"LABOUR IS NOT A COMMODITY"
TODAY

Supported by
WORLD EMPLOYMENT CONFEDERATION
The Voice of Labour Market Services

In collaboration with
CIELO Laboral
Network

Bergamo | 28-30 November 2019 | X Edition

Dual training and Capacitation development promoting   Decent labour

Valerio Massimo Marcone
Research Fellow
Department of Education
University of Roma Tre

ROMA TRE
UNIVERSITÀ DEGLI STUDI

TOPICS

1. *Theoretical framework*
2. *Research issue*
3. *Methodology*
4. *Empirical research*
5. *Findings*
6. *Conclusions*

UNSUSTANAIBILITY!!

Sustainable development must become transversal to all spheres of life of every individual in a society where no one must be left behind and where everyone must have a dignified life.

AGENDA 2030
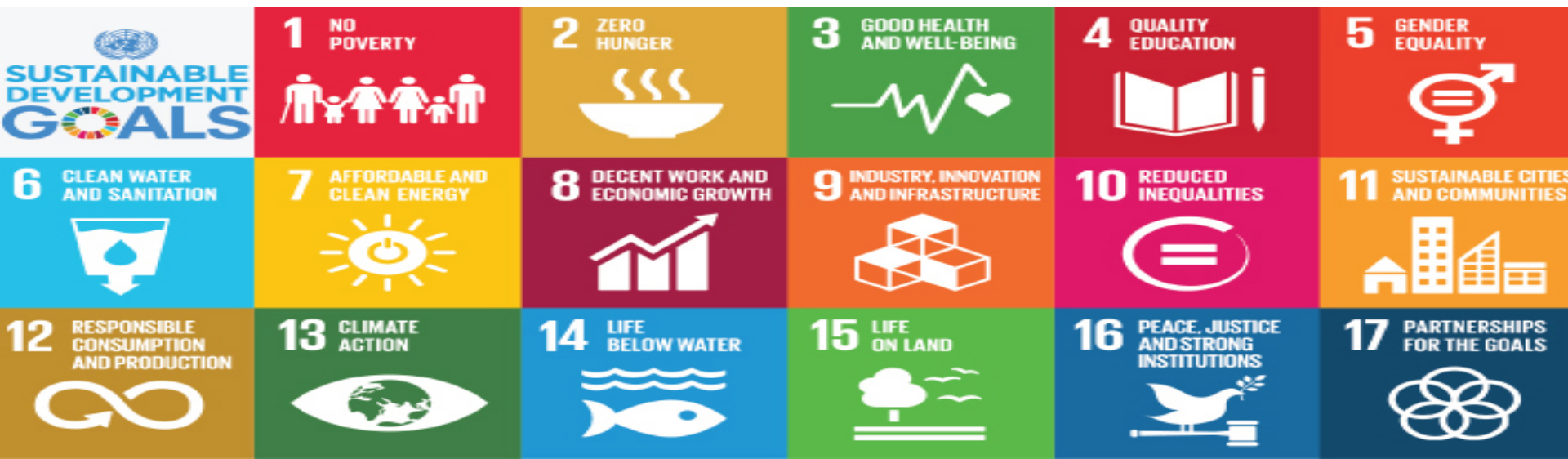
8 DECENT WORK AND ECONOMIC GROWTH

Target 8.5. : by 2030 achieving full and productive employment and decent work for all women and men, including young people and people with disabilities, and equal pay for work of equal value

Target 8.6: By 2020, substantially reduce the percentage of Neet (Not employment , not education and training)
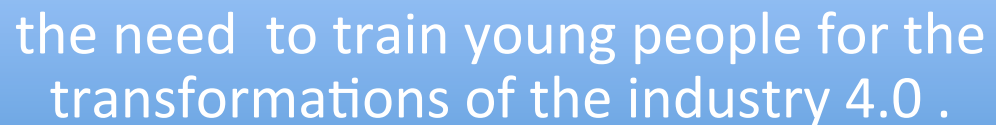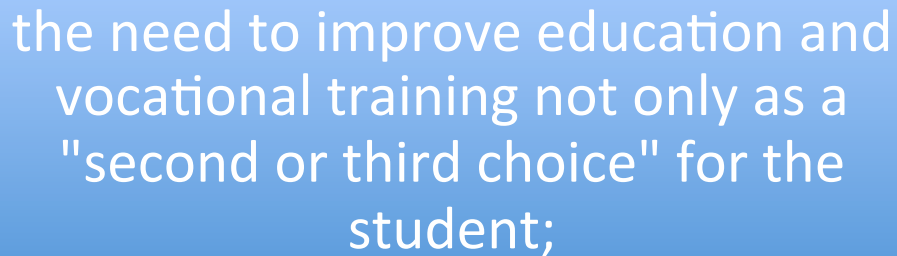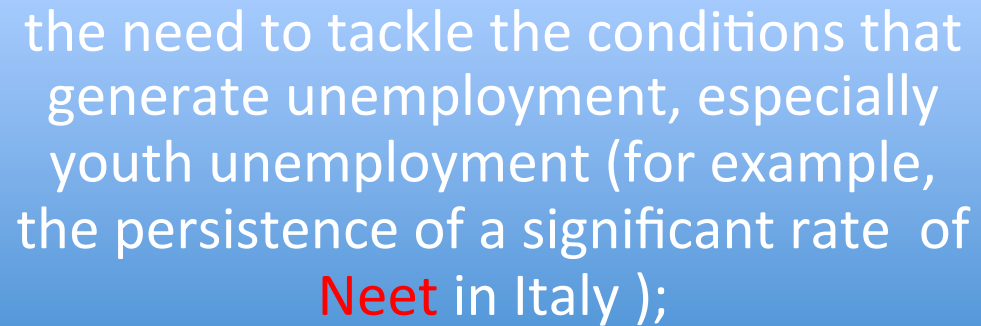
GROWT **EQUITY** **SUSTAINABILITY**

WORK FOR A BRIGHTER FUTURE

Report of the Global Commission on the Future of Work

Source: ILO (2019), Work for a brighter future"

According to the definition of the ILO (1999) the decent labour means:

"productive work in which rights are protected, which generates an adequate income, with adequate social protection. It also means sufficient work, in the sense that all should have full access to income-earning opportunities. It marks the high road to economic and social development, a road in which employment, income and social protection can be achieved without compromising workers' rights and social standards".

the need to tackle the conditions that generate unemployment, especially youth unemployment (for example, the persistence of a significant rate of Neet in Italy);

the need to improve education and vocational training not only as a "second or third choice" for the student;

the need to train young people for the transformations of the industry 4.0 .

Focus on NEET in Italy

- According to Eurostat data(2018), the percentage of NEETs in Italy increases by almost almost 30%, a value higher than the European average of 16%.

- from 2007 to 2018 there was an increase of more than 400 thousand young people in "Neet" condition.

- NEETs who have already done a job and subsequently "resigned" by becoming inactive and unemployment , (27.5% in 2007 and 38.9% in 2018).

Young people aged 20-34 neither in employment nor in education and t (%)
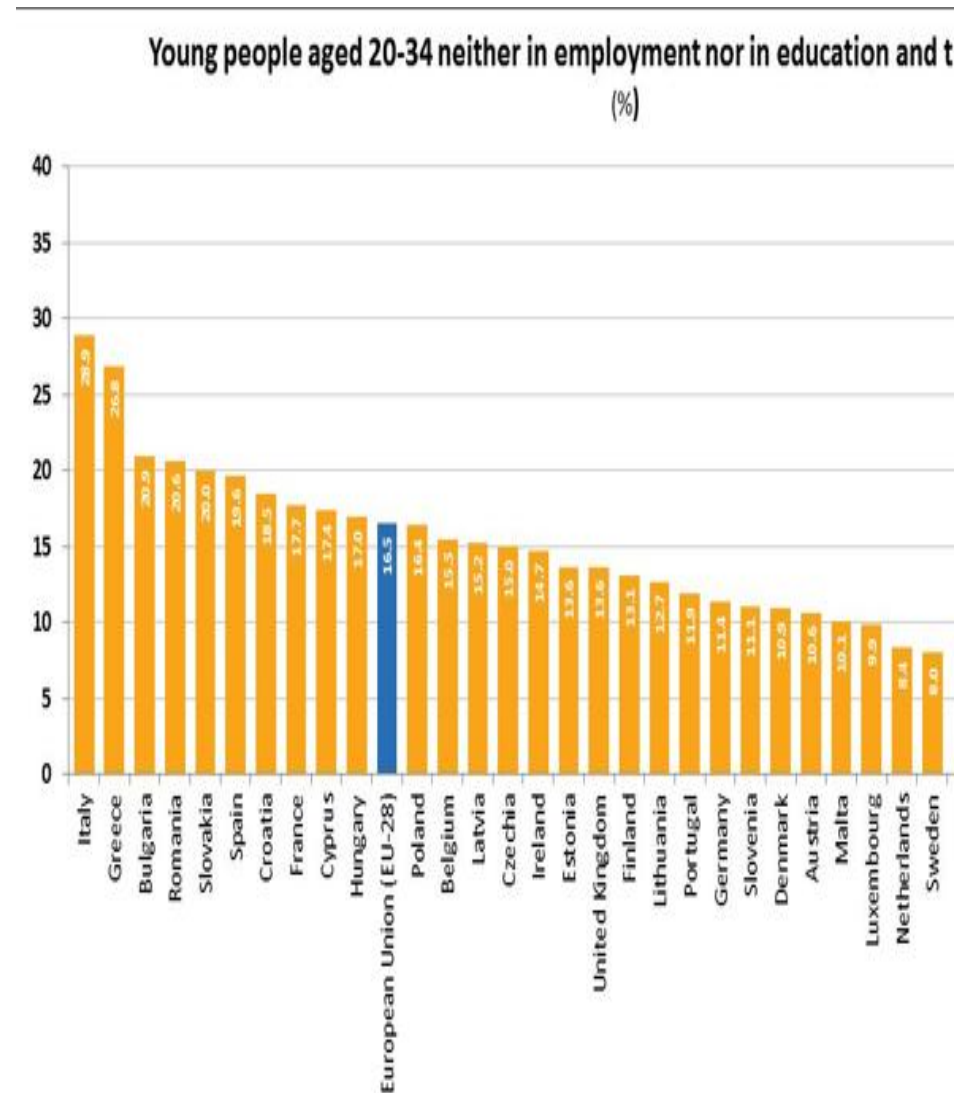
Research issue

KEY QUESTIONS

❑ Which training and what skills are needed to face the new transformations of labour?

❑ Can dual training contribute to the development of those skills that allow young people to sustain themselves in the labour market, facilitating transitional processes and therefore to have the right to decent labour?

The promotion of work based learning is the first of the five areas considered to be a priority in the Riga conclusions (2015) and one of the fundamental pillars of European Strategies which is directly linked to the "VET" mission.

What is the potential of WBL?

Combines specialized skills, technical skills and knowledge

Increases transversal skills, competences and attitudes

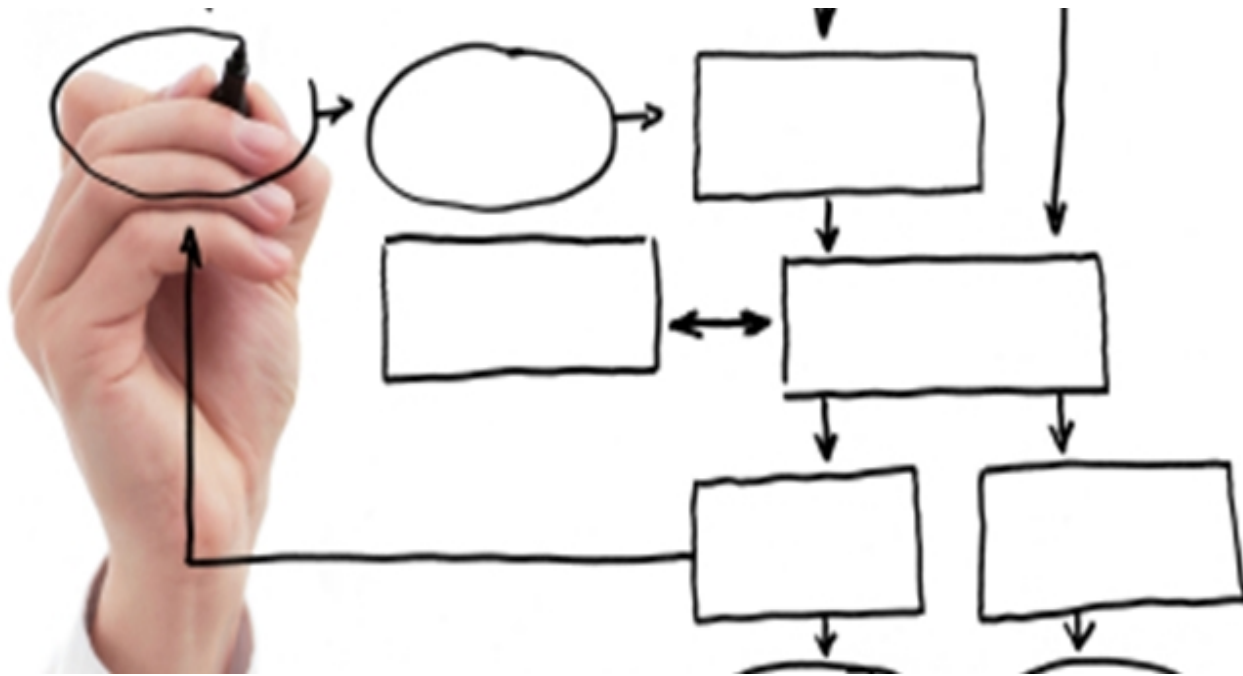Encourages participation, socialization and motivation

Facilitates school-to-work transition

Fosters entreupernership

3. Methodology

The Taxonomy of quality indicators (TIQ-WBL)

INDICATORS	DIMENSIONS	THEORETICAL FRAMEWORK
1.Reflexivity	- Self-awareness - Self-orientation	-Experiential Learning (J.Dewey) -The reflective practice (D.Schon)
2.Partecipation / Responsability	- Identity - Responsability	-Situated Learning (J.Lave e E.Wenger) ; -Comunity of practice (E.Wenger)
3.Agency	- Personal development - Self-efficacy	- Agency (A.Sen)
4.Capabilities	- Project - Functioning	-Capability approach (A.Sen ,M.Nussbaum);
5.Generativity	- Transformativity - Formativity	- Trasformative learning (J.Mezirow) Generative Learning (U.Margiotta)

RIFLEXIVITY

Dimensions:

- *Self-awareness:*

- *Self-orientation:*

Description:

-Is the learner able to exercise a cognitive action about the professional practice (knowledge in action), even through the mediation of teacher and company trainer?

- Is the learner able to independently develop the development goals of his work-based learning path, with particular attention to improving his strengths ("professional mastery")?
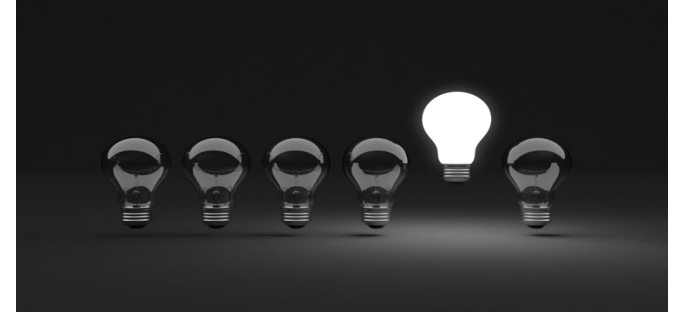
PARTECIPATION

Dimensions :	Descriptions:
• Identity	- Is the student able to develop a conscious participation in the work activities linked to his learning path by configuring his identity in the relational contexts (school, company)?
• Responsability	- - Is the learner able to develop "responsible" behaviors in the context of learning at work (idea of mutual commitment, of shared values, legitimization of their "membership" in the group)?

AGENCY

Dimensions:

Description

- Personal development:

- Is the student able to identify the objectives of his medium and long term professional development thanks also to the support of his teacher?

- *Self efficacy:*

- Is the student able to develop his / her potential effectively?

CAPABILITY
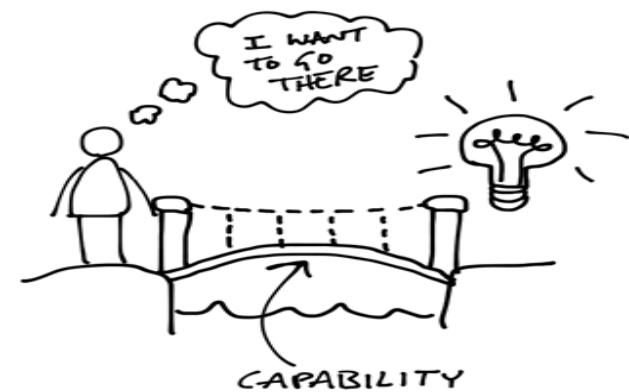
Dimensions:

- Projectuality

- Functionings

Descriptions:

- Is the learner able to exercise at the design level his ability to act, pursuing his goals as values through negotiating relationships with the tutor and the group?

- Does the learner manage to develop an observable ability to act in relation to the professional context that characterizes his learning process at work?

GENERATIVITY

Has the learner acquired the skills necessary to develop a well-established mental and professional gown and adapt to new working contexts?

Empirical research

Case Studies -WBL

Case Studies -WBL	"SPERIMENTAZIONE ENEL"	" PROGETTO ASL "
WBL models	"Apprenticeship"	"School –work alternance" (Traineeship)
- subjects -qualifications	- Vet teachers - Students - Diploma of electrician, electrical engineer	-Vet teachers - Students - Diploma of Design , logistic, geotechnical
Regulatory framework	Decree 81/2015 ; art 43-45;	Law n. 53/2003 (art. 4) Law 107/ 2015
Qualitative and quantitative research tools	- Semi-structured interviews - Questionnaires - Focus group	- Semi-structured interviews - Questionnaires - Focus group

Search Tools

- Focus Group:
- learners

- Interview :
-trainers, teachers

- Questionnaire sel-
  valuation:
- learners

findings…

Learners:

a table with a list of some perceptions by students of their experience

Teachers:

a project hypothesis on an ad hoc training of teachers as tutor

Governance:

impetus to a good planning of the school-work alternance, through some relevant elements (for example :strengthening of the dialogue between educational institution and world of work)

Learner's point of view

Search tools	Focus Group	self-valuation questionnaires
Partecipants, age	118 learners 16/18 (IV ,V year)	73 Learners 16/18 (IV,V year)
Institutes	• ITT Carlo d'arco • Liceo Isabella d'Este • ITE Galilei	• ITT Carlo d'arco • Liceo Isabella d'Este • ITE Galilei
Courses	Grafic; CAT (costruzione ,ambiente, territorio) ,Geotecnico,logistica,liceo economico, SIM (Sistemi informativi integrati) Ria (Relazioni internazionali per il Marketing)	Grafica,CAT(Costruzione ,ambiente, territorio) ,geotecnico,logistica,liceo economico, SIM (Sistemi informativi integrati) Ria (Relazioni internazionali per il Marketing)
Layout	18 questions	18 questions
lenght	1 /130 h	30 minutes

| Learner's Conceptions	Description
1. Perception of the separation of the "two worlds" (school-work)	The different positioning of the two worlds is not overlooked by the student, both in terms of communication strategies and expected and accepted behaviors.
2. Difficulties in transferring learning in most of the cases of the students	The student can not perceive clearly the logical and methodological links between what is learned in the classroom and how much at the workplace.
3. Acquisition of responsibility for behaviors at work	The student feels invested with completely different expectations and responsibilities in working contexts in the sense that the latter perceive the perception of responsibility.
4. Self –orientation	The student acquires a greater awareness of his "professional vocation" by understanding the more or less congenial activities for his future.
5. Collaborative relationality	The student at the workplace includes the added value of the "help relationship" with the colleague or the expert adult more than he can in the classroom.
6. Increase of reflective capacity	The student perceives his / her ability to exercise a reflexive action while acting (knowledge in action) and then learns by doing.
7. Alternating negotiation management in the relationship with the tutor	The student understands that the relationship with the tutor is fundamental in crossing borders (task management, error approach, autonomy) between the school world and the world of work.
8. Perceptions of the positive value of the practice for the acquisition of skills	The student understands that putting knowledge into practice (using laboratory tools and tools) involves reinforcing his skills.
9. Orientation integration of work with life experiences (family, groups of equal, free time)	The student understands that the reference communities (family, peer group, etc.) are in continuity and that the permeability of boundaries can be an added value for its growth.

Towards a new agentive role of the Teacher as tutor ..

- the conditions for the "agent process" to take place are as follows:

- the ability to ”shape” the skills to be built in the student in real-life learning contexts;

- the ability to "support" negotiation in the group with regards to the learning achieved;

- the ability to "monitor" and control errors by using precisely this supervision to reinforce learning;

- the ability to "explore" alternative ways to organize student learning.
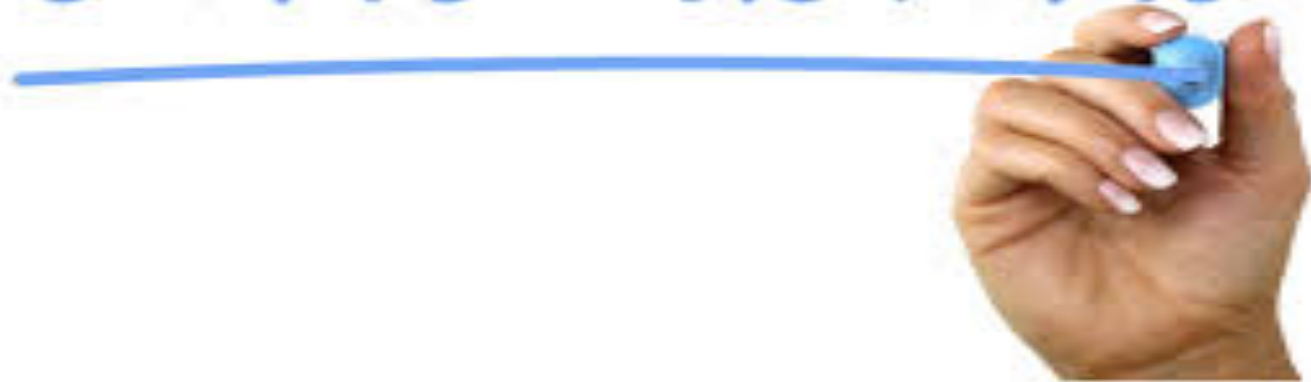
Agency ➡️ Learners

According to Amartya Sen (1999,2004), the agency consists in the effective possibilities and ability to act of the subject in pursuing objectives to which he assigns value, regardless of whether or not they have an impact on his immediate well-being. The agent , says the Indian philosopher, is the "person who acts, making changes, and whose results can be judged based on his goals and values"

The agency should be understood as the faculty of making things happen, of intervening in reality, of exercising causal power

Reflective Learning

Trasformative Learning

Generative Learning

The recursive movement that transforms the productive action in generative , is to linked to our action understood as an implementation of our collective experience and which, through this "enactement", becomes experience, and therefore meaning and sense of our human identity and planning. (Margiotta,2015)

Labour has a generative value as it is learning and as a continuous transformation of the world and the self

Generative Learning → Generative labour

Important points of discussion

- How students perceive their WBL experience and therefore also the activity and role of their teacher?

- How to train a new professionalism of teachers in a tutorship perspective?

- What kind of cooperation should be activated between teachers (schools) and trainers (companies) to support the learning process ?

Essential References

Alberici A.(2002), Imparare sempre nella società della conoscenza, Bruno Mondadori, Milano

Alessandrini G. (a cura di) (2014), La Pedagogia "implicita" di Martha Nussbaum, FrancoAngeli, Milano

Alessandrini G. (a cura di), (2019), Sostenibilità e capability approach, FrancoAngeli, Milano

Dewey J. (1916), Democracy and Education, The Free Press, New York (trad. it., *Democrazia ed educazione*, Sansoni, 2004).

Di Rienzo P. (2014), Educazione informale in età adulta. Temi e ricerche sulla convalida dell'apprendimento pregresso nell'Università, Anicia, Roma.

European Commission (2013), Work-Based Learning in Europe: Practices and Policy Pointers, European Council 7-8 February 2013, Brussels.

ILO (1999), Decen t work 87th session, ILO publications, Geneve

ILO (2019), Work for a brighter future. Global Commission of the future of work,Geneve

Lave J., Wenger E. (1991), *Situated Learning. Legitimate peripheral participation*, Cambridge University Press, Cambridge MA.

Marcone V.M. (2018), Work based learning . Il valore generativo del lavoro, FrancoAngeli ,Milano

Marcone V.M. (2019), *Sostenibilità transizionali per il diritto ad un lavoro dignitoso*, in Sostenibilità e Capability approach , (a cura di) Alessandrini G. , FrancoAngeli, Milano

Margiotta U. (2015), Teorie della formazione , Carocci, Roma.

Margiotta U. (2017), *Per valorizzare il talento*, in Alessandrini G. (a cura di), Atlante di Pedagogia del lavoro, FrancoAngeli, Milano.

Nussbaum M.C. (2002), Giustizia sociale e dignità umana. Da individui a persone, Il Mulino, Bologna.

Nussbaum M.C. (2012), Creare capacità. Liberarsi dalla dittatura del Pil, Il Mulino, Bologna.

ONU (2015), Trasformare il nostro mondo: l'Agenda 2030 per lo Sviluppo Sostenibile, Risoluzione dell'Assemblea Generale, 25 settembre 2015.

 Papa Francesco (2013a), Evangelii gaudium, Esortazione apostolica, novembre.

Sen A.K.(1999), Development As Freedom, University Press, Oxford(trad. it., Lo sviluppo è libertà.   Perché non c'è crescita senza democrazia, Mondadori, Milano, 2000).

.

WORK-BASED
LEARNING
Il valore generativo
del lavoro

VALERIO MASSIMO MARCONE

PEDAGOGIA DEL LAVORO

FrancoAngeli

Valerio Massimo Marcone
Research fellow – University of Roma Tre

valeriomassimo.marcone@uniroma3.it