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## Transitions from education into work for people with disabilities in Spain: qualification provided by the social economy

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# Transitions from education into work for people with disabilities in Spain: qualification provided by the social economy



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- Contexts
  - Work
  - Vocational Education
- Transition programs
  - Basic VET and WIsE
  - Trainees, trainers, agencies
- Debates
  - on work, education, voluntary sector
- Questions and remarks

1.

Contexts

# Labour markets

## 1. Sectors

- Levels of qualification
- Entrepreneurial structure

## 2. Working conditions

- Temporary
- Precarious
- Flexible

## 3. Generation (and destruction) of employment

- Hidden economy



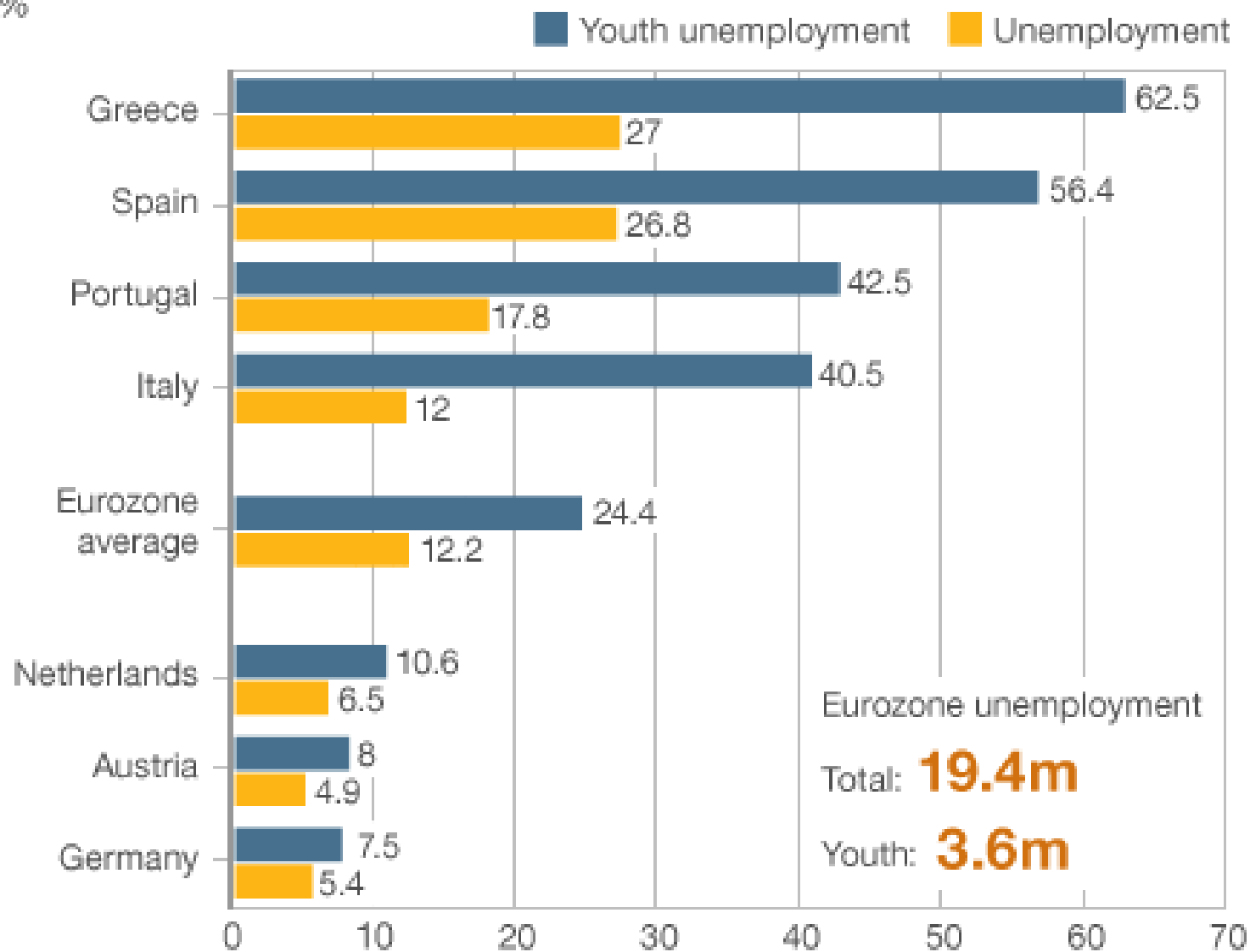
# Labour market - reforms

1984	Temporary work without ground
1992	Harder and reduced access to the dole
1994	Some rights depend upon collective bargaining Private employment agencies
<b>1997</b>	Indefinite contracts to foster hiring
2002	'Express' firing without ground
2006	Missuse of temporary contracts
2009	Limited access to the dole
2012	Reduction of collective bargaining

# Unemployment

## Record breaking eurozone unemployment (%)

%



Source: Eurostat

# Youth unemployment - 1

	Youth unemployment rate				Youth unemployment ratio		
	2010	2011	2012	2012Q4*	2010	2011	2012
<b>EU-27</b>	21.1	21.4	22.8	23.2	9.0	9.1	9.7
<b>Euro area</b>	20.9	20.8	23.0	23.7	8.7	8.7	9.6
<b>Belgium</b>	22.4	18.7	19.8	22.0	7.3	6.0	6.2
<b>Bulgaria</b>	21.8	25.0	28.1	28.4	6.7	7.4	8.5
<b>Czech Republic</b>	18.3	18.1	19.5	19.3	5.7	5.4	6.1
<b>Denmark</b>	14.0	14.2	14.1	14.2	9.4	9.6	9.1
<b>Germany</b>	9.9	8.6	8.1	7.9	5.1	4.5	4.1
<b>Estonia</b>	32.9	22.3	20.9	19.3	12.6	9.1	8.7
<b>Ireland</b>	27.6	29.1	30.4	29.4	12.0	12.1	12.3
<b>Greece</b>	32.9	44.4	55.3	57.9	10.0	13.0	16.1
<b>Spain</b>	41.6	46.4	53.2	55.2	17.8	19.0	20.6
<b>France</b>	23.6	22.8	24.3	25.4	8.9	8.4	9.0
<b>Italy</b>	27.8	29.1	35.3	36.9	7.9	8.0	10.1
<b>Cyprus</b>	18.8	22.4	27.8	31.8	8.7	8.7	18.8
<b>Latvia</b>	37.2	31.0	28.4	24.7	13.9	11.6	11.4
<b>Lithuania</b>	35.3	32.2	26.4	24.2	10.4	9.0	7.7
<b>Luxembourg</b>	15.8	16.4	18.1	18.5	3.5	4.2	5.0
<b>Hungary</b>	26.6	26.1	28.1	28.8	6.6	6.4	7.3
<b>Malta</b>	13.1	13.8	14.2	14.5	6.7	7.1	7.2
<b>Netherlands</b>	8.7	7.6	9.5	9.8	6.0	5.3	6.6
<b>Austria</b>	8.8	8.3	8.7	8.7	5.2	5.0	5.2
<b>Poland</b>	23.7	25.8	26.5	27.5	8.2	8.7	8.9
<b>Portugal</b>	27.7e	30.1	37.7	38.4	8.2	11.7	14.3
<b>Romania</b>	22.1	23.7	22.7	22.2	6.9	7.4	7.0
<b>Slovenia</b>	14.7	15.7	20.6	23.2	5.9	5.9	7.1
<b>Slovakia</b>	33.9	33.5	34.0	35.1	10.4	10.0	10.4
<b>Finland</b>	21.4	20.1	19.0	19.3	10.6	10.1	9.8
<b>Sweden</b>	24.8	22.8	23.7	24.1	12.8	12.1	12.4
<b>United Kingdom</b>	19.6	21.1	21.0	20.7	11.6	12.4	12.4

\* The quarterly youth unemployment rate is seasonally adjusted.



# Migration balance (2011-2013)

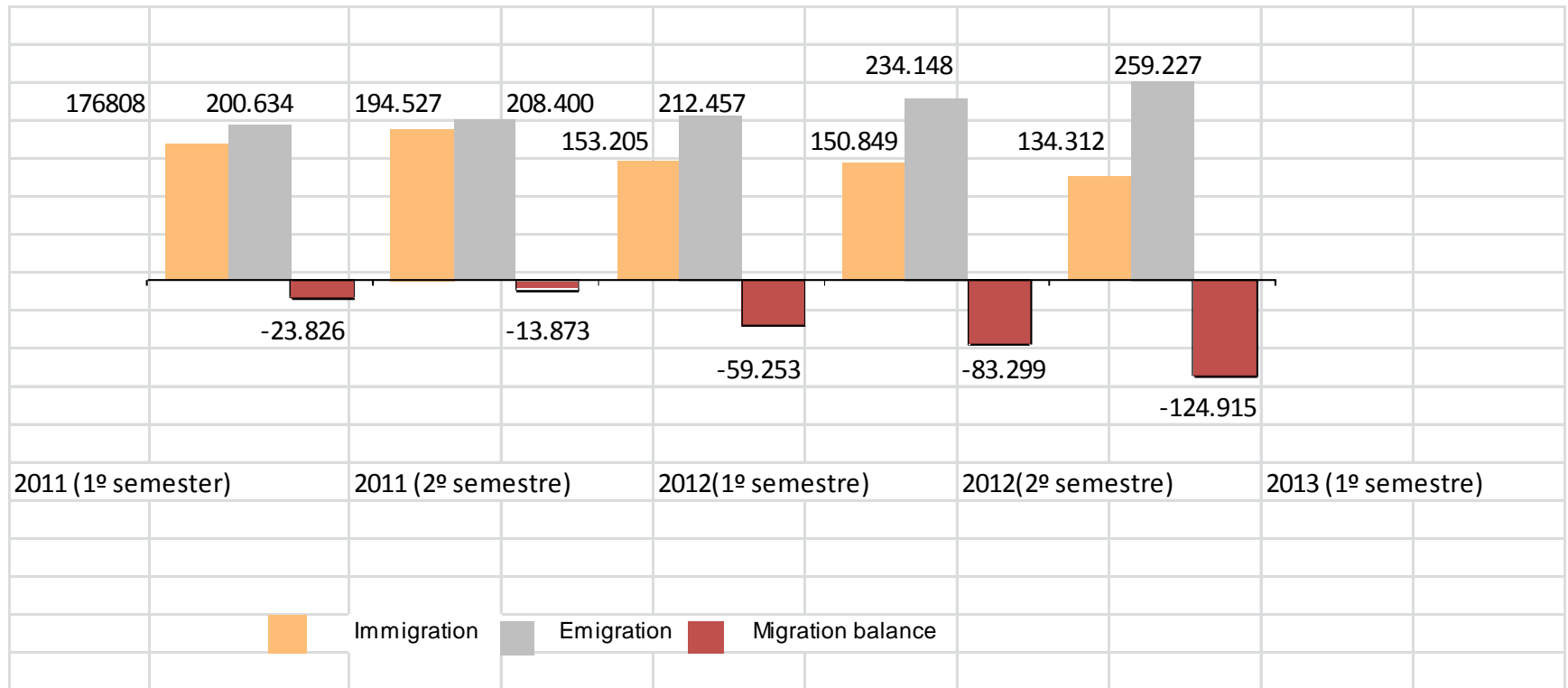




Figure 1.9

# Education and employment

1. Educational system
2. National system of vocational qualifications
  - INCUAL

# Uniqueness of VET

1. Exception among education
2. Legal diversion
3. Coordination between State and regions
4. Participation of social agents
5. Articulation between public and private
6. Open school organization

# VET development

1970	<b>System building</b> Formal VET
1982	<b>Provision:</b> FIP plans – training provision
1984	<b>Alternance training</b> within VET
1990	<b>System restructuring</b> – modernisation and prestige
1993	<b>Continuing VET</b>
2002	<b>Specific VET Law – LCyFP</b> System integration
2009	<b>Accreditation</b> of qualifications
2011	First <b>VET Map</b>
2012	Dual VET? Apprenticeship contracts?
2013	LOMCE - Basic VET qualification?

# Training the unemployed

## 1980s - 2016

- Training for employment
- Training instead of employment
- Accreditation of prior learning
- Training for employability
- Training for entrepreneurship

# VET in the margins

- Intersection between
  - Vocational education
  - Adult education
  - Social inclusion
  - Transitions into work
- Contribution of VET for social inclusion
- Can VET be proactive in fostering
  - Citizenship?
  - Cooperation and political consciousness?
- Is VET a subaltern offer?

# Learning precariousness

- Neverending transitions
  - yet they are not lifelong learning
- Vocationalism does not suffice
- Rise of employability
- Rise of entrepreneurship



# Legal context - Spain

- Education reforms
  - Re-centralization
  - Neoliberal and neoconservative trends
- Labour market reforms
  - De-regulation
- Abortion of the Welfare State (1981-2015)
  - Charity encouraged
  - Role of the third/voluntary sector



Figure 1.2

2.

Transition programs  
research

# Theory approach

Boltanski and Chiapello, 2002

Boltanski and Thevenot, 1991

Eraut, 2009, 2007, 2005

- New spirit of capitalism
- Rise of connectionism
  - Network capital
- Experiential learning
- Competence development
- Learning trajectories

# Basic VET

- Purpose
  - Guaranteeing the right to education
    - Retention within/outside the education system
  - Initiation into an occupation
    - Providing a basic qualification for low achievers
  - Safeguarding transition into adulthood
    - Personal development
- Staff
  - Educators
  - Trainers
- Institutions promoting them
  - Schools
  - NGOs
  - Municipalities
  - Trade unions and employer confederations
  - Legal establishment/changes
    - 1994, 2006, 2013



# Basic VET as educational context

- Qualification level 1
- Between retention and rejection
  - Occupational development
  - Personal and social development
  - Academic learning
- Affective learning environments
  - Voluntary attendance
- Occupation between exploration and preparation

# Work Integration (Social) Enterprises

- Purpose
  - Transition companies
  - Social inclusion through work
- Staff
  - Production workers
  - Integration workers
  - Accompanying workers
- Employers and organizations behind them
  - FAEDEI and AERESS
  - Legal support since 2007



# WisE as educational contexts

- Social economy
- Staff development: towards self-direction
  - Occupational development
  - Personal development
  - Fostering social skills
- Expansive learning environments
  - Professional development of accompanying workers
- Education as the aim, production to support it



# Trainees and their vulnerability

- People with disabilities
  - NEETs, ESL
  - Adulthood
  - Migration
  - People coming out of social exclusion
  - The unemployed
- 
- Precarious and erratic transitions

# Trainers and their precarity

- Heterogeneous group
- Professional development with no career prospect
- Social entrepreneurs
- Under multiple tensions
  - Funding sources
  - Training, working, counselling, networking
  - Commercial work
- Suitable for the projective city

Yet ...

- Trainers and trainees in WIsE are workers
- Stability is provided
- Decent working contract
  - which object is to promote individuals

# Progress in WIsE

Table 1: Personal development and competence building in work integration companies.

Recruitment and employability assesment	Work performance and improvement of employability	Transition into the ordinary labour market
0-3 months	6 to 30 months	3 months in WISEs and up to 6 months in the ordinary labour market

# Curriculum and pedagogy

Table 2: Competence development and accompanying processes

	Recruitment	Work Performance		Transition
Competencies: Occupational Social and work Personal	External control	Less dependency	More autonomy	Self-control
Competencies contents				
Rhythm of progression and control and demands upon work and learning				
Evaluation criteria and transition along phases				

# Working in WIsEs

- Allocation and structuring of work
  - Small size and managerial structure of company
- Relationships with people at work
  - *Helpful others*
  - Recognition
  - Belonging
- Individual participation and expectations
  - Competence
  - Circulation of staff: progression

# Education within WIsE

- Value **and challenge** of work
  - Standardization of life
  - Stability
- Confidence and commitment
  - Fostering employability
  - Labour as a positive experience
- Feedback and support
  - Progress and rhythm of transition processes
  - Formative supervision

3.

Debates



# Discourses upon Third Sector

- Tensions between:
  - Domestic
  - Industrial
  - Civic
  - Market

# Discourses among providers- 1

- Tensions between industrial and domestic
  - Critique upon voluntary work
  - Critique upon technocratism and lack of humanism
- Compromise
  - The humanitarian professional

# Discourses among providers- 2

- Tensions between political citizenship and service provision (civic/industrial)
  - Critique upon demobilization
  - Critique upon politization
- Compromise
  - Apolitical citizenship

# Discourses among providers- 3

- Tensions between universal rights and individual needs (civic/domestic)
  - Critique upon particularism
  - Critique upon standardization
- Compromise
  - Positive discrimination - diversity

# Discourses upon work

- Call
    - (inspiration/domestic cities)
  - Trade
    - (industrial/domestic cities)
  - Employment
    - (market city)
  - Right
    - (civic city)
- 
- Personal achievement
    - Change as virtue

# Discourses upon education

- Pastoral care
  - How to be. Between correcting and protecting (domestic)
- Master-trainee relationship
  - Disciplining, working habits (industrial)
  - Relevance of practice in adult life (domestic)
- Empowerment
  - Socialization (civic)
- Intermediation (emerging discourse)
  - Serving the activation paradigm
  - Fostering employability

4.

Beware of *connectionism*

# Work and social bonds

- Activation paradigm
- Appeal to:
  - Individual responsibility
  - Individualizing project
  - Autonomization of people
  - (Lack of) training and will and personality define the self
  - Take charge of yourself



# Work and social engagement

- Institutional solidarity based upon individual agency
- Risk
  - personal management of transitions
- Problem lies in the individual
  - not political economy
- Social inclusion depends upon economic integration
  - neither political nor social integration
- Citizenship is a condition people has to gain
  - not a right but something you deserve

# Competencies

Are competencies dealt in:

- an individual manner or?
- as part of citizenship development?

(Arnanz et al, 2015, Peña-López et al, 2012, Subirats, 2010, Boreham, 2004)

*The apprentice as an ally not an enemy*

# Employability

Is the dominant vision on employability supported

- by practices (and institutions) of vocational education for social inclusion, or
- do they foster a critical view on employability, and
- do they try to raise some consciousness on social and political issues?

(Fullana, 2007; Llinares, Córdoba and Zacarés, 2011)

*Social economy:  
New forms of (production) and consumerism*

# Education

- Do such measures prepare to work, or
- Do they deal with work as a content to be addressed in educational terms?

*Responsibility:  
reading the word and the world*

# Vocation, identity and socialization

What is the role of vocation and the role of  
education behind such vocational  
education practices?

(Díez, 2014; Orteu, 2012)

From the historical subject into  
- the individual subject

*Mutations:  
yo-yo transitions, hedonism/narcisism and  
accompanymment*

# Inclusion

Are these measures capable of addressing social inclusion (Pérez, 2005) beyond preparing apprentices for a subaltern workforce, or

- are they rather practices of social control (Sales, 2014)?

From resistance into retention

From needs into expectations

From adaptation into activation

*Citizenship:*

*Beware of liberating and empathetic pedagogies*

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