# Social aims of VET: conflict with market, policy and funding demands

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1. Context
2. Theory
3. Empirical evidence
4. Coexisting discourses on VET
5. References

# 1.

# Context

# Non-formal VET

(Rachwal et al. 2020; Markowitsch et al. 2024)

- Third sector organizations as precarious places
  - ESF supported
  - Innovative
- Lack of own funds
- Public and private administrative requirements

# VET provided by NGOs

- Offering low qualifications
- To people with low employability
- Diverse offer
  - Training
  - Job search
  - Guidance
  - Coaching
  - …

# Research question

- Tensions affecting organizations / practitioners / practice
  - Needs of learners
    - their mission
  - Normative conditions
    - legal requirements to be authorized, recognized and funded
  - Requirements of funding institutions
    - performance criteria and access to jobs

- Capacity of employment to include?

# 2.

# Keys behind conflict and contradiction

# Non-formal VET

(Dubet, 2010)

- VET as marginal and accesory?
  - Secondary aim
- Professionalism in NGOs?
  - Voluntary work, mixed backgrounds
- Working upon people in the margins
  - Out of formal education
  - Unemployed, out of the labor market

# VET in transition

Nicklich et al. (2024)

- Working conditions of trainers
  - Intermediate positions
- Trainers' taking part in decisions
  - Stress
  - Conflicting multiple demands
  - Lack of support
- High intrinsic motivation
- The social order of the company/NGO

- Effectiveness of training & guidance?

# Three main tensions and compromises

Martínez & Molpeceres (2010)

1. Effective techniques vs human relations
   – The humanitarian professional

2. Political citizenship vs service provision
   – Apolitical citizensip

3. Universal rights vs particular needs
   – Affirmative action – SEN

# 3.

# Empirical work

# Fieldwork

- Sources: 12 non-profit organizations – of which:
  - 5 international scope
  - 3 work with people with disabilities
  - 3 work inside prison
- Data
  - 3-5 interviews in each – 4 hours average
  - discussion groups with managers and technicians
  - documentation

# The organizations

- Funding
  - Public: 8
  - Private and public: 3
  - Own funds: 1
- Staff
  - <20: 6
  - >20: 6
- Volunteer work: 5

| Organization | Established | Mission | Funding sources | People served in 2024 |
|---|---|---|---|---|
| O1 | 1991<br>Foundation | Needs analysis, planning and management of vocational training programs adjusted to the needs of the local labour markets<br>Skilling, upskilling and reskilling the workforce | Only public funding | Unemployed adults |
| O2 | 1993<br>Association | Supporting young people and their families who suffer social exclusion in their access to long-lasting work and social inclusion through education and training | Mostly public funding through large- and small-scale applications | NEETs<br>Young people of migrant origin |
| O3 | 1993<br>Foundation | Providing social services to address the needs of people in marginalized conditions<br>Training, rehabilitation, social inclusion, intermediation and prevention<br>Vocational training and vocational guidance for social inclusion<br>Promotion of voluntary work<br>Raising awareness in society of marginalization | 70% public and 30% private funding | NEETs<br>Young people of migrant origin<br>Adults coming out of addictions- |
| O4 | 1994<br>Large NGO | Promote human values and social transformation to foster decent living conditions, welfare and equal opportunities | Mainly public funding | Mostly women, youth and migrant people |

| Organization | Established | Mission | Funding sources | People served in 2024 |
|---|---|---|---|---|
| **O5** | 1995<br>Association | Contribution to minimize consequences of life in prison<br>Social inclusion of people who have come out prison and have mental health problems | Mostly national, regional and local public funding | Adults coming out of prison<br>Adults with mental health problems |
| **O6** | 1997<br>Association | Integral education and training of young people at risk<br>Promoting work integration enterprises | Mainly regional and local public funding, private funding | NEETs |
| **O7** | 1996<br>Foundation | Fostering pedagogical interventions with scientific grounds to facilitate access to employment for people with disabilities | Mostly public funding and own funds | Young and adult people with disabilities |
| **O8** | 2002<br>Association | Inclusion of women who suffer social exclusion<br>Promoting access to the labour market to people facing severe obstacles<br>Development of training programs | Mostly regional and national public funding | Women who have suffered gender violence or exploitation |

| Organization | Established | Mission | Funding sources | People served in 2024 |
|---|---|---|---|---|
| O9 | 2004 Foundation | Promote social inclusion through vocational training and employment for those who find major difficulties, particularly those who cannot take part in public vocational programs | Mainly own funds | Adults who come out of exclusion: homelessness, prison, migration, addictions |
| O10 | 2004 Foundation | Fostering equal opportunities in the labour market for people with disabilities | Public funding and own funds | Adults with disabilities |
| O11 | 2005 Foundation | Promotion of access into labour market for people at risk<br>Fostering social voluntary work | A very wide variety of regional and local public and private funding sources | Unemployed adults |
| O12 | 2020 Association | To promote all capabilities of children and youth<br>Social, cultural, educational, training, sports activities for children and youth | Public funding and private donors | Young people |

# VET practices

- Specific VET
- Motivation / activation
- Development of personal skills
- Guidance and employability
- Intermediation

- Scattered programs of varied duration / scope
  - Orienta+ - GVA
  - Incorpora – Fundación La Caixa

- Individualized transition paths
  - Lego vs Ikea?

# 4.

# Sources of conflict

# Conflicts and contradictions

- Policies – providers
- Funding sources - providers
- Providers – trainers
- Providers – companies recruiting practice
- Trainers with different backgrounds
- Accross generations

# Discourses on VET

| **VET as qualification** | **VET as social service** | **VET as intermediation** |
|---|---|---|
| Role of trainer | | |
| Teacher | Guidance-social worker | Boss-coach |
| Skills to be acquired | | |
| Technical skills<br>[vocationalism]<br>A matter of **education** | Social skills<br>[socialization]<br>A matter of **integration** | Work discipline & habits<br>[activation?]<br>A matter of **motivation** |
| Type of capital to promote | | |
| Human capital<br><br>Knowledge and skills | Cultural & financial capital<br>Resources | Social capital<br><br>Networking |

# NGOs and VET

- VET as part of active employment policies
  - Crespo & Serrano (2014)
  - Heidenreich & Rice (2016), Sanz de Miguel (2016)
  - Orteu (2018)
  - Semenowicz (2023)
  - Although they work with low employable people
    - Llinares et al. (2020)
  - Distorting needs, pace and even selection
    - Montalba and Marhuenda-Fluixá (2023)
- NGOs, *more than* VET providers
  - Arqueros-Fernández (2022)
  - Although they lack own funding
  - Long-term intervention
- NGOs trapped and diversifying
  - Molpeceres et al. (2024a, 2024b)

# Aims and scope of VET

- Reengagement in education – 1st / 2nd LM
  - academization
- Becoming adult – daily routines
  - socialization
- Skilling
  - qualification
- Intermediation - jobcoach
  - access into labor market

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