SOCIOECONOMIC TRENDS AND EMPLOYABILITY OF YOUNG PEOPLE

"The instinct of the child confirms that work is an intrinsic tendency of human nature: it is the characteristic instinct of the species. "(Maria Montessori, 1982 :)."

One of the characteristics that define the current labour situation are the constant transformations in the economic, social and technological area that are causing profound changes in the business structure and in the market of supply and demand of employment. Some of the most representative facts that characterize these transformations are:

ECONOMIC

To the classic productive factors (land, labour and capital), a fourth factor, information, is added. This new techno-economic paradigm has the information and knowledge as the raw material.

For this reason, today, the canter of the economy is no longer occupied only by companies that produce and distribute products as they did thirty years ago, but companies that produce and distribute knowledge and information. Think of the value and dominant position in the market held by companies such as Apple, Alphabet and Microsoft.

On the other hand, within the economic sphere I would also highlight the growth of the Green economy and renewable energies, the development of the sharing economy as a business model in different sectors: mobility of goods and people, tourism, services (Gig economy), education (moocs, collaborative e-learning), collaborative finance (crowdfunding) ...

Finally, since a few decades ago there has been an exponential growth of the speculative economy or financialisation.

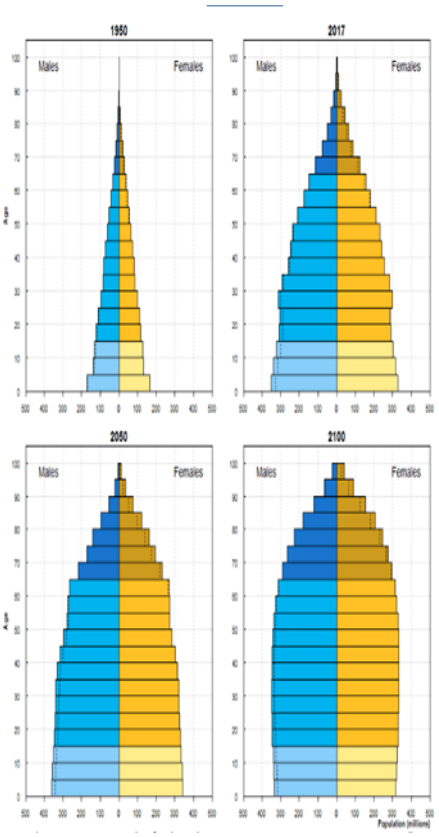
TECHNOLOGICAL

The development and innovation in the technological universe, characterized by the ease and speed in the creation of new products and services, and the explosion of telecommunications and information technologies are breaking into all areas of human life: Robotics, Artificial Intelligence, Industry 4.0, Big Data, internet of things, 3D printing, Nanotechnology ...

SOCIAL

We are facing a new demographic scenario where, on the one hand, the developed countries maintain a clear increase in life expectancy, a low birth rate and an aging population that leads them to search for strategies to guarantee social systems and pensions; an example of this, we have it in the extension of the retirement age that in many countries of the EEC.

On the other hand, according to the latest report on the population of the UN, global population growth will be located in countries of Central Asia, Bangladesh and some of sub-Saharan Africa. Which leads to a clear imbalance between the aging of developed countries and the demographic growth of poor countries with the consequent geopolitical tensions?



Finally, it should be noted that this demographic scenario also generates a series of adaptation measures through the creation of new products and services related to dependency, such as financial products aimed at financing a longer life with less income, programs and sociocultural animation services specifically oriented for the elderly and the development technologies in home automation projects that facilitate greater independence for the elderly.

CHANGES IN JOB POSITIONS

Directly or indirectly, these transformations have generated and are generating profound changes in the contents, methods and means of the jobs and in the production, distribution and labour organization systems. As an example, we could highlight:

NEW CONTENTS

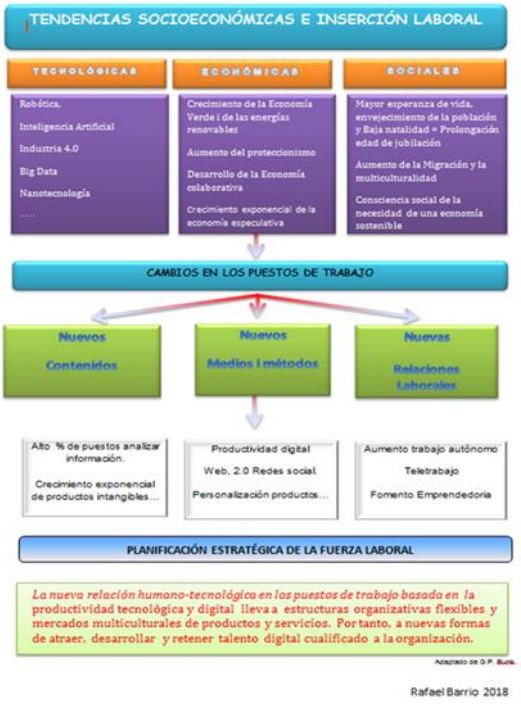
High percentage of jobs intended primarily to analyse information, exponential growth of the marketing of intangible products (music, movies, video games ...)

NEW MEANS AND METHODS

Digital productivity, Web 2.0, Social networks, personalization products...

NEW LABOUR RELATIONS

Increase self-employment, telework, and increase in people who choose the option of entrepreneurship as a job placement strategy.



In order to be able to face the new demands of goods and services, the competitive guidelines between companies are changing and we can observe a progressive elimination of barriers between design, development and commercialization of their products and services, generating a demand more diversified qualifications with the goal of creating value for products and services marketed to be more competitive.

STRATEGIC PLANNING OF LABOUR FORCE

The educational systems of Europe and the United States were designed from the beginning to meet the labour needs of an industrial economy based on manufacturing, engineering and related businesses, including construction, mining and metallurgy. This demand profoundly influenced the structure of public education systems. (Robinson, 2012)

The economic, technological and social transformations described above are forcing us to rethink some of the dominant aspects of the current educational system.

From the time of the first industrial revolution, the most widespread opinion about the main mission of school education was to train productive workers. It should be noted that this current of thought was based on philosophical assumptions of the illustration such as those of John Locke and Adam Smith with a utilitarian conception of nature that was considered as a pure instrument and resource to satisfy needs.

Currently, due to environmental hazards, the development of business models based on collaborative consumption and technological development that will replace much of the cognitive work, socio-labour awareness is changing, from a purely utilitarian conception of nature to another that, without ruling out such approach, seeks a more sustainable development from the economic, social and environmental point of view.

All this leads us to propose an educational model that enhances ecological values (climate change, recycling, energy saving,), shared knowledge and innovation in order to prepare learners towards a new, more collaborative and technology economy with a greater degree of entrepreneurship in its socio-labour dynamic.

Educational systems, apart from developing teamwork and critical thinking skills, should have among their priority objectives, promotes children's and adolescents 'creativity in order to facilitate their future insertion in a labour market of technological and digital productivity characterized by its unstoppable tendency to robotization and the development of artificial intelligence, where the algorithmic procedures are the basis of its operation.

It was in the late 50's when the American psychologist Joy Paul Guilford, academically known for his model structure of intelligence, who published one of the first scientific articles on creativity. This author affirms that divergent thinking is the most important for the creative resolution of problems; this thought is characterized by flexibility, fluidity and the ability to elaborate.

On the other hand, two types of procedure for solving problems have been defined, the so-called algorithmic procedure in which a previously established method is applied (e.g., solving second-degree equations) and the heuristic that needs the creative capacity to solve them

We can define creativity as the capacity that potentially exists for any person at any age for the creative resolution of a problem or difficulty but that together with genetic factors requires environmental and social conditions to be able to develop (Dewey, 1910; Gardner, 1973; ...)

This creativity, be it artistic or scientific, has its own characteristic mental process (heuristic), with a series of indicators that can be measured and evaluated to know its evolution: originality, fluidity, flexibility, elaboration... (Guilford, 1950 and Torrance, 1962.)

We currently know that skills and creative habits can be developed in the classroom but these depend on multiple factors such as the school curriculum, the pedagogical and didactic competence of the teacher's, the pedagogical model of the institution, the type of evaluation, the contents of the programs etc.

To stimulate the creativity of the students, the role of the teacher must change and become that of a sociocultural mediator and a facilitator who creates the right conditions to mobilize divergent thinking in front of the convergent. That is, the teacher goes from being an exclusive transmitter of content to a designer of learning spaces where the main axis of the teaching plan is no longer exclusively in the content to be learned and developed but in proportionally integrating contents, activities, resources and communication that stimulate creativity in the classroom.

To finish, we can mention, by way of example, some techniques and actions to development of creativity in the classroom:

Strategies of learning based on reflection and participatory dialogue as it would be everything related to raise hypotheses from a set of facts and data, find original solutions to problems known to students, association exercises: look for relationships, similarities and differences, etc.

Osborn; Brainstorming https://en.wikipedia.org/wiki/Brainstorming

Solución Creativa de Problemas (CPS): https://en.wikipedia.org/wiki/Creative_problem-solving#Creative_Problem_Solving

Role-playing: https://en.wikipedia.org/wiki/Role-playing

Mind map https://en.wikipedia.org/wiki/Mind_map

The lateral thinking of Edward de Bono and his associated techniques: https://en.wikipedia.org/wiki/Six_Thinking_Hats

Bibliografía básica

Disruptive technologies: Advances that will transform life, business, and the global economy https://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/disruptive-technologies

Global Economic Prospects http://www.worldbank.org/en/publication/global-economic-prospects

The Global Talent Competitiveness Index 2018 https://gtcistudy.com/wp-content/uploads/2018/01/GTCI-2018-web.r1-1.pdf

Manuel Castells (2006) La sociedad roja: una visión global. Alianza Ensayo

Delivering TVET through Quality Apprenticeships https://unevoc.unesco.org/up/2015eForum_Quality_Apprenticeships_Report.pdf

J. P et al. Guilford (1968) Intelligence, Creativity and Their Educational Implications

Ferreiro, R. (2008). Informe final de investigación: "Nuevo entorno de aprendizaje" (2003-2008). Miami: NSU.

De Bono Edward. 2006. Lateral Thinking: A Textbook of Creativity

Goleman, Kaufman, Ray (1992): Creative Spirit

Montessori https://www.montessori-ami.org/