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Temporary employment and pedagogical perspectives

The contemporary society bears characteristics that affect life, such as the constant change and its speed. Reality – referring to world and life conception, collective culture, conscience and social context – is built on change and is regulated by change (Cambi, 2004).

These important elements also affect work and pedagogical reflections (Tramma, 2006) that were and are strongly correlated. Consequently, the modification of one of the two factors (education and work) has inevitable repercussions on the other element.

At the moment, the relationship between education and work is evolving, because of the changed relationship between people and work. In particular, the passing from the old business system to the new one, has determined an increase of job flexibility, that is becoming an universal principle (Bauman, 1999, 2006).

One of the main element of flexibility is precariousness. Hobsbawn (1999) thinks of flexibility as an old and consistent strategy to get the best profit, i.e. “*job insecurity is a new strategy to increase profits, without human job or paying it less*”. Insecurity coming from flexibility would be compensated by the increasing opportunities: what is missed in security, stability and long term planning would be compensated from what is gained in occupational chances and in possibilities not to be linked just to a job.

Flexibility involve precariousness (Gallino 2001) that leads up to :

1. *reduced projecting*: limited possibility to formulate projects and forecasts about professional, family and personal future;
2. *reduced training linked to experience*: reduced, sometimes annulled, flexibility and job experience accumulation (self-training on field);
3. *reduced spaces and relationships*: reduction of spatial and relational features connected to work.

Thinking of the radical changes in the job and manufacture field, we should reflect on the primary question concerning the role of pedagogy, since pedagogy has to work out a *new* educational theory that goes over routes for the training for *this* job and *this* flexibility.

Because of the need to up to date knowledge and skills, the spread of occasional work and flexible roles and functions, learning and knowledge management processes have an important role and create request of training occasions and events *in progress* and *on the job* (Striano, 2004).

The arrival of a *knowledge society* is reinforcing the idea that knowledge is the *new social capital* (Stewart, 1997) and that the *human knowledge potential* is the *intrinsic value* of a capital to increase (Orefice,2001a). Obviously, it doesn't mean that people have to be passive subjects that just have to pile up knowledge and skills. On the contrary, people should be considered both as

knowledge workers, because of their dedication in getting skills and knowledge to be able to be in charge of different tasks and roles, and as *knowledge managers*, because skills management involves inevitably building and using properly different knowledge structures, focused on the actor (Butera, Donati, Cesaria, 1997; Orefice, 2003).

In this contest, the ability to learn fast and the learning potential count more than the “fixed” knowledge. It is relevant to underline that every professionalism should be supported by a “reflective epistemology” functional to identification and production of new elements of knowledge about the professional act (Schon, 1993).

Only in this way, the acting subject can become “caretaker and teacher of his self” (Bauman, 1999) in a constant instability process where the necessity to pass from the knowledge to the skill, from the immobility to the mobility, from the learning as a target reached to the learning for the whole life is really relevant.

In this way, the vocational training will be an element of knowledge's growth for people and society, and it will have a strong pedagogic and political value because it could become a real and effective opportunity of cultural and social emancipation in order to express and implement educational acts and deliberatedness.