

Developing capacitation: *civic engagement* and prospect for VET development



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TOPICS

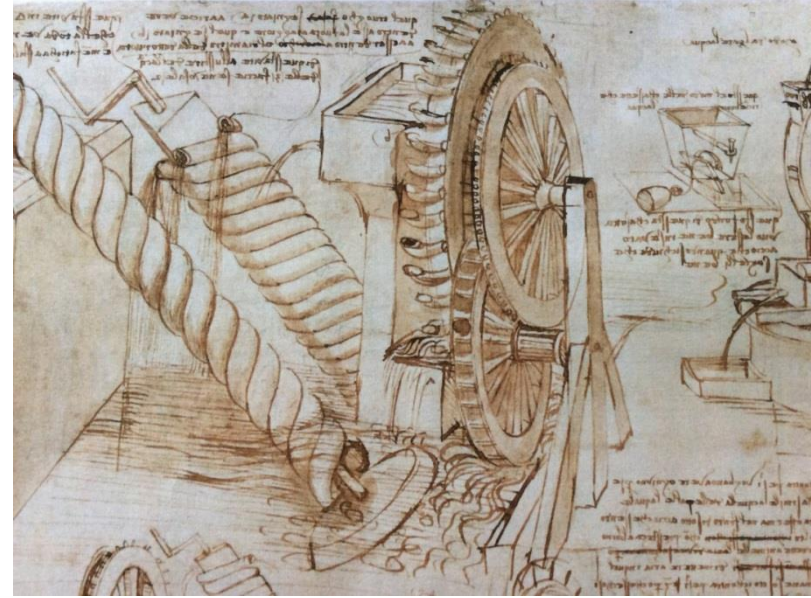
1. A pedagogical perspective about work
2. Human development and people wellbeing
3. Capabilities as essential Right (Sen, Nussbaum)
4. The role of agency
5. A new role of VET for inclusion
6. Civic engagement
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1. A pedagogical perspective about work



Pedagogy of work

The **notion of “work”** has been investigated during the past with **different background** - economics, sociology, labour law... - who have examined a *wide range of topics* which formed the basis of modernity (S. Paolo, Leonardo, Lutero, Smith, Taylor, Pareto, Polany, Gallino, Druker et alii)

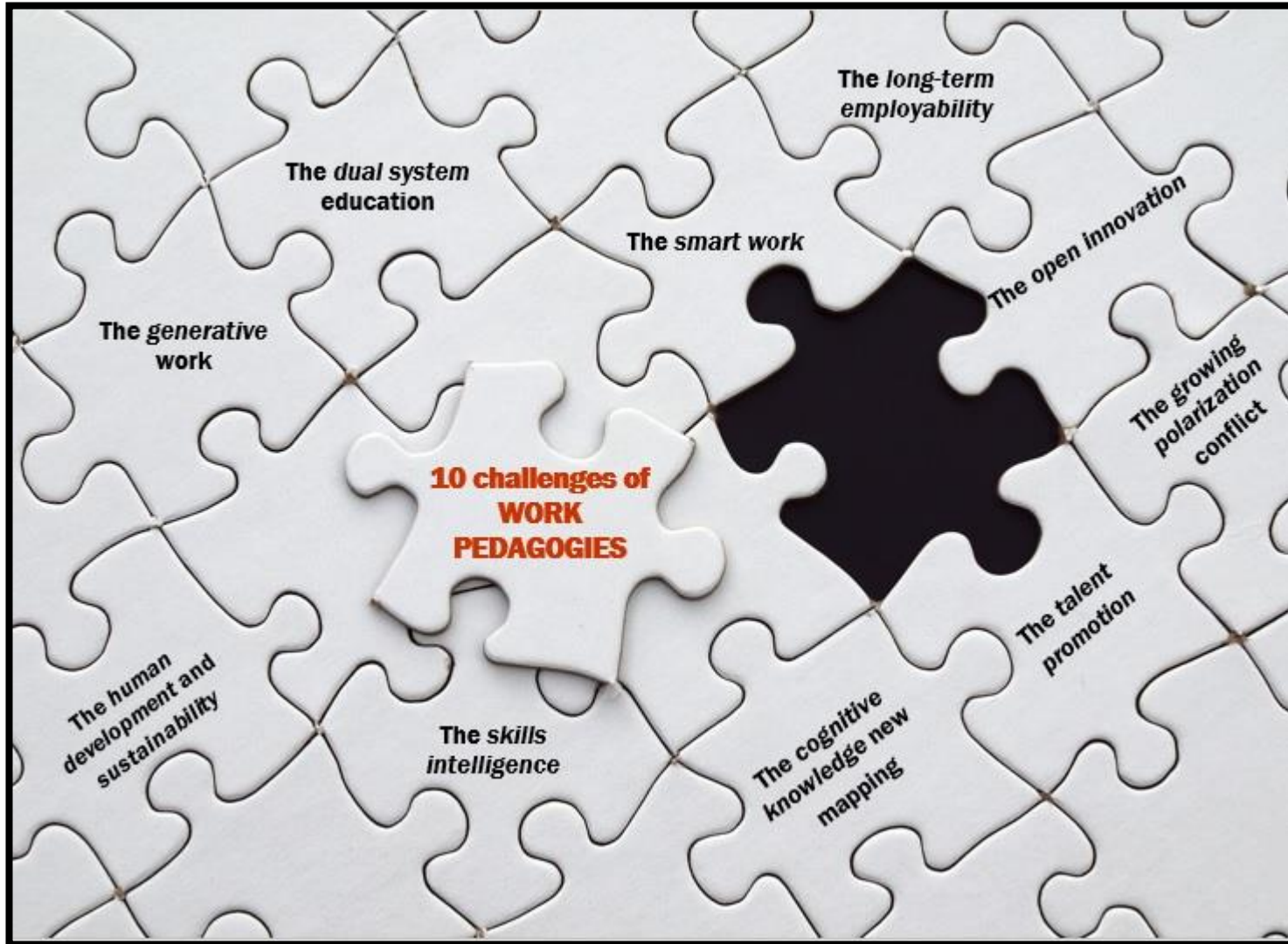


The **concept of “work”** can become the subject of a special area of investigation in **human and social science**, inside Social Pedagogy which broached the main **anthropological and educational aspects of the work** (Comenio, Locke, Rousseau, Pestalozzi, Weber et alii): **Pedagogy of work**

List of the main challenges of work pedagogies

ATLANTE DI PEDAGOGIA DEL LAVORO

A CURA DI
GIUDITTA ALESSANDRINI

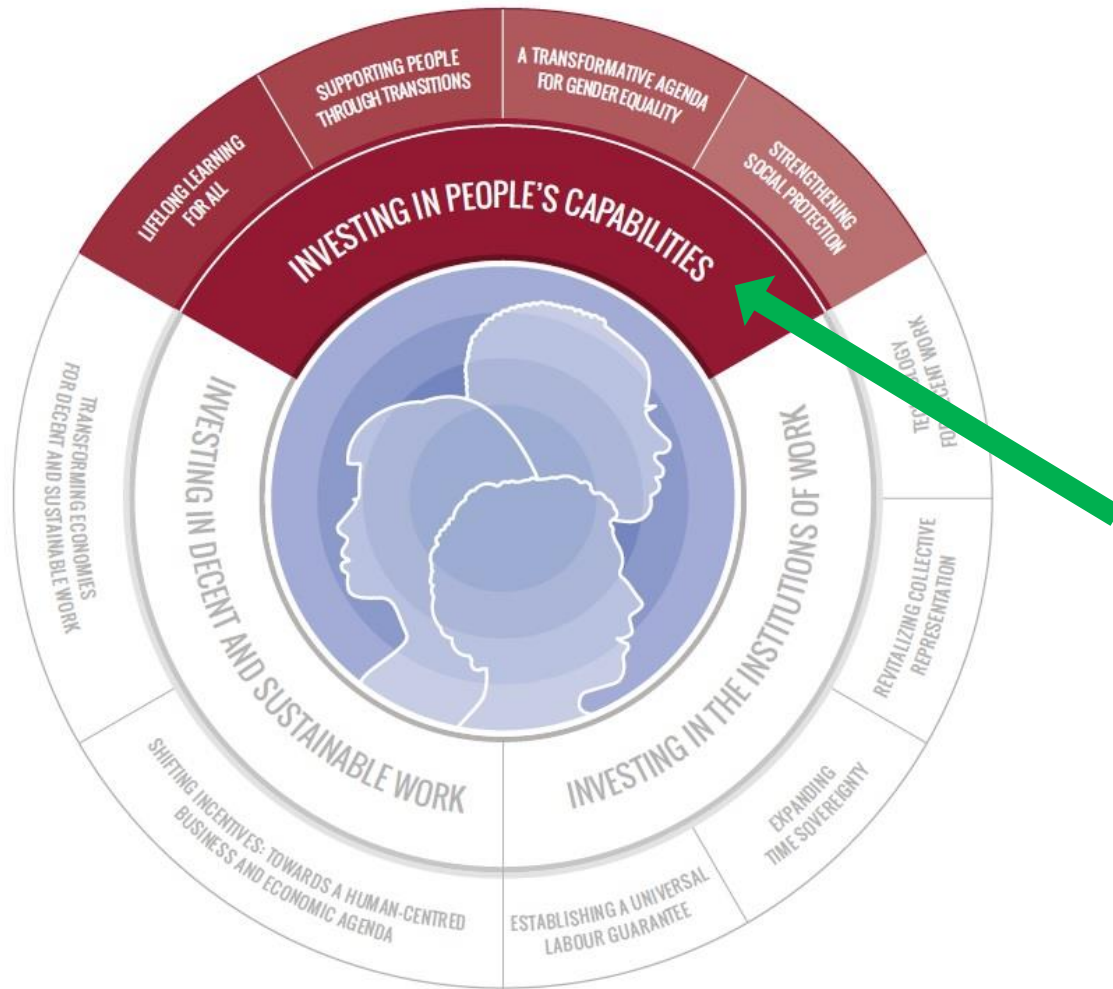


2. Human development and people wellbeing



“The aim of **human development**, as well as that of effective national politics, is **to allow people to live a purposeful and creative life**, developing their potential and organizing a meaningful life in line with their dignity” (Nussbaum, 2010)





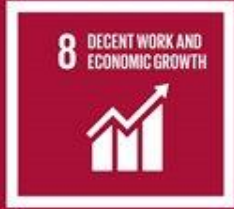
«Investing in people's capabilities will provide them with the opportunity to realize their full potential and to achieve the lives that they have reason to value»

An integrated policy vision

Work and “*education to and with the work*” have an *apical role* within the framework enabling **human development**, beyond the prominence only of quantitative growth and of efficiency and functionalist values (Nussbaum, Sen)



PROGRESS OF GOAL 8 IN 2019



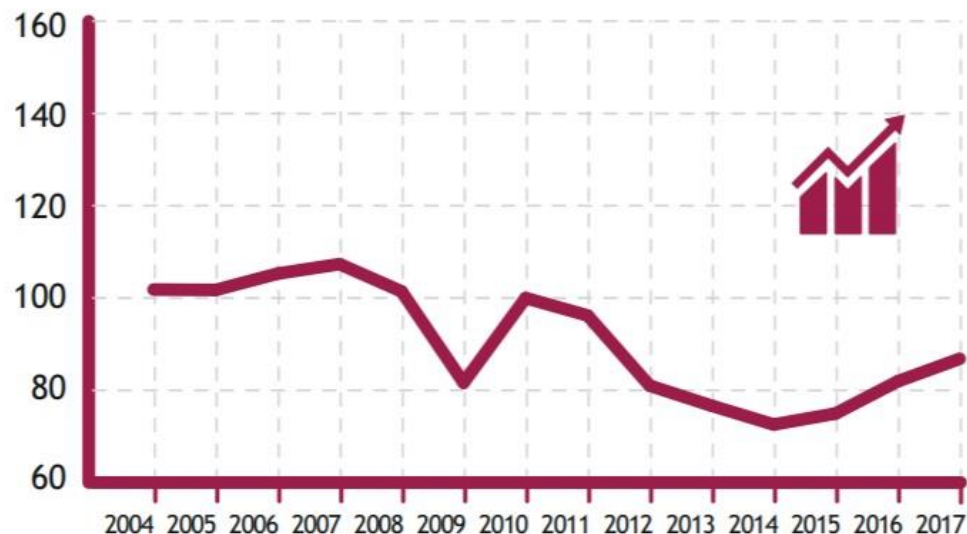
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

“Inclusive and sustainable economic growth can drive progress and generate the means to implement the Sustainable Development Goals.

Globally, labour productivity has increased and unemployment is back to pre-financial crisis levels. However, **the global economy is growing at a slower rate.**

More progress is needed to increase employment opportunities, particularly for young people, reduce informal employment and the gender pay gap and promote safe and secure working environments to create **decent work for all”**

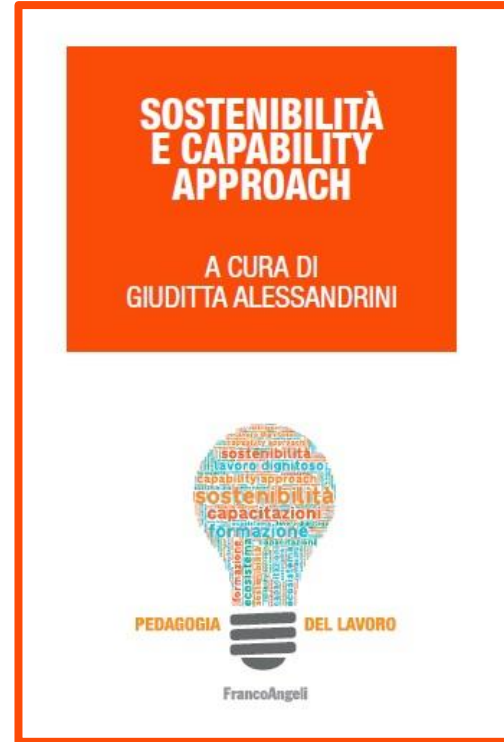
GOAL 8

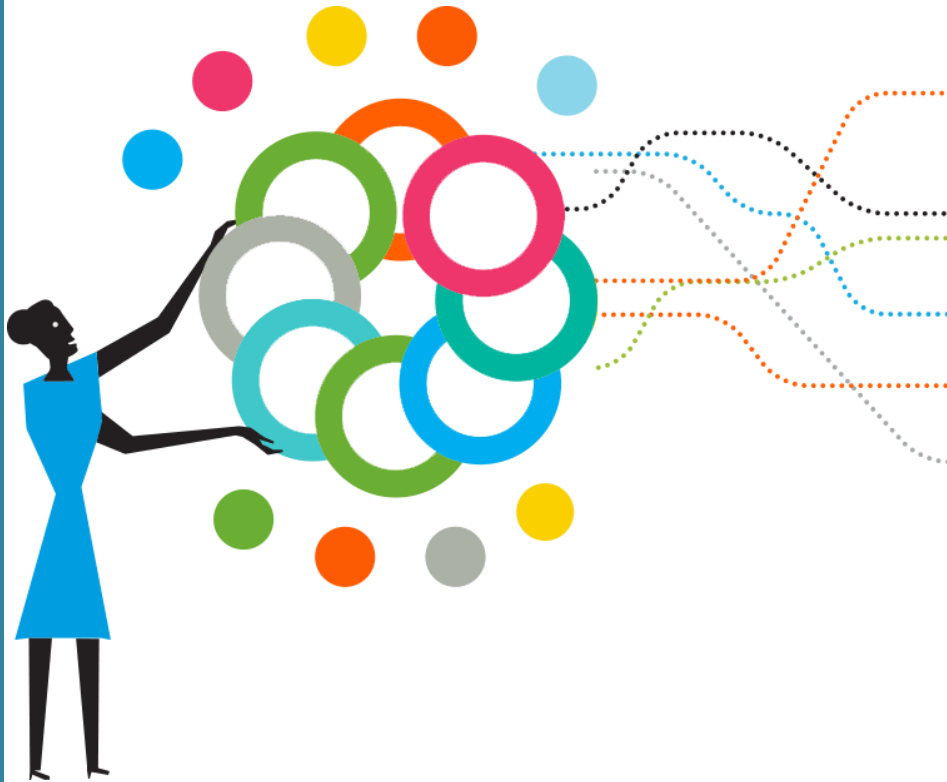


The Italian situation about **goal 8**, as described by ASviS, the Italian alliance for sustainable development, in its latest report

Anthropological perspective: some open question...

- The *main question* for scholars of pedagogy is “to what extent the work’s transformations could affect the anthropological/pedagogical perspective of “work”?”
- Changes in work’s scenario create a **new form of job’s polarization** but it is essential for the future **to increase social inclusion and equality of opportunity**
- To do so a social contract should **have at its center equality and opportunity for all but not more social inequality**
- **The global platform** based business differ from traditional production process without the traditional form of social protection
- The changing nature of work demands **skill of adaptability of workers** allowing them to *transfer easily from one job to another.. Which are the consequences for the learning strategies and didactic model?*





3. Capabilities as essential Right in front of labour's market changes

The future of work

- **Wide multiplicity** of work situations
- **New forms of work** outside of traditional working relationships
- **End of unified workplaces**, times and activities
- Versatile and **discontinuous career paths**
- Increase of **interconnections between work and private life**
- **End of the static** and predictable **labour market**



New Specific Skills (World Bank Group Flagship Report, 2019)

- Many jobs today and many more *in the near future* will **require specific skills** - a combination of technological know how, problem solving and critical thinking - as well as soft skills such **perseverance, collaboration and empathy**
- Advanced cognitive skills such as complex **problem solving, socio-behavioral skills** such a teamwork
- Skill combination that are **predictive of adaptability**, such as **reasoning and self efficacy**
- Building these skills requires human capital foundations and **life long learning**

Towards a greater demand for highly skilled jobs



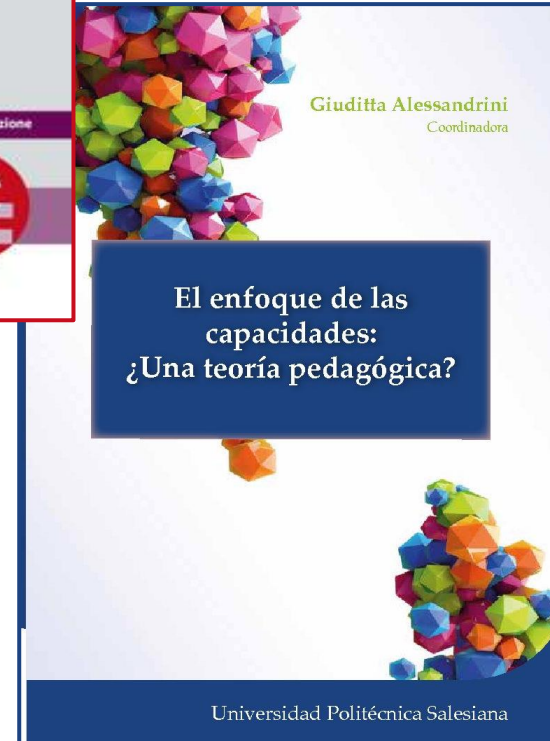
Advanced robotics and new forms of human-machine interaction produce an **increase in demand for non-routine cognitive skills** (deductive reasoning, fluidity of ideas, information's ordering, understanding of communication contexts)

Capabilities are...

- Capabilities are **essential rights that need to be safeguarded and granted, although differently, to all citizens**
- According to Nussbaum, **ten capabilities are needed to accomplish social justice, which can be classified in internal capabilities** (personal traits, intellectual and emotional capabilities, capabilities in terms of perception and movement) **and combined capabilities** (resulting from interaction with environmental factors) and might result in certain “functioning”

Ten capabilities by Martha Nussbaum

1. Life
2. Bodily Health
3. Bodily Integrity
4. Senses, Imagination, and Thought
5. Emotions
6. Practical Reason
7. Affiliation
8. Being able to live with other species
9. Play
10. Control over one's environment political and material



4. The Role of “Agency”



The concept of agency

- Agency is another important concept in Nussbaum's Capability Approach, for it clarifies the **process intended to change values and objectives**
- A just society should be accomplished throughout the realization of equality concerning the capabilities of its members
- Capabilities are important **in order to convert them into standards of living**

Freedom and Capabilities Measures

According to Sen, **three elements need to be considered** in order to appreciate the role of capabilities:

- a) The **direct relationship with human wellbeing and freedom**, the indirect impact of capabilities on social changes, and the indirect effect that capabilities have on economic production. In Sen's terminology "the welfare of capabilities" **allows individuals to demand the exercise of their own rights, first of all learning**. This right is a lifetime one and relates on important aspects linked to the right to citizenship
- b) The validity and forward-thinking which characterize "**lifelong learning**" should be given **more significance and form the basis of new welfare** (welfare of capabilities). This includes widening the **right to education through life**, devising a system of **skills certification and validation** to ensure full active participation to social life
- c) People should be helped to familiarize themselves with such an evolutionary approach, focusing on capabilities through "lifelong guidance"

The welfare of capabilities

The key aspect of development as freedom lies in **the idea of economic growth combined as democratic development** arising out of everyone's participation to opportunities in terms of people's capabilities, for they **improve themselves through education and training**



5. A new role of VET for inclusion

Low skilled in Italy

About 11 million



52% men
47% women



31.8% in the 55 - 65 age group
15% in the 25 - 34 age group
9.6% in the 16 - 24 age group



The 60% of Italian low skilled workers
are in the South and North-West
regions

VET for low skilled adult

- **The risk of increasing of dis-equality** can create more implication for all societies also at level of social cohesion and civic engagement
- The role of education and training (VET) for **low educated adults** - as a political issue - is **the basic element to create a good quality of life for all**

Adult education

Adult education **as a contrast to the fragility** of the country's human capital

Need to link VET with adult education (positive narrative of VET as a crucial value for modernization)

Need to link adult education to citizenship education and renewed democratic solidarity



Getting Skills Right

Italy



The OECD Survey “Getting Skills Right - Italy” has outlined a proposal of **re-launching VET role** in our national context

This perspective aims at **overcoming a vision on VET as a second chance for students**

Recent data show that the **employability of students from VET is better than that for students from other sectors**

Higher VET programmes and qualifications mostly maintain the traditional **focus on applied knowledge**

6. Civic engagement



From the report “Upskilling pathways implementation in Italy Taking stock of existing adult learning policies measures and resources”

- The persistence of **low rate of adults participation** to educational opportunities offered in our and other country **is very critical**
- Such criticality is mainly due to the fact that the level of mastery in literacy and numeracy skills and about the use of digital resources are the origin of **poor ability to act one’s own competence and the difficulty to mobilizing own competences**
- The lack of confidence in the profitability of investment in training or in reentering in the education circuits is a crucial factor

“Active citizenship”

- “Active citizenship” is defined from European Commission concern the **possible participation of citizen in all spheres of social and economic life**, opportunities of which they benefit and the risk that all this implies, trying to determine to what extent the feel they belong to the society in which they live have a voice in it
- **Social cohesion can be pursued through educational policies promoting individuals.** The level of educational attainment is stronger related to the opportunities of individuals’ civic engagement

7. Conclusive Remarks



Actuality of Capability Approach

Our discussion about the **actuality of Capability Approach** enhances new awareness on the **role of education**, such to create a new opportunity for individuals and social contexts to implement the *civic engagement* beyond the output of social cohesion and social justice



The main question

- **How to promote** and strengthen the paradigm of lifelong learning to empowering many actors and context in front of the need of new the role of civic agency and engagement in a society?
- **How to implement educational levels** also for a population of low skilled adults (reskilling and upskilling)?
- **How** - also within a legislative framework – to **implement strategies** of lifelong learning in connection and benefit with labor market and social policies
- **How to rethink VET solutions** to give new chances of employability and social inclusion to people

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