# . - Sociology of Educational and Training Policies

## Prof. Maddalena Colombo

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

To provide a critical update on the educational and training policies implemented in the national and European contexts. The sociological reading of the education-training system and the social processes involved (the relationship between education and welfare; matchingsupply and demand, governance, quality and innovation, equity and inequality, links with labour policies, etc.), conducted through the use of official documents, data and comments, sociological literature will enable students to propose interpretive hypotheses using subject vocabulary.

At the end of the course, students will be able to:

1. Understand the complexity of social transformations in training systems, in relation to: social-economic and occupational dynamics, professional cultures, and transformation of education roles.
2. Apply adequate conceptual tools to the analysis of the changes that have occurred in training policies, in relation to the globalised socio-cultural context;
3. Correctly contextualise training and educational policies/measures (support, consultancy, monitoring and placement).

***COURSE CONTENTS***

The following teaching units will be covered in the course:

1. *Education system in Europe*: consequences of educational polycentrism, continuous learning (key-competences of citizenship), the contrast of inequalities, the quality of *education*: European indicators and the framework of OECD indicators.

2. *The guiding values of educational policy*: theoretical debation on equality and merit in education; how to measure inequality in *achievement* e *attainment*; Italy’s performances in the European context, in relation to equity indicators;

3. *A. Sen's capabilities approach* and its application to training policies;

4. *Topical insights* for the application of the capability approach (a choice of one; the list may also include additional topics if requested by students):

a. prevention and combating school dropout;

b. training policies aimed at ethnic minorities;

c. intercultural policies (against racism);

d. citizenship skills, civic education and legality;

e. training and support policies for people with disabilities;

f. training of trainers (teachers and educators);

g. childhood policies and *childcare* services;

h. training policies for detainees;

i. reduction of the gender gap in training,

l. prevention and fight against unemployment and exclusion of job seekers (young people, women, or adults).

***READING LIST***

For points 1.2.3 of the course content, students will have to study the following compulsory essays available on Blackboard:

M. Colombo, *Riforme scolastiche e politiche europee dell’apprendimento. Capacità, attivazione, competenze di cittadinanza*, in “OppInformazioni”, a. 39, n. 111, lug-dic 2011, pp. 15-28.

L. Benadusi, O. Giancola, *Equità e merito nella scuola. Teorie, indagini empiriche, politiche,* new edition, FrancoAngeli, Milano, 2022 (excluding chapter 2).

A. Sen, *Human Capital and Human Capability,* in “World Development”, n. 12, 1997, pp. 1959-61.

An essay chosen from the following:

consiglio dell’unione europea, *Risoluzione del Consiglio su un quadro strategico per la cooperazione europea nel settore dell’istruzione e della formazione verso uno spazio europeo dell’istruzione e oltre (2021-2030),* [Gazzetta](https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0604(01)) Ufficiale Eurepea, 26-2-21;

<https://eur-lex.europa.eu/legal-content/IT/TXT/?uri=CELEX%3A32021G0226%2801%29>

or

Rapporto Bes (*Benessere equo e sostenibile) 2022, Istruzione e Formazione*, ch. 2, Roma, 2023 (pages 55-75). <https://www.istat.it/it/files//2023/04/2.pdf>

For point 4. The teacher will provide students with the textbook for the essay, according to the thematic area chosen by the student (subject to agreement with the teacher):

4a) M. Colombo, *Dispersione scolastica e politiche per il successo formativo. Dalla ricerca sugli* early school leaver *alle proposte di innovazione,* Erickson, Trento, 2010.

4B) Colombo M. – Scardigno F. (edited by), *La formazione dei rifugiati e dei minori stranieri non accompagnati: una realtà necessaria*, Vita e Pensiero, Milano, 2019.

4C) M. Colombo – G. Gilardoni, *Introduction. The Need for a Reflexive Intercultural Vision in Times of Populism*, in, *Intercultural Issues and Concepts: A Multi-disciplinary Glossary*, Peter Lang, Bruxelles, 2021, pp. 11-38: or: Gilardoni G., *Razzismo situato. Ragioni etiche, storiche e socio-culturali per contrastarlo,* Vita e pensiero, Milano, 2021;

4d) M. Colombo, *Adolescenti italiani e cultura della legalità,* FrancoAngeli, Milano, 2016.

4e) A. Pretto, *Prigionieri di una diagnosi. Punti di vista sulla disabilità*, Libreria Universitaria.it, Padova, 2016.

4F) M. Colombo, *Gli insegnanti in Italia. Radiografia di una professione*, Vita e Pensiero, Milano, 2017.

4G) W.A. Corsaro*, Sociologia dell’infanzia*, a cura di M. Colombo, A. Maccarini, P. Aroldi, FrancoAngeli, Milano, 2021.

4h) B. Pizzetti, *Carcere e rieducazione. Il contributo della pratica teatrale*, FrancoAngeli, Milano, 2023.

4i) M. Colombo , *Differenze di genere nella formazione*, “Studi di sociologia”, 2003 (pp.87-108); Bertocchi G,, Bozzano M., *Gender Gaps in Education*, “Discussion Paper”, 2019 (pp. 1-22); Dipartimento Pari Opportunità, *Strategia nazionale per la parità di genere,* Roma 2021-2016.

4l) different textbooks depending on the chosen target.

***TEACHING METHOD***

The course comprises teaching units (related to points 1-2-3) with materials that will be made available online on the Blackboard platform. The slides, together with the compulsory essays, will form an integral part of the exam materials. During the course, critical readings and related "renderings" may be organised in class by students. For point 4, the lecturer will provide specific indications and reading lists, useful both for the oral interview and for the drafting of a short written paper (optional).

***ASSESSMENT METHOD AND CRITERIA***

The exam consists of an oral interview on the topics under points 1-2-3, addressed during the course (and related mandatory reading list). In point 4, the topic chosen for the application of the skills approach will be developed through a written paper of maximum 5 pages, agreed with the lecturer. (The essay must be e-mailed to the lecturer at least 7 days before the date of the exam session, chosen by students to take the exam). The overall assessment will take into account the students’ preparation on the reading list textbooks (and any forum and/or feedback in the classroom) and the essay mark.﻿﻿﻿﻿﻿﻿﻿

Assessment criteria: ﻿﻿﻿

* correct use of the subject-specific terminology;
* conscious use of sources and data;
* analytical-descriptive ability to examine key concepts;
* level of the students’ interpretative maturity of the social processes addressed in the course.

***NOTES AND PREREQUISITES***

Students should have knowledge of basic sociology, in relation to main concepts (social system, organisation, institution, role, stratification, inequality, integration, etc.). Students who have not done any preliminary sociology examinations are advised to use the textbook of basic sociology in order to understand these concepts.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.