

UNESCO Chair on Lifelong Guidance and Counseling Conference in Florence 2015

How can career and life designing interventions contribute to a fair and sustainable development and to the implementation of decent work over the world?

Syntheses of exchanges

Workshops line B: Training for practitioners, implement research and build up tools to decent work all over the world

Participants :

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Jacques Pouyaud (Bordeaux U. - reporter)
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Marcel Monette (CRIEVAT, Laval U.)
Geneviève Fournier (CRIEVAT, Laval U.)
Marceline Bangali (CRIEVAT, Laval U.)
Christian Maggiori (HES-SO, Fribourg)
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Training for practitioners, implement research and build up tools to decent work all over the world

(We had four presentations. In terms of organization, we decided to use each of these presentations as the basis for the exchange and reflection, allowing us to make links with the questions of decent work)

- How career and life designing interventions and research can contribute to decent work?
- Are the models that we are currently using beneficial to achieve these goals?
- The counselor must be an actor involved in the pursuit of social change
- Prospective: how to weave public policies and career guidance perspectives?

The topics of the 4 presentations

1. Letizia Pallazzechi : She define the notions of marginalization and precariat to social, cultural and structural perspectives. She discussed the question what does it mean to be marginalized ? Explain how precariat could be defined as a new form of marginalization in a sense that it implies the impossibility to construct a desirable work identity

2. Marceline Bangali. She presented a cross cultural research that investigate the notion of justice as defined by SEN. The study compares with an ecological perspective different cultural/economical/school contexts and describes how these contexts explain (enhance or constraint) the capability of young people to engage in a vocational project.

3. Jean Luc Bernaud. He presented the notion of Wisdom from a philosophical and psychological perspective. He explained how this notion can be use as a framework for counseling intervention (collective and individual) and give example of such interventions conducted

4. Christian Maggiori. He presented some results of a large quantitate study made in Switzerland (LIVEs project) to explore vocational trajectories - he presented some models to explain how some characteristics of personality and of career adaptability resources moderate and explain well being at work

How these four communications help us to discuss different questions about "decent work » and allow us to make few propositions

Two main debates

1. About the different **definitions of "decent work"** -the ILO definition, SEN- in relation with the notion of marginalization and precariat

=> We conclude this is a concept in construction of integrative character with deep ethical content. In this way the concept would take the sense of a universal aspiration, that it would take on different meanings according to the reality on each country and region.

2. In the same way, we could distinguished **different types of social justice**, regarding the school contexts , described in the study of Marceline

=> We talk about the equality of chance in education, but this equality is related to different issues depending of the context. For example, in some country this equality is about to have the opportunity to go to school, for other is to helps each student to develop his capability, in other contexts its that everybody could find a job

=> In these conditions - we wonder if it could be sometimes dangerous to use the general and the same definition of decent work for each context

The main questions about Decent Work are:

- Does the decent work is the same through cultural and economical context (even religious differences) ? Can we have a minimal definition? Do we need local definitions (depending on local context on specific dimensions of work - level of poverty / percent of middle working class
- The differences are given for institutional diversity - societal values - and the economic structure of countries, which wield different ways to define priorities and different situations in each context.
- We agreed about the need to understand the realities of people's lives ase a key element to understand.
- The holistic understanding of decent work should to consider both objective and subjective dimensions, as well as the importance of social relations and the contribution of the community as a whole

Equal access to quality education as the Foundation for decent work

The second main debate is about the major role of education

- We all say that a key tool to work on decent work is through Education - (both on the subjective and objective dimensions)
- It allows enhancing equality of chance - and one solution could be to promote the critical pedagogy in the initial training of counselors - but also training of managers - in order to make them aware of these issues
- One limitation of that is that the advocacy role of the counselor can not be shared by all the counselors but only those who want to play this role / but it's not the case of all the counselors

Some ideas

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- After discussing the advocacy role of the counselor, the big question is « how to do it » how to participate to social and cultural change
- The main challenge we focus on is « how to discuss, transform, or change wrong beliefs » about training, work and career. Because these wrong beliefs organize the dominant representations of our cultural and economical context
 - => For example in school context teachers often think that « when you want you can do it - policy makers too when then talk about unemployed people ». Another belief can be to think that it's sufficient for someone who is unemployed to find a job, whatever the job is? It's better than nothing?
- How to discuss or even changes these beliefs and try to see situations in a more complex, individual and ecological way ?

Four ideas & One proposition

How to discuss or even changes these beliefs and try to see situations in a more complex, individual and ecological way ?

- **First:** in doing research on these topics (like decent work) and not on peripheral subjects
- **Two:** in meeting all actors of an ecological context within different levels (young/teachers/parents/policy makers) and discussing with them during research (example of Marceline study)
- **Three:** in making pluridisciplinarity research - But We say also that even if's always perceived as a good idea - it's also very difficult to do because it's not « natural » for researchers - And perhaps it also need to be trained.
- **Four:** in making quantitative studies that allows to present evidences to prove the bad effect (economical/marginalized effects) of these beliefs (example of the Swiss study) - it's important to talk the same language as our partners and not staying only between psychologists

=> Finally we have made a **proposition: create a Pluridisciplinary "Think Tank" about Decent work, that work on arguments useful to discuss with stakeholders, parents policy makers, teachers...**