

WISEs

Employer engagement in preparation for work and citizenship

Edge conference theme 2
employer engagement and pedagogy

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G.I. Transicions - EDU2013-45919-R / SEJ2007-62145

- context:
 - WISEs
- research
- approach:
 - Sociology: Castel and Paugam
 - Pedagogy: Eraut
 - Social work: Avolio and Bas
- findings
- debates:
 - Are WISEs inclusive and meaningful devices?

1

context

Work Integration (Social) Enterprises

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

WISEs in Spain

ANUARIO SOCIAL 2018

Empresas de Inserción (E.I.) participantes

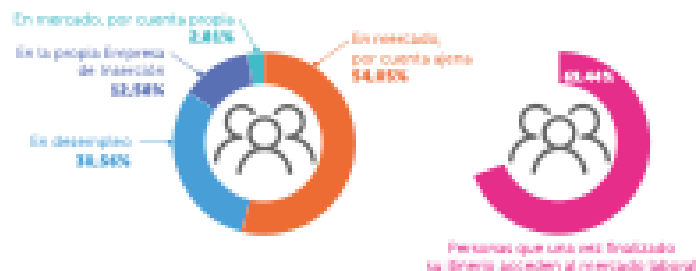
185

Datos sociolaborales

Personas Trabajadoras



Inserción laboral



Sectores principales de actividad económica



Datos económicos

Ingresos totales: 144,77 millones de €

Facturación por ventas y servicios: 133,55 millones de € (92,50%)



Valor Añadido Bruto Generado

133,14 millones de €

Retorno económico* a las administraciones públicas

M* de personas contratadas que anteriormente eran perceptores de Prestas Básicas de Inserción en sus diferentes denominaciones autonómicas

1.551

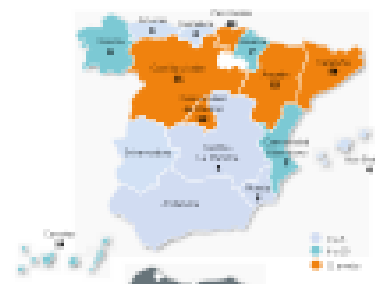
Estimación en concepto de I.R.A., I.R.P.E., Impuesto de sociedades y otros tributos

5,02 millones de €

Retorno social por jornada de inserción a jornada completa

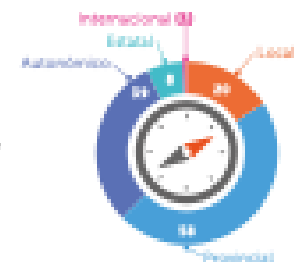
5.893,71 €

Distribución geográfica



* Datos no disponibles de las E.I. de Cataluña.

Ámbito geográfico



2

research

Research -1

- Focus
 - Work-based training and learning
 - Employment and employability
 - Accompanymment and leadership:
 - Personal, social and occupational development
- Strategy
 - Observation, interview
 - Questionnaire, case analysis

Research - 2

- 7 regions
- 12 companies
 - Recycling (7)
 - Industrial laundry (1)
 - Catering (3)
 - Care service (1)
- 45 workers observed/interviewed
- 24 job and lifecoaches interviewed
- 59 questionnaires

3

approach

Learning trajectories (Eraut)

- Task performance
- Role performance
- Awareness and understanding
- Personal development
- Teamwork

relevant for autonomy?
Individual and citizenship?

Leadership (Avolio and Bass)

- Transformational
- Transactional
- Laissez-faire

Distributed among support staff?
Changing along time?

Labor relations (Castel and Paugam)

- Vulnerable people
- Integration and employability
- Identity formation

Adaptation vs emancipation?

Employment and vulnerability (Castel, Paugam)

- Experiencing exclusion
 - The subject positioned in a reified social structure
 - Destructing identities: negation, invisibility, stereotyping
 - Lack of control over one's own life
 - Social and organizational dynamics favouring passive subjectivities
- Need for empowerment
 - Experiencing stability
 - Strengthening links
 - Recognition (person, identity, rights)
 - Reflexive and critical understanding of life and context
 - Competent to take decisions
 - Self-control

Awareness and understanding

- Accompaniment for recognition
 - interpersonal relations
 - daily work accompaniment
 - systematic, reflexive, dialogic follow-up
- Experience as a process: personalized itinerary
 - participatory design of a professional project
 - competence-centered itinerary
 - solving conflicts and social support networks
- The context as a source of possibilities and limitations
 - Social context, labour market, organizational context
 - Agency

4

findings (explanation)

Organization: support and qualification

- WISE
 - **Relations** with the institution
 - Relations with the productive system
- Organization of production activities
 - Teamwork
 - Levels of productive **demand** and work **rythm**
 - Opportunities to **rotate and train** accross placements
- Human resources
 - Access and linkages
 - Support provided
 - Diversity of staff and relations

Accompaniment

- Level of structuration
 - Between intuition and systematization
 - Different **perception of integration workers**
 - Structuration and **raising consciousness**
- Phases
 - Intensity of support in first stages
 - The longest phase, the least **planned**
 - **Intense effort** in transition and guidance
 - Difficulties of transition

Informal learning

- Processes are prolonged to provide habits
- Informal assessment
 - Not always registered
- Wide professional backgrounds
- Shared occupational/professional knowledge
- Short-term training is provided
 - Work related workshops
 - Literacy and basic skills
 - Qualifications available in cooking/catering

How workers learn

- Some training chances
 - Motivation and comittment
- Few career chances
 - Relative stability
- Systematization of processes / routines
 - Allocation and structuring of work
- Relational context: people care
 - Encounters and relationships
- Participation: membership and belonging
 - Expectations of progress
- Leadership: supervisión and jobcoaching
 - Feedback and support

Personal development

- Self assessment
 - acknowledging mistake is harder than success; sometimes fostered
- Self direction
 - generic and simple. Limited. Should be encouraged in transition into labor market
- Handling emotions
 - Many chances, training sometimes provided
- Developing social relations
 - Limited. Active listening to PTP. Loose companionship.
- Readiness to listen to new viewpoints
 - Warm atmosphere. Offer and solicit help
- Readiness to learn from practice
 - Great in the beginning, limited as time goes by

Work performance

- Speed and rhythm
 - Increasing productivity
- Complexity of tasks and problems
 - Job rotation
- Learning a variety of skills to increase employability
 - Technical rather than social or personal. Division of tasks between job coach and life coach. Basic literacy
- Communication with a variety of people

4b

findings (illustrations)

WIsE as educational contexts

My nice laundrette – The Stall Horizons 1

- 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

WIsE as production processes

Horizons 2 – The Sparrow

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

Curriculum and apprenticeships

Friends – 3R coop

- Occupational instead of academic knowledge
- Occupational not professional knowledge
- No disciplinary background
- Competence-based curriculum design
- Output driven curriculum design

- The Stall
- Woman, 41, divorced since 33, 2 kids, alcoholism

- Planning your own life
- Need to take control
- Recognition, interaction
- Feeling normal

Pepu

- The Sparrow
- Man, 46, divorced since 33, lives with mother, addictions
- Being responsible
 - Professionally
 - Before others
 - Before yourself
 - Of your own future

5

debates

(Re)-education

- Personal reconstruction
- Skilling, upskilling, reskilling
- Development of work ethics
 - in an occupation
 - In an organization
- Participation and citizenship
- Qualification

Progress

- Crucial wellcome stage
- Support beyond the workplace
- Difficult transitions into the ordinary labor market
- Inhibition of social and employment services
- Raising consciousness
 - Acknowledgement
 - Expectations

dimensions for good practice

- WISEs as learning sites
- WISEs as transition platforms
- WISEs as inclusive devices
- WISEs as model of HRM
- WBL in WISEs and workers' autonomy

Between:
education and production
emancipation and adaptation

6

references

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