Day 2

Part 1- From competencies to capabilities

Funded by the Erasmus+ Programme of the European Union

SSE and VET competencies – a brief summary

Competencies devoloped in VET system

Necessary competencies for SSE

Economically sustainable

Enviromentally sustainable
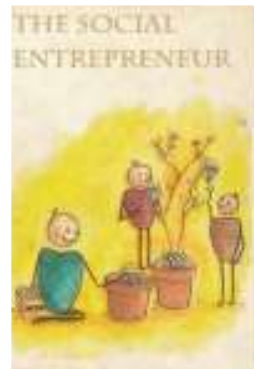
Socially sustainable

Future of the work

Decent work (ILO)

For trainees and future workers

For their trainers

SSE and VET competencies
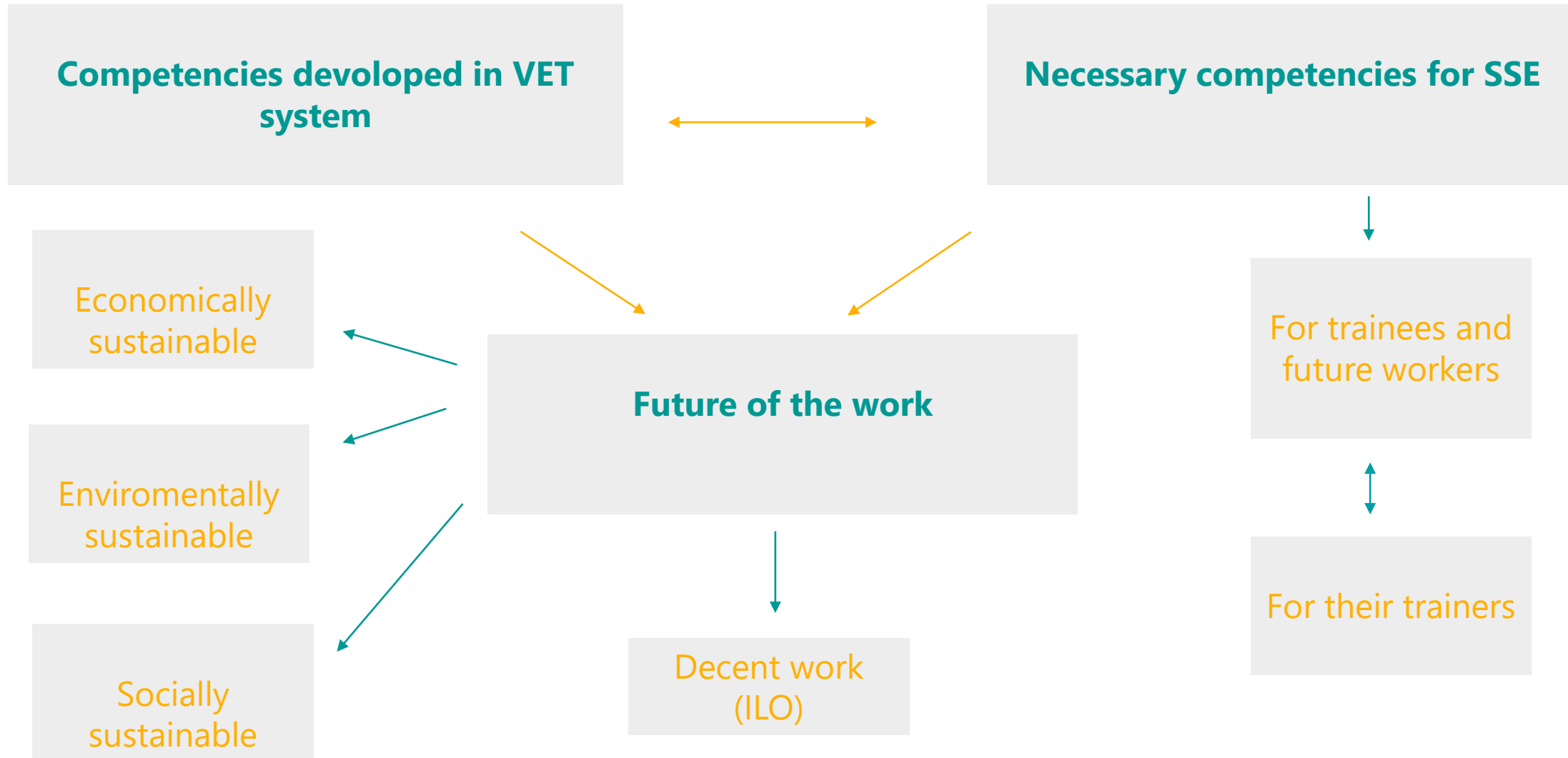
Create competencies for new job profiles for Social Solidarity Economy?

VS

Enrich existing competencies with SSE issues and approach?

THE SOCIAL MENTOR | THE SOCIAL ENTREPRENEUR | THE SSE SELLER | THE COMMUNICATOR | THE FACILITATOR | THE CONSULTANT

Community work – initiatives for a Social and Solidarity Economy / ISSE Project - Erasmus + 2016

How can we do?

New integrated competencies

⬇ Create competencies for new job profiles for Social Solidarity Economy

- Risk of increasing unemployment

- Risk of leaving SSE as an isolated sector

⬆ Enrich existing competencies with SSE issues and approach

- SSE can offer to VET system its transversal approach, its values and principles, its tools

- SSE has to know VET language and «rules»

From skills and competencies to capabilities

The flexibility required by job-market oriented public policies tends to pressure even more the workers → **The responsibility of constant adaptation is focused at an individual level**

CAPABILITIES APPROACH

(*1999-2000 Sen and Nussbaum*)
SOCIAL MEDIATED NATURE OF SKILLS IS CONSIDERED

It considers trainees in their **social and economical context** and in a specific territory

It considers the **collective nature of skills**, moving from the expertise to develop individual capacities to evolve in a broader occupational field

For a curricula aggregating skills that "**goes beyond individual attributes** which is often the focus of the higher education capabilities literature, **to consider the social, economic and cultural conditions that are required to realise capability**".

Wheelahan, L., & Moodie, G. (2011). *Rethinking Skills in Vocational Education and Training.*. Australia: NSW Department of Education & Communities.

Capabilities approach for VET

Table 5.   The changing role of VET

	PAST (before 1995)	PRESENT (1995-2015)	FUTURE (after 2015)
Epistemological/ pedagogical perspective on VET	On the job; job-specific; behaviourist; separating general from vocational	Increased work-based learning; crossing boundaries (general – vocational; school – workplace)	Multitude of learning approaches; coexistence of occupation-specific and broader learning outcomes, increased work-based learning
Education system perspective on VET	Dead-end programmes, restricted to medium levels; VET provided by schools and companies; 'VET as IVET'	Increased permeability; VET also at higher levels; diversification of providers and programmes; geared for work and education; IVET and CVET	VET at all levels, but risk of polarisation; variety of providers; VET as lifelong learning, risk of fragmentation
Socioeconomic/ labour market perspective on VET	Preparing for job entry; serving employer interest; securing skilled labour	Securing skilled labour and promoting innovation and growth; employability/avoiding unemployment	Multipurpose/pluralist VET (including equity and equality issues)

Source: Cedefop.

VET IS CHANGING

- ✓ Towards a system more demand oriented

- ✓ Towards a lifelong perspective

- ✓ Towards a pluralist approach

BUT...

Capabilities approach for VET

WE ARE IMAGING A VOCATIONAL EDUCATIONAL TRAINING CAPABLE OF EXPRESSING:

- **The vocations of a territory**

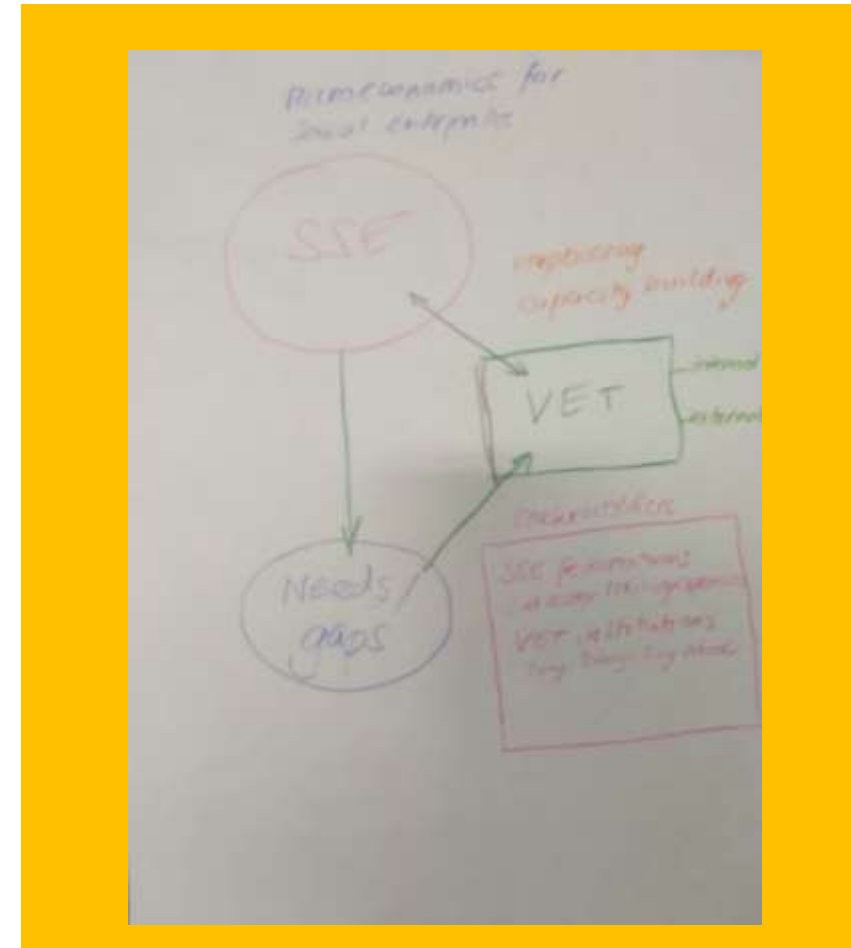→ **VET system must be connected to the territory, functional to its needs and capable of promoting its resources**

- **The vocations of people who live that territory**

→ **VET system must enhance the capabilities as collective and community oriented**

SSE and VET in a real context

VET and SSE meet on a territory made of people, resources, relationships, needs...

… a territory built on an idea of community, development and future

❑ **Social Solidarity Economy gives to VET the opportunity of orienting** and contributing, as main actor, **at the sustainable local development of the territory** where it works

❑ Meeting the SSE, **VET can move away from its traditional and static approach** towards a dynamical and continuous training course, where:

- ✓ Trainees are directly involved in theirselves training
- ✓ Trainees are in a specific context (social, economic, cultural context)
- ✓ Trainees are part of a community, having relationiships of different nature with other people

A **participatory process** where trainers, trainees, local actors from SSE and VET, common citiziens and young people work together **to transform living and working conditions** that make their community's development difficult and not sustainable

CAPABILITIES APPROACH

TRASFORMATIVE ACTING

ACTION RESEARCH

The SSE/VET interaction - in a lifelong training perspective – **can contribute to workers' empowerment**, to build the work of the future and the work for the local communities' development.

It has these integrated goals:

✓ VET opens up to SSE contents and methodologies, to contribute to research and realize transformative economic models;

✓ the SSE consolidate itself, reinforcing its roots and diffusion, through the competencies and languages of the VET heritage.

VET SKILLS AND COMPETENCIES

COMPETENCIES REQUIRED FOR THE **SSE**

TRAINING IN ACTION

Day 2

Part 2 –Action research in training in action course

❑ Within a path of continuous training strongly anchored to local contexts, the methodology of action research seems to be the most useful and suitable mode of intervention
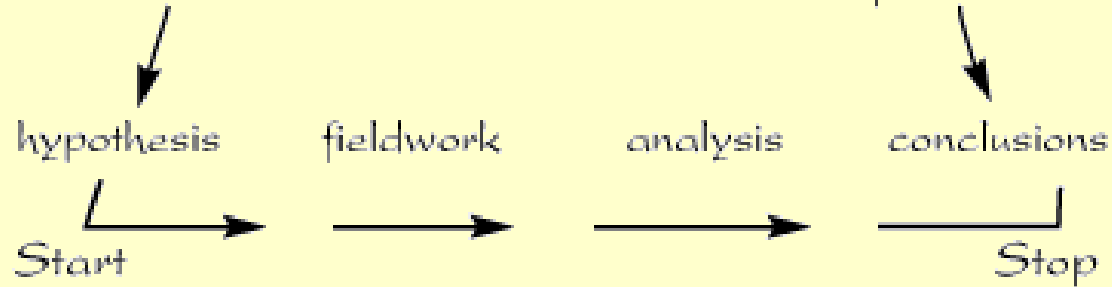
ACTION RESEARCH IS A TRANSFORMATIVE WAY

❑ In the realization of action research, **research does not separate itself from action, but becomes action itself**: connects the creation of knowledge and consciousness with the creation or enhancement of relationships between people.
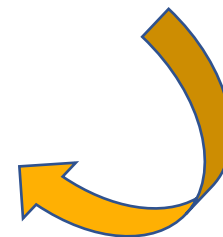
"THE TASK OF ACTION RESEARCH IS NOT TO DESCRIBE THE WORLD AS IT PRESENTS ITSELF, BUT TO BE ABLE TO OUTLINE HOW IT COULD BE"
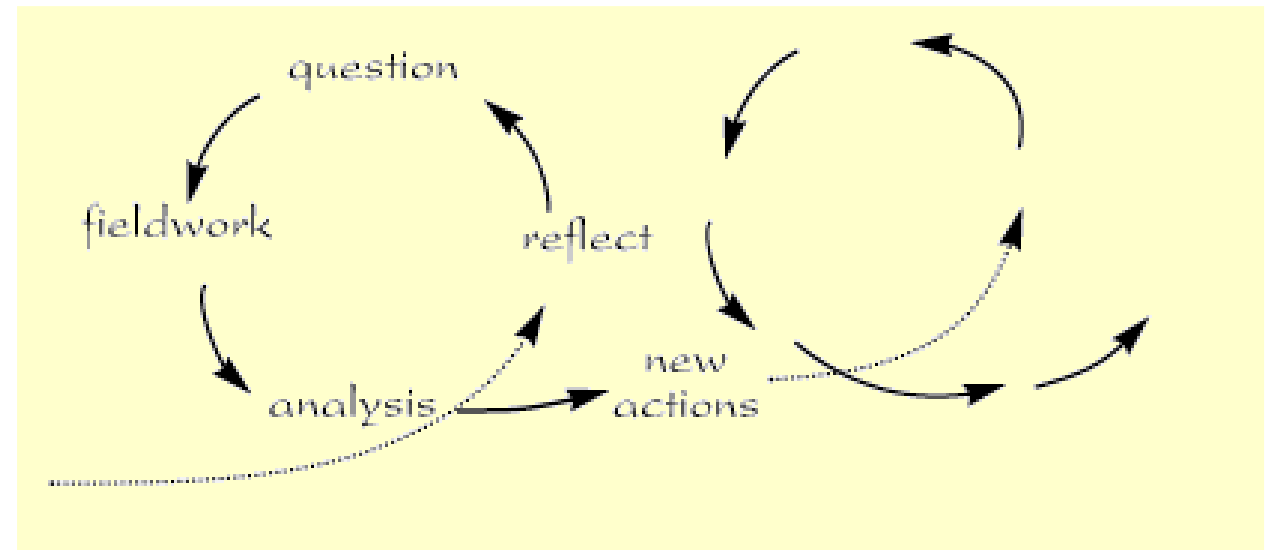
Arcidiacono C. "Ricerca-azione partecipata e "cooperative inquiry" 2008

Action research methodology

(But where did this come from? was it well grounded? relevant? etc.)

(And how do you know if this was "right" unless tried out in practice?

CONVENTIONAL RESEARCH PROCESS

hypothesis   fieldwork   analysis   conclusions

Start   →   →   →   Stop

CYCLICAL RESEARCH PROCESS

question

fieldwork   reflect

analysis   new actions

Wadsworth Y. «What is participatory action research?» (1998)

ACTION-RESEARCH

CYCLICAL AND PARTICIPATIVE RESEARCH PROCESS

It is used not (only) for academic purposes

but as a structured and validated methodology of social action

Action research in social field

❑ Action research is a **CYCLICAL PROCESS in which plan, research, action and reflection/evaluation are interlinked** and each phase presupposes the **participation of the actors involved**

❑ In this process, a **participatory process**, **people** generally identified as «recipients» of the research, become **actors of the change they want**

THE PROBLEMS TO BE ADDRESSED ARE DISCUSSED WITH THOSE DIRECTLY CONCERNED AND IT IS THEM WHO DECIDE ON THE PRIORITIES

PEOPLE WILL PLAN AND DECIDE ON THE ACTIONS TO BE ADOPTED TO SOLVE THE PROBLEMS IDENTIFIED

PEOPLE WILL ASSES THE ACHIEVED RESULTS AND DECIDE ON THE NEXT STEPS

Action research methodology

1

Doing a **context analysis**
- to identify the problems we want to solve;
- to discover some probable causes of them

2

On the basis of this analysis, **planning the action** that we would like to carry out

3

Imagining **how to organize this action** as a first solution to the problem

6

Start again until we achieve the result or, anyway, if we want to **continue to treat and practice the** **participatory process** we have turned on.

5

Reflecting and **evaluating** on the results

4

Implementing the proposed solution
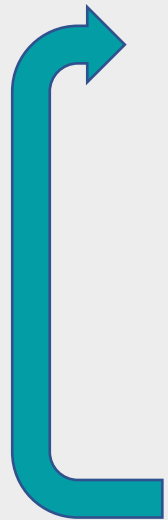
Action research in a training in action course

WHAT IS THE MAIN OBJECTIVE OF SSE/VET PROJECT'S ACTION RESEARCH?

UNDERSTANDING HOW SSE AND VET TOGETHER CAN TRANSFORM THE REALITY, CONSIDERED INIQUAL AND UNSUSTAINABLE

HOW MAKING **VET** PROVIDERS, TRAINERS AND TRAINEES AWARE OF THE ROLE OF VET IN THE LOCAL DEVELOPMENT, THROUGH THE CHALLENGE OF THE WORK, BASED ON TERRITORIAL NEEDS AND RESOURCES

HOW INVOLVING **SSE** ACTORS IN THIS TRAINING PROCESS TO PROMOTE, THROUGH THEIR REAL PRACTICES, A CHANGE OF IMMAGINARY

HOW INVOLVING **SSE** REALITIES IN THE TRAINING OF YOUNG PEOPLE

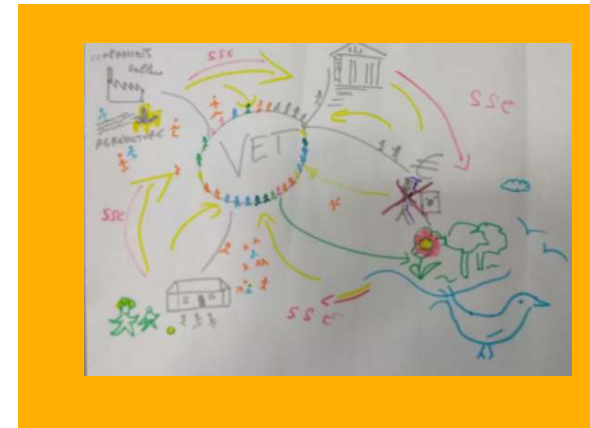HOW ENHANCING PERSONAL VOCATIONS AS COLLECTIVE AND COMMON GOOD ORIENTED ONES

Action research: 1° step

1

Doing a **context analysis**
- to identify the problems we want to solve;
- to discover some probable causes of them

After imagining the relationship between VET and SSE

Where is this relationship developing?

Which subjects is it involving?

How and on what issues is it developing?

We have to look at the reality, but it isn't enough make it through a picture: **we must follow it, live it and observe it daily**

Observing reality with a careful, curious and free look

WE CAN LOOK AT AN OBJECT OR A SITUATION IN MANY DIFFERENT WAYS, WITH DIFFERENT INTENSITY AND, EVERY TIME WE LOOK AT IT, WE CAN GRASP DIFFERENT ASPECTS.
IT IS DEPENDING ON THE LOOK WE HAVE...