they do this every year in order to earn some money, since they cannot find and they do not expect to find a job. Two others said that they are also interested in the knowledge that they acquire from the seminars. The latter made some suggestions regarding improvement, in relation to the fact that many of the trainees should be hired, after they have been evaluated of course by an objective committee, since a mere certificate does not ensure anything.

GROUP C

Profile. From the four women aged between 30 and 40, two of them are single and two are married with children. The time of unemployment varies from 1 to 4 years, while they had previously worked as secretaries, saleswomen and waitresses, without making any use of the typical qualifications that they possessed.

Self judgment. All four of them feel deficient, since the lack of work has an impact on their self-esteem. One of them believes that advertisements regarding job vacancies can offer her some help, while another one considers her family to be the only source of help, because there is the prospect of working in the family business.

Judgment of program. All of the women mentioned that the reason they attended the CVT was to gain the profit that derived from the benefit of attendance. One stated that she would spend that money on her re-training in a subject that would be profitable. Nevertheless, all four of them proceeded to suggestions, regarding improvement of CVT program. Two of them ask for more practice and lessons in the use of P/C. All of them want to have the possibility of choosing the training programs, since they have stated that they registered for the specific program not on their own will but because this was offered to them by a political acquaintance. At the same time they stated that the certificate of attendance should have typical validity and be acknowledged in the *labor* market.

GROUP D

Profile. Three women and one man aged between 20 and 30 comprise the specific group. All of them have been unemployed for one year which is the minimum typical limit, in order to have the right to attend a CVT program. Only one woman has been trained and has worked in the past in a position related to the subject of her training.

Self judgment. The man and two of the women are disappointed with the present situation. They believe that there is nothing you can do without the help of a political acquaintance, they would never accept however to work as unskilled workers. Only the woman who has worked in the past in a position related to the subject of her training is optimistic about her future.

Judgment of program. All state that they attend the CVT program because of the benefit. The woman, who said she was happy, believes that CVT is an additional qualification in her curriculum vitae. She wants better organization of the program and better trainers.

GROUP E

Profile. Three women aged between 38 and 60 who were born in the former Soviet Union comprise that group. All of them have been unemployed for more than 10 years, since they came to Greece. They have large families to support, while one of them is a widow.

Self judgment. As they have stated, they do not expect anything. Their age and their origin deter them from seeking work. “I don’t expect anything for myself; I don’t need anything for myself”, stated one of them. “I give everything to my children”. As a matter of fact, they maintain themselves thanks to the benefits deriving from the attendance of CVT measures. They do not have good relations with employers and their Greek co-citizens, while they believe that the local authorities deceive them. Some employers told one of them that they couldn’t give her a job because she was fat.

Judgment of program. The thing they stated was that they wished for an increase in the benefit from the attendance of CVT seminars.

ALL GROUPS

Self judgment. 18 out of 19 trainees have low self-esteem. Its degree ranges in relation to age and time of unemployment, while it reaches its peak in the category of immigrant women. The expressions that prevail are “I am useless and I am lost” while most of them expect help only from a politician or a local authority.

Judgment of program. All of the interviewees stated that the main purpose of attendance is the granting of a financial benefit, while some of them stated that they also attend for the certificate and the knowledge which is provided, mainly the younger ones and those who are unemployed for less time than the others. Suggestions regarding improvement of CVT program that were put forward, concern the organization, the selection of teachers and trainees and the establishment of a link between training programs and finding a job, which can take place if the typical acknowledgment of the certificate of attendance of CVT is achieved in the labor market.

Experts

Profile - Self judgment - Nature of work. Out of 10 experts that gave interviews, six of them were Directors of Training in Centers of Vocational Training (3 public - 3 privates) and four of them owners of enterprises which engaged individuals who had been trained in CVT programs. 4 from the first 6 ones are men aged between 42 and 69 and two of them women aged between 35 and 45. All four owners of enterprises are men aged between 32 and 60. They all have a degree while three from the Centers of Vocational Training have completed postgraduate studies in social sciences. All of

them answered that they were satisfied with their work. A higher degree of satisfaction has been recorded in relation to the four owners of enterprises, who stress the fact that their work is their life, expecting from their employees to think in the same way. Two out of the three Directors of Training in public Centers of Vocational Training are engaged mainly in the planning and the elaboration of the training program, the control of its materialization and the selection of trainees and trainers. The third one is at the same time Director of the entire Center of Vocational Training with the respective capacities. In the three private Centers of Vocational Training the Directors of Training are engaged mainly in the planning and the elaboration of the training program and they play only an auxiliary role as far as the participation in the selection of trainees and trainers is concerned. All the Centers of Vocational Training operate mainly when CVT measures financed by the EU, exist. During periods in which there is lack of EU funding, inter-company activities provide the funding. The public Centers of Vocational Training operate mainly with civil servants who are removed from the public sector. The four employers are owners of two travel agencies, a restaurant and a cultural multi-space center. The travel agencies are situated in the center of Athens and they are of the largest in Greece, as well as the cultural multi-space center, whose main activity is theater. The restaurant is situated in Piraeus and belongs rather to the middle category.

Training - Practice - Employment

The procedure regarding training in Greece is as follows: Public and private agencies set up Centers of Vocational Training, which are accredited by the National Center of Accreditation and are characterized as local - regional or national range, depending on which level they act. Their accreditation takes place in only four fields of subjects from a list of nine subjects. This short list of subjects regarding training was decided by the Ministry of Labor. This list was formed after a survey conducted by a private enterprise and concerned the fields that would be of use to the future labor market. The conclusion of this survey is that pedagogical issues are completely absent from the subjects of training. Every Center of Vocational Training, can address an invitation to all those who are interested, which will be announced to the press and which will restrict the subjects of training, depending on the needs of the area, that have been scientifically recorded. The six directors, however, have stated that this is done theoretically, while in practice they either buy the surveys or they keep the same programs every year, if they see that there is response to these programs. The program of studies, which includes specific lessons that the Ministry of Labor considers that they should be taught everywhere (for example, techniques for finding a job), while the others vary depending on the wishes of the Director of Training, is adjusted to the subjects of training. In two public Centers of Vocational Training they stated that they even buy the program of studies from private companies because they do not have personnel. Immediately after this, the two procedures regarding selection take place. On the basis of the lesson that is taught, the trainers, who are in the list of those accredited for the specific lessons and subjects by the National Center of Accreditation, are selected. At the same time, the local office of the Manpower Employment Organization (or Center of Promotion to Employment as it has been renamed) collects the applications of the people registered as unemployed, who possess unemployment cards and wish to attend the program, and sends them to the Center of Vocational Training, paying attention so that these are double compared to the number of trainees and that at least 60% of them are women. According to the

statements of Directors, this procedure is tampered with, since most of the unemployed apply to the Center of Promotion to Employment after they have been encouraged to do so by a politician - Member of Parliament or local authority, whom they have visited in his political office in search of work - and not because of their own wish to attend the specific subjects.

The committee for the selection of trainees of every Center of Vocational Training comes under political pressure. That is specific individuals are chosen from the short list in terms of personal acquaintances. One of the Directors told us that despite the pressure, she always makes sure that all the widows, the married women with many children and the immigrant women are admitted to each program, because in this way she feels that she serves a social purpose. In the middle of the program and in the end, the trainee completes forms regarding the self-evaluation of the procedure. These forms include standard questions, a LIKERT scale of pre-answers with five possible answers, in relation to structures, organization, relations, purposes and benefit, regarding the specific program. All these years that programs take place, all the Centers of Vocational Training have never collected information from these forms and therefore they never made use of them. At the end of the training program, Centers of Vocational Training contact enterprises, which are related to the subjects of training and they sent all the trainees for practice. Both the enterprises and the trainees are paid for the practice. The procedure regarding practice, however, is not controlled by anybody in the Center of Vocational Training. The employer cannot choose the people who will go to each enterprise, in order to practice. Two out of four stated that they would like to play a part in this choice. After the stage of practice is completed, the employers have the possibility to choose some of the trainees, in order to hire them. Regarding the criteria of employment, their typical qualifications are not as important as some non-typical ones, according to four employers. However a high school degree, knowledge of a foreign language and use of P/C are highly recommended. In addition they have to prove during the interview that they are eager to offer. Besides that, the following essential qualifications have been recorded:

to be nice and kind to the customers
 to be able to give more than the other employees and therefore to love their work
 to be non experienced at this job.

For two out of four employers the recommendations from others play an important role in the selection, but not more important than the role of the interview. The other two maintain a negative attitude towards recommendations, because as they have stated, they have been suffered an unpleasant experience in the past.

Attitude towards Self - Evaluation

All the Directors of Training in Centers of Vocational Training state that they know the concept and that there is a self-evaluation procedure in the Center of Vocational Training that they work at. Nevertheless, this procedure, as a matter of fact, exists only in order to exist, without being utilized, since the answered questionnaires have never been opened and they remain piled up in storehouses. According to a woman - expert nobody is really interested in self-evaluation, while another one stated that the approach is shallow, since even we do not know what to ask for self-evaluation. The

interesting part, however, of the interviews of the experts from the Centers of Vocational Training, is why there isn't a culture of self - evaluation. One of them told us that there is no appropriate education of self - evaluation and as a result of this we think that typical skills carry all the weight. A woman from the experts stated that the entire system stinks and that the procedure regarding self - evaluation is the last that should change, while another one told us that only when the employee thinks freely and is not oppressed by the need to work can develop a culture of self - evaluation. In any case, as a fourth one stated, when self-evaluation is connected with non typical skills, it provides elements of a more permanent sense of work which must interest the employer the most. The employers, however, have not thought of it in this way. First of all, all four of them could not hide their astonishment, when they heard this word that they had never heard before. Two of them refused to get to the core of the discussion, since they stated that they liked it but they did not know what, because they did not know anything about the subject. The other two had a different perspective on the issue. They believe that the procedure regarding the self - evaluation of the employee is a procedure, from which the employer can draw useful conclusions. It is difficult to be implemented in Greece because the working people will react, since they do not have a culture of self - evaluation, they are egoists and they do not acknowledge their mistakes. In any case, if this is put into practice, it should not be given the character of a public apology but it should also be a process, in which the employer controls the employee at a personal level and which takes place probably every six months.

E. Discussion

The aim of our task was the recording of requirements towards self-evaluation methods, through interviews with both trainees and experts on CVT programs. As we have already mentioned in our introduction, self-evaluation in Greece is still in an embryonic stage. In addition, we have underlined the lack of self-evaluation culture in Greece as well as the absence of relevant recognition and thus legitimation of the concept. In that paper we have discussed the reasons lying behind the limitation of self-evaluation in Greece as well as the variations that the term holds and the vagueness surrounding its definition.

However, we claimed that in contemporary Greece, evaluation is essential due to the occurrence of introducing socio-economic and educational needs and aspirations, which in turn stem from the transformation of the structures of Greek society, mainly resulted from EU policies.

In the present results of survey we can specify the previous arguments relating them to our subject of study. That is, adult persons who hold low typical qualifications and participate in CVT measures and their attitudes towards self-evaluation.

According to the interviews held the following points seem to be relevant: Self-evaluation methods take place during CVT programs in Centres of Vocational Training. Yet, the marginal character of such methods, results the incomprehension along with the ignorance of them by the trainees. In other words, the trainees answer structured questionnaires without having understood why, or else without having any interest of why they do it.

Furthermore, whereas there is official recognition of the importance of self-evaluation methods by the coordinators of the Centres of Vocational Training there is no actual interest for the development of such methods, which take place twice during the training. For example, self-evaluation questionnaires have never been subject of analysis. This in turn results in failing to re-elaborate the topic. What they claim is that structural deficiencies along with the lack of self-evaluation culture in the planning of Centres of Vocational training is a hindrance to such an endeavour.

Moreover, employers either ignore the existence of self-evaluation or in case they don't they see it as a mechanism through which employees can be controlled. Besides, according to their opinion self-evaluation is a very hard task to pursue.

Nevertheless, it should be noted that the importance of self-evaluation seems to be fully recognised both by trainees and experts. As one of the interviewees pointed out, its efficiency would be enhanced by the association of self-evaluation with non-typical skills. Such a connection would develop self-esteem to the employees and in turn contemplation of their job in terms of permanence; something considered desirable by the employers.

If we want to explain why there is no evaluation culture in Greece, we have to examine the history of the implementation of evaluation. Evaluation was implemented in the field of education in the form of the evaluation of pupils and not so much of the evaluation of educational infrastructure, programs and trainers. The evaluation of pupils took and continues to take the form of control and not of the evaluation of the pupils' critical thought, attitudes and conceptions.

After the end of the Dictatorship (1974), the opposition of the teachers regarding the institution of evaluation from the inspectors was so intense that it led to its abolition. That was because of inspectors' actions many teachers lost their jobs in dictatorship. They were replaced with the institution of the School Adviser during 80's. School Advisers (as well as school principals) have only supportive responsibilities and not evaluating ones in teacher's task. Nowadays non-evaluation of personnel has shown its negative side. Now, 30 years after the end of the dictatorship, the conditions appear to be mature for the introduction of a system of self-evaluation regarding the work of the teachers and of the evaluation of school units. In 1997 the creation of a strictly organized system of evaluation was decided, which did not take at all into consideration the prevailing conditions at schools. This system was abolished because of the strong protests (strikes, demonstrations, etc.) of the teachers.

The reasons why the efforts of the state regarding the institutionalization of evaluation failed to proceed are not, however, focused only at the political level. In the last three decades of the twentieth century, Greece experienced ferment in education, which took the form mainly of a great opening of the university education to young people, in order to satisfy the educational fetishism of their parents (Tsoukalas 1986). This opening, however, whose dimensions were great mainly in the middle of the 90's, was not accompanied by respective feasibility studies, which are the model for the process of evaluation. This is due to the fact that the above opening was not the result of rational programming. A respective unreasonable development was also noted in the sector of vocational training (Patiniotis-Stavroulakis 1997). In spite of the fact that the

structures, which developed in the aforementioned educational categories, were hostile to any form of evaluation for the above reasons, they were compatible with the operation of the Greek labor market but also of the Greek society in general. A specific degree from a university or a technical institution does not constitute usually a prerequisite for practicing a certain profession. In most low specialized jobs, special training is not required (with the exception of some jobs with the need of assurance, electricians, and plumbers). The Greek labor market has relatively limited margin of access and possibility to remain in it, it is saturated with an excessive surplus of workforce and small demand. Its operation is characterized by multi-occupation and side-line occupation which distort the picture of the social identity of working people and reveal the little attention that employers pay to the products of formal education or/and professional training. The above fact is connected with the tendency in the private sector that is noticed to prefer for initial selection and advancement individuals without typical qualifications of higher level. On the contrary in public sector usually graduates of universities and technical institutions cover posts that could be covered by non-graduates. That is because the state tries to reduce the socioeconomic consequences from the graduates' high unemployment rates. All of the above manifest a problematic situation, regarding the institution of evaluation, in the educational and professional sector, which reaches its peak when it comes to how Greeks find a job. According to a research (Papakonstantinou 1996) just 15% of the working Greeks have taken their position through transparent procedures (exams-contest). The rest of them took it through any kind of mediations.

Consequently, in this way very briefly the fact that in Greece self-evaluation is at an embryonic state, it has not been institutionalized yet, it is an institution which seeks its legitimization by society, is explained. Therefore we cannot talk about the existence of a 'culture of self-evaluation'.

A second reason is that the individuals who are on the edge of their integration in the labour market insist on seeking employment in the public sector. Therefore self-responsibility is being overshadowed by the maintenance of hetero-determination society. For this reason, our proposal on self-evaluation is based on the concept of guidance.

However, self-evaluation is a historical necessity for the Greece of the 21st century, an important opportunity. Its importance is unquestionable on the satisfaction and achievement of social, economic and pedagogical needs and goals. The scientific and technological progress, the economic growth and the placement in E.U. have brought about radical changes in the appearance and the structures of the Greek society. These have as a result the citizen and his decisions to gain an important value in social organization and to render self-evaluation necessary in all the sub-systems of the Greek society economic, educational, political, cultural.

F. PROPOSAL

Self-evaluation contrary to external evaluation is done on the initiative of the evaluated person, when he/she feels the need to evaluate his/her competences.

Self-evaluation can be done in two ways: a) either individually, this way the evaluated person chooses the time and the place to evaluate his/her competences, or b) he/she is helped by others so as to be self-evaluated, but only when he/she feels the need to be self-evaluated. In these two occasions we are referring to in succession.

INDIVIDUAL SELF-EVALUATION

In order for someone to be self-evaluated a number of supporting factors are required. First of all, a popularization on the concept of competences is needed to be done as a necessary condition. Everyone should know exactly the meaning of competences and their importance on socioeconomic life. This is required due to the fact that the self-evaluated persons are not experts on the matters of skills and competences, on their application on personal and socioeconomic life and on their abilities. Therefore, in order to have a successful self-evaluation a popularizing text should have been constructed. It is about a text that would explain which is the importance of competences, what is the meaning of self-evaluation and evaluation of competences that someone might have in a specific time. The existence of a popularizing text is very important. At any case, this text should be written in a very clear and analytical way, so as to be understood by every employee as much as possible, regardless his/her educational level. Popularization can be useful not only for the people, who would be individually self-evaluated, but also for the ones, who would be self-evaluated with external help.

A second factor, which would help is the creation of a tool suitable for the ascertainment of self-awareness. A kind of this tool, which was created in Deutsches Jugendinstitut was shown to us, during the Athens workshop by our colleagues from BIAT.

The third supporting factor is a process. It is about the participation to a group discussion. The whole idea is that it would be useful for someone that has already completed this tool for self-awareness to take part in group discussions with people, who are in the same situation as him/her. It is about people that want to self-evaluate individually their competences and by this way understand them better. The participation in groups is not incompatible to the meaning of self-evaluation, as we will see below.

The application of this helpful to the self-evaluated person, process, presupposes the existence of well organized group discussions. In other words, there should be a central institution, which organizes this kind of group discussions. The existence of this kind of central institution (these kinds of institutions might be syndicates, municipalities, social agencies, agencies for unemployed people etc.), requires as a condition the recognition of the importance of self-evaluation. In some European societies this has already been done. The recognition exists. But in other societies this is a matter. Therefore, in the context of the SELFEVALUATION project, we should think ways to show off not so much the importance of competences but mainly the self-evaluation of their existence, as important factors to the well-being of a person and an economy. We will be occupied with this enormous matter to a next workshop.

These group discussions on the competences that someone might have can take place with or without a leader (with or without guidance). It is common knowledge that group discussions are very useful. It is off course difficult in the beginning when you meet a group of people for the first time to talk about your self. In case someone can do that, all the participants would be benefited.

Returning someone from the group discussion he/she can perform the process of self-evaluation from the beginning. I suppose that the experience of group discussions would enable the self-evaluated person to scrutinize deeper and more specialized his/her competences. If the application proves that it is necessary, one more specialized tool can be used, in this phase. This might be confirmed at the examples of self evaluations, which we will apply to real conditions. There is no reason to forget that our research has an experimental extent. It is highly likely the application in the experimental reality to show us that there is no need to create a new and more specialized tool. In addition to the first tool for the self-awareness of competences might be more than enough. It is expected that the second time when he/she is occupied with it in order to complete it on his/her own, he/she will have a deeper and more sensitive view about self-evaluation.

SELF-EVALUATION WITH EXTERNAL HELP

Let see the second occasion, which is self-evaluation with external help: A second kind of self-evaluation for some people and in some cases might be more convenient. I suppose, it is about people that a) either has already tested the process of self-evaluation, without external help, but wish to repeat the process with external help, or b) or it seems strange to them or even they are afraid of self-evaluating their competences on their own for various reasons. For these people self-evaluation with external help is a very important help.

Process

There is no doubt that self-evaluation with external help must be performed only when the evaluated person has decided it. This is not off course compulsory, as it is in case of external evaluation, which is decided by the enterprise that someone works to. It is done because the self-evaluated person wants to do that in order to recognize his/her competences. Because of that he/she applies to an expert, who is not so a specialized scientist that uses special tools, but a facilitator that helps in the process of self-evaluation. In self-evaluation with help is not used a standard questionnaire. It is performed in a similar way to individual self-evaluation. The facilitator should be able to popularize the concept of competences, their importance at our work and socioeconomic life. In other words it would be a man that enlightens the self-evaluated person about the importance of his/her competences and the usefulness to evaluate them. It is obvious that there would be interaction between facilitator and the self-evaluated person. Before, it might be better for them to have an organized exchange of views, information and data. This exchange will enable man to use a kind of tool, like the one we referred to in the previous case of individual self-evaluation. That would be the goal of the exchange. By this way man will be able to use a tool for self-awareness.

The difference between these two cases of self-evaluation is that in the second one the popularization of the concept of competences and also how the self-evaluation tool can be applied are done with the external help of a facilitator. In this second occasion the self-evaluated person is not alone to understand a) what are competences, b) how can be ascertained and c) which is the importance of self-evaluation in the whole process of understanding. Someone else helps the self-evaluated person to understand the whole concept of competences, while the self-evaluated person can make use of

the self-awareness tool by him/her self. From this point he/she can move on as in the first case. After having completed the tool and has a first conception of his/her self, he/she would be able to decide his/her participation in a group discussion, which might be with or without leader. It will happen what we referred to in the first case.

If the process of self-evaluation is applied like the way I referred to in this brief paper, I believe that it will work for the benefit of people that use it. This will happen because they are the ones that take the initiative of self-evaluation, having felt the need to self-evaluate their competences. They do that without applying to experts. Our suggestion reflects our belief that the most appropriate expert to understand our competences is finally our selves. In case someone else helps us, he/she should help only as a facilitator of our self-evaluation, not as an external expert that would ascertain “scientifically” our competences, in an “objective” way, by using “objective” tools. In this second case, which is the evaluation by experts, there is plenty room for manipulation and determination oneself by others.

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