

Human capital, gender and capabilities

Tindara Addabbo*, Maria Laura Di Tommaso** e Anna Maccagnan*¹

*Fondazione Marco Biagi - Università di Modena e Reggio Emilia

**Università di Torino

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Abstract

The focus of our analysis is children's cognitive capability following Sen and Nussbaum's Capability Approach. In a first step of our analysis we adopt a wider definition of cognitive capability and we analyse it in the interaction with other capabilities (health and play) with reference to children aged from 6 to 10 and by using Istat multipurpose survey on daily life year 2008. In a second step we focus on a finer definition connected to the development of scientific cognitive capability with reference to Italian 15 years old children by using the OECD Programme of International Student Assessment (PISA) 2006.

In order to assess the development of children's capabilities we use the tools offered by Structural Equation Models that have been previously used to estimate well-being amongst others by Kuklys (2005), Di Tommaso (2007), Krishnakumar (2007), Addabbo and Di Tommaso (2010) and that allow us to study the relation between the latent cognitive capabilities and observed functionings (attitude towards education, attendance of artistic activities and other activities for the wider definition and score tests in science together with students' enjoyment of science and awareness of environmental issues for scientific cognitive capability). We have analysed the effect on latent capabilities of individual, households and institutional conversion factors and highlighted the interactions amongst different capabilities by gender.

References

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¹ Tindara.addabbo@unimore.it, anna.maccagnan@unimore.it, marialaura.ditommaso@unito.it