Policies for Human Capital: Demography, Education and Work

Prof. Mario Nosvelli; Prof. Giulia Rivellini; Prof. Mariagrazia Santagati

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

The course aims to introduce the concepts, tools and theoretical models for analysing policies for enhancing human capital designed to improve the well-being of certain populations. It pursues this objective by means of three disciplinary approaches, in the form of as many training modules: 1) demographic and statistical; 2) economic-labour; 3) sociological.

The three approaches interact thematically and complement each other in their interpretations, thereby mutually enriching their respective educational potential. A distinctive feature of this course is its multidisciplinary nature, offering added value to students.

Intended learning outcomes

1. *Knowledge and understanding*

Students will:

* (in terms of demographics and statistics) have essential knowledge of demographic analysis for the purpose of contextualising a population in time and space; be able to identify some of the most recent demographic phenomena related to developing the well-being and human capital of the population; understand some of the analytical tools included in reports on population policies connected to work-family balance, migration, and aging of the population; be familiar with and able to use national statistics resources, locating databases on the course themes.
* (on an economic-labour level) have an overview of the economic analysis of human capital and the economic causal factors behind educational and training decisions, both on a micro and macro level; understand and interpret the institutional architecture within which policies operate and the various critical issues that they are called upon to address in terms of labour market and its development;
* (on a sociological level) know the concepts and tools for analysing the social conditions under which education/training policies develop; be able to explain, understand and interpret inequalities in the field of education by critically interpreting the specific phenomena and aspects that impact on educational policies (e.g. early school leaving, immigration, gender, disability).
1. *Applying knowledge and understanding*
* (with reference to the demographic and statistical approach) students will be able to: analyse the dynamic and structure of a population of individuals; identify micro and macro dimensions in a behavioural study; associate certain demographic events with variations in well-being and human capital; access, consult and extract information from official databases; interpret graphs and tables produced independently or by others.
* In identifying objectives in the labour market, students must combine awareness with an understanding of the potentiality of interactions between various policy instruments and of the constraints impeding their implementation. The administering of various exercises aims to generate problem solving skills within students. The analysis and comparison of different international realities and companies aims to stimulate students’ analytical skills and assessment of alternatives to human capital policy.
* Students will be able to use the theoretical, methodological and empirical contributions of sociology to develop professional skills in designing educational policies for equal opportunities, contrasting school drop-out, for educational inclusion of students with immigrant backgrounds and special educational needs.

***COURSE CONTENT***

I. *Introductory aspects*

* Key concepts and measuring human capital.

II. *Overview on demographics and the relationships with the human capital*

* What is demographics
* The main demographic transformations and links to human capital.
* The concepts of age, period and cohort
* Mechanisms of population renewal
* Reproductive behaviour: fertility and reconciling work and private life.
* Population structure by age and population aging
* Overview of consulting data bases: CapitaleUmano.Stat, Demo Istat, Bes, I.Stat.

III. *The relationship between education and human capital*

* Policies for education/training from a sociological perspective.
* Education, social inequalities, policies for equal educational opportunities.
* The case of Italy in the European context
* Training policies for subjects with migration background and special educational needs

IV. *The relationship between human capital and the labour market*

* Concept and measurement of human capital in economics.
* The choice of investment in human capital: theory and applications.
* Efficiency of human capital at individual and aggregate levels: relations and criticality
* State intervention and organisation of the education and training transition: theory models and the main systems in use on an international level.
* The role of human capital within the dynamics of the labour market.
* Policies for human capital, digital innovation and business.
* Labour policies and enhancing human capital.

***READING LIST***

Lecturers will provide reading material at the beginning of each module and publish it simultaneously on Blackboard. Further study materials will be made available on Blackboard.

***TEACHING METHOD***

Lecturers will alternate throughout the semester depending on the topic being taught. The course will involve the use of the Blackboard platform.

There will also be two final active learning sessions aimed at exploring some of the course topics in more detail, attendance is optional. If students do decide to participate, this may result in a higher final mark in the examination.

Further details will be provided during the first lesson.

***ASSESSMENT METHOD AND CRITERIA***

Assessment will be by means of an oral test. On the same day, there will be an oral test on each of the 3 study models, which will last overall no longer than one hour, equally divided into 3 parts.

Students will only pass the examination if they show that they are proficient in all three modules. Students will be required to use a PC to consult databases.

Assessment will be a single mark out of thirty, students must show at least sufficient knowledge of the three abovementioned modules.

The final result will be communicated via the SVE app on the same day.

***NOTES AND PREREQUISITES***

 The course has no prerequisites in terms of content.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching and assessment will be carried out following procedures that will be promptly notified to students.

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.