



# The professionalization of the Educational Services Coordinator.

## What role in the world of work.

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### INTRODUCTION

#### Professionalization: Which definition?

«Professionalization is the **path** by which a **work activity becomes a profession**» (Del Gobbo, Federighi, 2021, p. 9) A process by which workers acquire knowledge and skills that will enable them to perform professional activities efficiently and effectively (Abhervé, Dubois, 2009, p. 132).

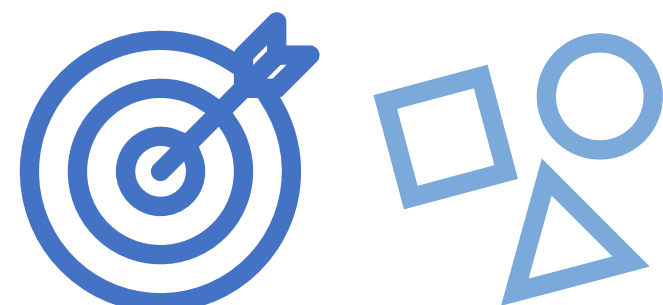
#### What relation with the work context?

Professionalism as «the ability to know how to experience the work environment as learning of the whole person» (Yorks & Kasl, p. 180) thus giving rise to a «**mutually constructive link between formal, informal and no formal learning and skills**» (Epifani, 2003, p.23)

#### Who is the Educational Services Coordinator? What knowledge and skills?

The world of professions is also traversed by instances that clamour for the strengthening of continuity and the link between skills and professional. This is especially true for professionals in the Third Sector, whose work is geared toward action and social transformation.

The coordinator is, in fact, a **second-level professional** who works predominantly within social enterprises in the management of person-oriented services. It is placed within what is called "Educational Management" defining a field of action that spans different disciplines such as Economics and Educational Sciences, precisely recalling the multidisciplinary nature of its work. He stands, therefore, as De Ambrogio, Casartelli and Cinotti (2021) define him, as a "**hinge figure**" between different but both extremely necessary areas of expertise.



**AIMS**  
Identify the professionalization process of the Educational Coordinator of Personal Services in the Third Sector  
Understand the existence (or not) of mismatching between skills and professional role



### RESEARCH DESIGN

Definition of **research question** and categories.  
First review of the literature from a **pedagogical perspective**



#### METHODOLOGY

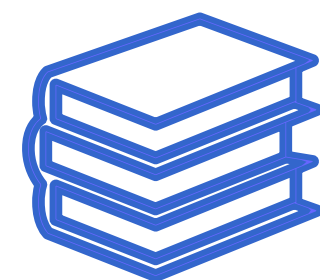
Second review of the literature on **professionalization**: the key offered by the Sociology of Labour and Economics.



#### DATA COLLECTION

Data analysis was conducted using **Atlas.ti** software and through the **Grounded Theory** method

#### FIRST LITERATURE REVIEW



The epistemological context is of an **Ecological-naturalistic**.  
The research is composed of **qualitative method** defining an **evidence-based methodology**.

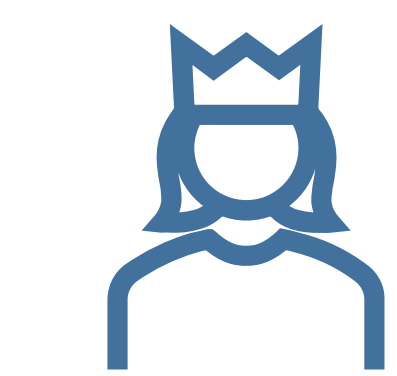
#### SECOND LITERATURE REVIEW



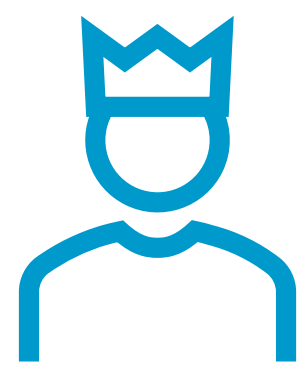
Formulation of the **research hypotheses**  
Definition of the **contexts** and the **sample, involving 16 professionals**.  
Implementation of the **2 semi-structured interviews**.

#### DATA ANALYSIS

The interview outline was developed with contributions from De Ambrogio, Casartelli & Cinotti (2021). It is not a faithful reproduction, but one that has seen some adaptations depending on the sample and the close link to the **TECO-D Pedagogy model** and the role of **Master's degree pathways**.



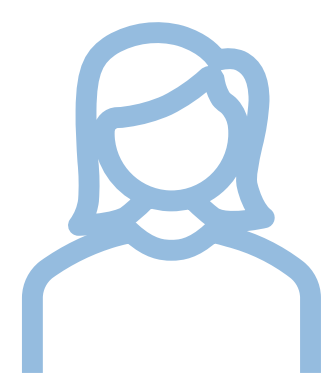
1 Head of socio-educational area



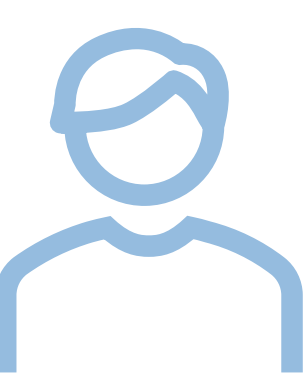
1 Manager of socio-educational services



1 Technical service coordinator



7 Services Coordinators



4 Educators



2 Educational Animators

### RELEVANT RESULTS

Data analysis shows that many Services Coordinators have **Bachelor's Degrees** (both in the Health and Education fields, most commonly including Nursing, Health and Social Educator, and Social Educator). A very small part do not have a Bachelor's degree. This finding confirms the largest phenomenon investing the social framework, i.e., **upward career development** (from an entry-level figure to higher positions, without specific Degree).

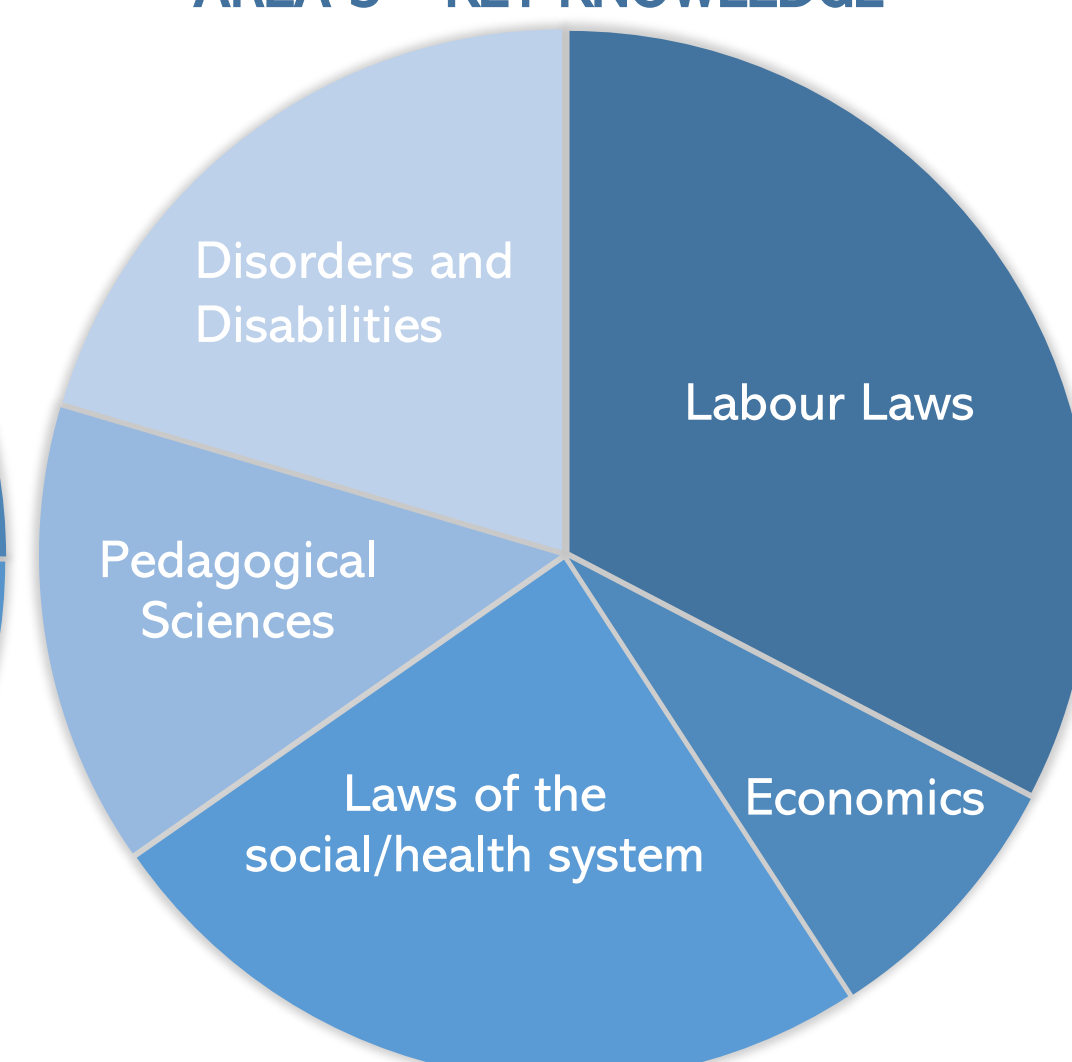
Regarding the relationship between skills development and learning in contexts, most of the interviewees emphasize the **difficult in making a clear separation between skills developed during working life and those developed in other contexts**, informal and no formal, but all recognize the **workplace as an opportunity to stimulate shared intelligence**, recognizing the experience of others and making it their own.

Finally, another relevant and unexpected finding concerns the physical organization of work and space. Most Coordinators have **greatly benefited from smart working**, especially for the administrative management that the role requires, and confirms the need to maintain a hybrid mode.

#### AREA 3 – KEY SKILLS



#### AREA 3 – KEY KNOWLEDGE



### CONCLUSION AND FUTURE PERSPECTIVES

Considering the research work conducted, it is possible to affirm that the strong connection between professional development and socio-cultural dimension - and the consequent link between non-formal education, informal and Higher Education, **requires to the Universities to train the "awareness" of their own professional field and role**, working in an increasingly **multidisciplinary perspective**, but also in a more focused way on **shared planning**.

Among the main possibilities for **future implementation**, we certainly find an **expansion of the sample and the territory**, as well as the **adoption of mixed methods**, with the integration of quantitative and qualitative tools.

### REFERENCES

Abhervé, M., Dubois, P. (2009). La difficile professionalizzazione delle occupazioni nei servizi alla persona. *Sociologia del lavoro*, n.113, pp. 124-144.  
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Del Gobbo, G., Federighi, P. (2021). *Professioni dell'educazione e della formazione. Orientamenti, criteri e approfondimenti per una tassonomia*. Attori e sistemi della formazione. Firenze: Editpress  
Epifani, S. (2003). *Business Community: gestire il Capitale Intellettuale nella Net Economy*, Franco Angeli, Milano.