



Quaderni di Comunità

Persone, Educazione e Welfare nella società 5.0

Community Notebook. People, Education and Welfare in the Society 5.0

ISSN: 2785-7697

**Call for Paper and Submission
Year IV No. 2/August, 2024**

Future guidance

Curators

Diego Boerchi, Lavinia Cicero,
Speranzina Ferraro, Andrea Zammiti





Future Guidance

Future guidance: a key strategy to steer change towards promoting the individual and sustainable and inclusive communities.

What prospects for education, economy, labour, environmental and social sustainability?

Introducing the topic of guidance from an educational and social perspective implies a contextualisation concerning the time we live in, often referred to as a time of complexity. Our society is experiencing, on a global level, an epochal transition, which is expressed by the crisis of our system of life and the awareness of a persistent transition resulting from the fall of the system of values and certainties that in the past had sustained the progress of societies and the personal life of citizens. A clear consequence can be seen in the spread of strong individualism, to the detriment of the values of being and feeling part of a community, and as a consequence of the strong impact of technologies and *socials* in everyone's life.

The challenges of the current century are leading to changes and transformations in labour market demands, with profound consequences on future career design processes, especially among younger people (Santilli et al., 2023).

Saadia Zahidi, General Director of the *World Economic Forum*, stated in the Future of Employment Report 2023 that *"for people around the world, the past three years have been full of upheaval and uncertainty for their lives and livelihoods, with the Covid-19, geopolitical and economic changes, and the rapid advancement of AI and other technologies now threatening to add further uncertainty."* He adds that governments and businesses must support the transition to future jobs by investing in education, retraining and social support structures to get through this difficult phase.

It is clear that we are facing a real 'educational emergency', as stated by the President of the Italian Episcopal Conference, Cardinal Matteo Maria Zuppi, speaking at the conference entitled 'Educare-Formare le giovani generazioni oggi' (Educating-Forming the young generations today), Bologna, April 2023. This is an emergency highlighted by the situations of malaise and fragility that affect young people, who experience first-hand the weight of the uncertainty of the times. Many recent studies insist on the vulnerability and uneasiness of our young people. In our country, there are 2 million young people with neuropsychic disorders of the developmental age, about 3 million with eating disorders, about 100,000 'hikikomori' in social withdrawal, 500,000 adolescents addicted to online gaming, 100,000 young people who drop out of school every year ... (cf. *Save the Children report on educational poverty 2022* and VITA magazine report, May 2023, *Burnt youth: how to respond to the suffering of a generation*). These situations of psychosocial distress are associated with the difficulty of imagining life projects that are functional to one's own well-being and then impact the social and labour inclusion of these fragile social groups.

Educational guidance strategy for the future.



According to the Council of Europe Recommendations of 2004 and 2008 on lifelong guidance, this constitutes a strategic lever for training the citizens of the future. The European Training Foundation (ETF), in its report *Trends and Innovation in Career Guidance*, states that quality career development and guidance services should be seen by governments as a strategic policy measure and as a way to tackle inequalities, which represent a strong element of criticality and weakness.

Guidance also plays a strategic educational function in forming the new generations and has an irreplaceable and almost providential role at this precise moment in history. Its function has changed over time, following the evolution and changes in society and the economic world. It has changed to adapt to the evolution of times and social contexts, transforming itself and assuming the connotation most consistent with the current situations. Savickas, with the theory of *Career construction* (2005 and 2014), and Guichard, with that of *Life construction* (2005 and 2013), introduce the definition of guidance as *career counselling and life designing*, a conception that aims to support and guide the person to realise their own life project, both in the professional and personal field, reaffirming its centrality in the current socio-economic context. Although these approaches emphasise the value of individual action, given the changes in recent decades, the same authors and others (Guichard, 2018; Nota et al., 2019; Zammitti et al., 2023) highlight the importance of looking at issues of inclusion and sustainability. Indeed, it is important to consider global challenges and the need to promote a career planning process capable of contributing to the construction of inclusive and sustainable future contexts (Di Maggio et al., 2020). This trend of promoting individual and systemic actions in favour of sustainable and inclusive development encompasses elements that benefit the whole society and the quality of life of its people (Callens and Meuleman, 2017; Santilli et al., 2023). Moreover, all this translates into a focus on global challenges for the future and well-being of the next generations, as highlighted in the 2030 Agenda and its Sustainable Development Goals. In this vision, the central role of guidance in the educational and social field emerges as *career education*, not only to manage transitions, which are a phase of the process, but for its strong value in the formation of the citizens of the future, through the development of guidance skills, so that they are ready/able to face the challenges of tomorrow and capable of not succumbing in the face of the difficulties and complexities of personal, social, economic and professional life.

The educational role of guidance is also reaffirmed by the relevant regulations of the Ministry of Education and Merit (Ministerial Decree no. 328 of 22/12/2022, Guidelines for permanent orientation), which also introduced the figure of the guidance tutor in secondary schools with targeted projects, supported by PNRR resources, and to prevent school drop-out and abandonment. It should be emphasised that guidance, as a key strategy to drive the change, requires a strong investment in the training of the various professional figures through the acquisition and strengthening of specific technical skills, as well as the development of the social network, i.e. of an effective integrated guidance system between the subjects and institutions involved, which follows the person at every stage of life and favours the connection between society, work and education. From an institutional and systemic perspective, this must also be supported by precise policy measures for inclusion in the world of work (such as effective active employment policies) that also include social and labour market players. The current complexity, but also the fragility that runs through people's lives at all levels in the current historical moment, call for a reflection that, starting from the critical elements detected, brings out possible professionally developed, innovative and/or creative paths to help create a culture of



community and inclusiveness for the humanising transformation of the current socio-economic system.

Based on these reflections, the Journal intends to collect theoretical-empirical contributions aimed at identifying the motivations, tools and ways to drive change in society by intervening in the training, education and activation of the psychosocial resources of the citizens of the future.

By way of example only, here are a few pointers.

- The current socio-economic-technological context: prospects, opportunities and risks from an guidance perspective.
- Italy between demographic decrease and resumption of emigration to other European countries: what future for young people and what political strategies?
- Guidance in the Italian educational system: the state of the art between theory, regulations and empirical evidence. A possible connection between primary, secondary, and tertiary education and life-long learning.
- Relations between the world of education and work: what are their respective roles and possible cooperation for guidance?
- Guidance as a strategic policy measure: the need to invest in training at several levels and in all sectors, involving institutions and social actors to implement a new and different cultural model.
- Cultural prerequisites and pathways to overcome the traditional fragmentation of interventions and create an integrated and networked guidance network, involving the various players of the Italian social context in a shared planning between families, schools, universities, enterprises, the third sector, and dedicated services.
- Guidance paths in schools: theoretical assumptions, methods and tools in transversal and disciplinary fields. What areas of development for strengthening key competencies are relevant for orientation?
- What are the possible shared paths of a culture of legality, participation, socio-political commitment and voluntary work (*service learning*) in the realisation of an guidance curriculum?
- What role could educational guidance, aimed at giving meaning and a project to one's life, play in the face of the phenomena of school drop-outs, social withdrawal and the growing manifestations of unease among adolescents and young people? Theoretical perspectives, empirical evidence and experiences.
- Impact evaluation of youth policy and guidance.
- What interventions, skills, and innovations can the disciplines (pedagogical, psychological, sociological, legal, economic, technical, etc.) bring to the guidance process today with a view to functional multidisciplinary integration?
- Research and guidance practices from an inclusive and sustainable perspective aimed at targets with or without vulnerabilities.

The submission must be accompanied by an indication of the section for which the contribution is being submitted.

1. *Essays section*
2. *Column section*



Each Essay is subject to referencing through the 'double-blind' technique.

It is strictly necessary for each proposal to be accompanied by certain information that is indispensable for publication:

- First and last names of the authors;
- Affiliation and/or membership body;
- Role held;
- Contact details of each author contributing to the *issue*
- Indication and email of the contact person.

Reference must also be made to both the deadlines indicated in the grid below and the drafting rules, non-observance of which will be grounds for exclusion.

For abstract submission and any information on this *call* please write to:
redazione.quadernicomunita@unilink.it

and for information to the curators:

- Speranzina Ferraro: speranzina.ferraro@gmail.com
- Diego Boerchi: Diego.boerchi@unicatt.it
- Lavinia Cicero: laviniacicero@gmail.com
- Andrea Zammitti: zammitti.a@gmail.com

Please write in the subject line: *Call for Paper Year IV No. 2/August 2024: Future Guidance*

Papers will be submitted exclusively by registering the author on the online portal at the following link:

<https://www.quadernidicomunita.it/index.php/qdc/user/register>

The [Editorial Guidelines](#) are available at the following link:

ITA:

<https://www.quadernidicomunita.it//index.php/qdc/libraryFiles/downloadPublic/1>

ENG:

<https://www.quadernidicomunita.it//index.php/qdc/libraryFiles/downloadPublic/2>

DEADLINE



LINGUA DEI CONTRIBUTI	CONTRIBUTIONS LANGUAGE
Italiano, inglese	Italian, English
SCADENZE	DEADLINE
30 Gennaio 2024	30 January 2024
Invio abstract (max parole 500) in inglese e italiano;	Abstract submission (max 500 words) in English and Italian;
5 parole chiave (in inglese e italiano)	5 keywords (in English and Italian)
15 Febbraio 2024	15 February 2024
Conferma accettazione abstract	Confirmation of abstract acceptance
30 Marzo 2024	30 March 2024
Sottomissione paper	Submission of papers
30 Aprile 2024:	30 April 2024:
Esito referaggio	Notification of referee results
30 Maggio 2024	30 May 2024
Revisioni e modifiche suggerite dai Referee	Revisions and changes to papers
30 Giugno 2024	30 June 2024
Revisione editing finale	Editing

BIBLIOGRAPHY

Athanasou, J. A., & Perera, H. N. (Eds.) (2019). International handbook of career guidance (2nd Edition.). Switzerland: Springer.

Barnes, S.A. et al. (2020). Lifelong guidance policy and practice in the EU: trends, challenges and opportunities: final report. Luxembourg: Publications Office. <https://goo.su/auTRk>

Bazzanella Arianna, Buzzi Carlo: Fare politiche con i giovani. Letture e strumenti. Franco Angeli, 2015.

Biagioli Raffaella: L'orientamento formativo. Modelli pedagogici e prospettive didattiche. Edizioni ETS, 2023.

Bresciani Pier Giovanni: La competenza. Appunti di viaggio, oltre l'orizzonte. Franco Angeli, 2022.



Burba Gabriella, Da Re Lorenza, Ferraro Speranzina: “Tutorato formativo: una strategia di empowerment orientante nel raccordo scuola-università” in “Innovazione didattica universitaria e strategie degli atenei italiani” a cura di Corbo F., Michellini M., Uricchio A. F. Università degli Studi di Bari Aldo Moro, 2019, pp. 317-322.

<https://www.uniba.it/it/ateneo/editoria-stampa-e-media/linea-editoriale/fuoricollana/volumege>

Burba Gabriella, Ferraro Speranzina, Fonzo Concetta, Poli Roberta: “Raccordo Scuola-Università per la formazione di insegnanti delle scuole di ogni ordine e grado” in “Professione insegnante. Quali strategie per la formazione? Tomo II”, a cura di Arturo De Vivo, Marisa Michellini, Maura Striano. Guida Editori, 2022, pp. 945-57.

Burba, G., Ferraro, S.: Le nuove linee guida per l'orientamento. Tuttoscuola, n. 629, febbraio 2023. Pp.44-49.

Callens, M. S., & Meuleman, B. (2017). Do integration policies relate to economic and cultural threat perceptions? A comparative study in Europe. *International Journal of Comparative Sociology*, 58(5), 367-391.

Capogna S (2022). Oltre l'habitus. Dialogo (a più voci) con P. Bourdieu tra destino e progetto. p. 1-252, ROMA:Aracne Editrice, ISBN: 979-12-218-0004-3.

Capogna S., Musella F., Cianfriglia L., Analisi sulla didattica a distanza durante l'emergenza Covid-19 (a cura di), Eurilink University Press, Roma, 2021.

Capogna S., University guidance services and support in the transition from education to work. *Italian Journal of Sociology of Education*, 2011, 1. (<http://www.ijse.eu/index.php/ijse/article/viewFile/90/93>).

CEDEFOP. (2018). Handbook of ICT practices for guidance and career development. Luxembourg: Publications Office. <https://goo.su/hkcr>

CEDEFOP (2020). Note on lifelong guidance and the COVID-19 pandemic: Responses from Cedefop's CareersNet. <https://goo.su/657sMLX>

CEDEFOP. (2021). Uno sguardo nuovo sulla professionalità degli operatori dell'orientamento. Nota informativa del Cedefop , dicembre de 2021. <https://goo.su/UiHp53>

CEDEFOP et al. (2021). Digital transitions in lifelong guidance: rethinking careers practitioner professionalism: a CareersNet expert collection. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 2. <https://goo.su/lQDX0Y0>



Cocozza A. & Capogna S. (a cura di) Per una politica di orientamento permanente. Una ricerca sociologica sul campo, Guerini e Associati, Milano 2016.

COVIGE: Linee Guida per la valutazione dell'impatto generazionale delle politiche pubbliche. <https://www.politichegiovani.gov.it/media/idvcoo3w/linee-guida-covige.pdf>

Da Re, L. (2018). Orientare e accompagnare gli studenti universitari: il Programma di Tutorato Formativo. Studium educationis. Tutorato e Tutor: significati e contesti. XIX, 1. Pp. 69-80.

Decataldo Alessandra, Fiore Brunella: Valutare l'istruzione. Dalla scuola all'università. Carocci, 2018.

Di Fabio Annamaria: Didattica orientativa nella scuola. Percorsi multidisciplinari per l'orientamento. Centro Studi Erickson 2014.

Di Maggio, I., Ginevra, M. C., Santilli, S., Nota, L., & Soresi, S. (2020). The role of career adaptability, the tendency to consider systemic challenges to attain a sustainable development, and hope to improve investments in higher education. *Frontiers in Psychology*, 11, 1926.

ETF (2020). International trends and innovation in career guidance. European Training Foundation. <https://goo.su/U3wyP> , <https://goo.su/Hewr>

ELGPN. (2015). Guidelines for policies and systems development for lifelong guidance: A reference framework for the EU and for the commission. European Lifelong Guidance Policy Network ELGPN Tools No. 6. <https://goo.su/ao1qeo2>

EUROPEAN TRAINING FOUNDATION, 2021, Investing in career guidance: https://www.etf.europa.eu/sites/default/files/2021-09/investing_in_career_guidance.pdf

Ferraro Speranzina et altri, Orientamento educativo. Rivista Lasalliana, n. 3 2020.

Guichard, J. (2018). "Life design interventions and the issue of work," in *Interventions in Career Design and Education: Transformation for Sustainable Development and Decent Work*, eds V. CohenScali, J. P. Pouyaud, M. DrabikPodgorna, G. Aisenson, J. L. Bernaud, and J. V. Guichard, (Paris: Springer), 15–28. doi: 10.1007/978-3-319-91968-3_2

Hooley, T., Sultana, R. y Thomsen, R. (2021). Five signpost to a socially just approach to career guidance. *Journal of the National Institute for Career Education and Counselling*, 47 (1), 59-66. <https://goo.su/yJje>

Gaggi Giulia: Scuola competenze orientamento lavoro. I percorsi per le competenze trasversali e per l'orientamento. Studium, 2022.

https://geo.uniud.it/fileadmin/documenti/Tomo.II_professione_insegnante.pdf



IAEVG. (2018). International Competencies for Educational and Vocational Guidance Practitioners. International Association for Educational and Vocational Guidance. <https://goo.su/e8AKmZT>

Investing in Career Guidance (2019), (REVISED EDITION 2021):

Kettunen, J., Sampson, J.P. (2019). Challenges in implementing ICT in career services: perspectives from career development experts. *International Journal for Educational and Vocational Guidance* 19, 1–18. <https://goo.su/wP9azT5>

La Spina Antonio: Politiche pubbliche. Analisi e valutazione. Il Mulino, 2020.

Lavaroni Diego: Come trovare le proprie strade. Senza finire in un vicolo cieco. Fabbrica dei Segni, 2020.

Mannese Emiliana: L'orientamento efficace. Per una pedagogia del lavoro e delle organizzazioni. Franco Angeli, 2020.

Mark Savickas: Career counseling. Guida teorica e metodologica per il XXI secolo. Erickson, Trento, 2014.

Marquardt Luisa, Anagnostopoulos Ekaterini (Curatori): Competenze, orientamento, empowerment per l'inclusione. Trasversalità e trasferibilità di skills, strumenti e pratiche. Ledizioni, 2021.

Monti Luciano: Ladri di futuro. La rivoluzione dei giovani contro i modelli economici ingiusti. Luiss University Press, 2014

Morin Edgar (Autore), Ceruti Mauro (Curatore), Lazzari Susanna (Traduttore): Insegnare a vivere. Manifesto per cambiare l'educazione. Raffaello Cortina Editore, 2015.

Morin Edgar, Ciurana Émilio-Roger, Motta Raúl Domingo: Educare per l'era planetaria. Il pensiero complesso come metodo di apprendimento. Armando Editore, 2018.

Parente Paola: Orientamento. Educare alla complessità per costruire il futuro. Hoepli, 2022.

Pastorella Giulia: Exit Only. Cosa sbaglia l'Italia sui cervelli in fuga. Laterza, 2021.

Rosina Alessandro: Crisi demografica. Politiche per un paese che ha smesso di crescere. Vita e Pensiero, 2021

Rosina Alessandro: Il futuro non invecchia. Vita e Pensiero, 2018.

Rosina Alessandro: NEET. Giovani che non studiano e non lavorano. Vita e Pensiero, 2015.

Santilli, S., Ginevra, M. C., & Nota, L. (2023). Colleagues' Work Attitudes towards Employees with Disability. *European Journal of Investigation in Health, Psychology and Education*, 13(1), 130-140.



Santilli, S., Ginevra, M. C., Di Maggio, I., Soresi, S., & Nota, L. (2023). Construction and initial validation of the scale “Goals for Future Design of the 2030 Agenda”. *International Journal for Educational and Vocational Guidance*, 1-20.

Soresi Salvatore (curatore): L'orientamento non è più quello di una volta. Riflessioni e strumenti per prendersi cura del futuro. Studium, 2021.

Soresi Salvatore, Nota Laura: L'orientamento e la progettazione professionale. Modelli, strumenti e buone pratiche. Il Mulino 2020.

Toni, A. y Vuorinen, R. (2020). Lifelong guidance in Finland. Key Policies and Practices. In Hagaset Haug, E., Hikey, T., Kettunen, J. y Thomsen, R. (Ed). *Career and Career Guidance in the Nordic Countries*. Leiden: Brill p.127-143. <https://goo.su/DAT0e>

Watts, A. G. (1996). Experience-based learning about work. En A. G. Watts, B. Law, J. Killeen, J. M. Kidd y R. Hawthorn, *Rethinking careers education and guidance: Theory, policy and practice*. Routledge. (pp. 232-246)

Watts, A. G. (2014). Cross-national reviews of career guidance systems: Overview and reflections. *Journal of the National Institute for Career Education and Counselling*, 32(1), 4-14. <https://goo.su/V9LlPL>

Tristram Hooley; Sultana Ronald; Rie Thomsen (curatori): *Career Guidance for Emancipation. Reclaiming Justice for the Multitude*. Routledge 2018.

Tristram Hooley; Sultana Ronald; Rie Thomsen (curatori): *Career Guidance for Social Justice. Contesting Neoliberalism*. Routledge 2017.

Van Esbroeck Raoul: *L'orientamento a scuola. Una proposta operativa di life-design*. Giunti O.S. 2011.

www.cedefop.europa.eu/en/publications-and-resources/publications/2227

Zammitti, A., Valbusa, I., Santilli, S., Ginevra, M. C., Soresi, S., & Nota, L. (2023). Development and Validation of the Decent Work for Inclusive and Sustainable Future Construction Scale in Italy. *Sustainability*, 15(15), 11749.



TEMPLATE FOR ABSTRACT SUBMISSION

Call for Papers Year IV No. 2/August 2024: Future Guidance

Indicate the section where it is proposed to publish

- Essays section* (All essays are subjected to refereeing through the double-blind technique).
- Rubrics*

I Abstract: [Preceded by *Abstract:* in Bookman Old Style, body 9, bold, followed by text in Bookman Old Style, body 9, normal, justified]. The first abstract (max 500 characters) is in Italian and must be a translation of the one in English.

Keywords: [Preceded by *Keywords:* in Bookman Old Style, body 9, bold, followed by text in Bookman Old Style, body 9, normal, justified]. Three to six **keywords** in Italian should be written after the abstract, clearly indicating the topics discussed (these **keywords** are needed for indexing the article in international databases).

II Abstract: [Preceded by *Abstract:* in Bookman Old Style, body 9, bold, followed by text in Bookman Old Style, body 9, normal, justified]. The second abstract (max 500 characters) is in English and must be a translation of the one in Italian.

Key Words: [Preceded by *Key Words:* in Bookman Old Style, body 9, bold, followed by text in Bookman Old Style, body 9, normal, justified]. The same keywords translated **into** English should be written after the translated abstract.

Example:

ESSAY TITLE

by Mario Rossi*, Andrea Bianchi **

Abstract: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum.

Key words: Lorem, Ipsum, dolor, sit, amet, consectetur

Abstract: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum.

Key Words: Lorem, Ipsum, dolor, sit, amet, consectetur



* Name, Surname, institutional affiliation of the author(s), ORCID (if available) e-mail. We use the symbols * and **for these notes, while for the notes in the text, we use the progressive numbers starting from 1 with each contribution.